



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	0501-0001-0009
School Name	Auburn Junior High School
School Address	181 Franklin Street
District Name	Auburn Enlarged City School District
School Leader	David Oliver
Dates of Review	February 11-12, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	7-8	Total Enrollment	616	SIG Recipient	X	Title 1 Population	NP%	Attendance Rate	93.5%		
Free Lunch	33%	Reduced Lunch	8%	Student Sustainability	%	Limited English Proficient	0.05%	Students with Disabilities	13%		
Number of English Language Learner Classes											
#Transitional Bilingual	4	#Dual Language		#Self-Contained English as a Second Language							
Number of Special Education Classes											
#Special Classes	1	#Consultant Teaching	6	#Integrated Collaborative Teaching				8			
# Resource Room	10										
Number Special Classes											
#Visual Arts	28	#Music	12	#Drama	0	#Foreign Language	30	#Dance	0	#CTE	28
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	13%	Hispanic or Latino	4%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	79%	Multi-racial	1%
Personnel											
Years Principal Assigned to School	5	# of Assistant Principals	1	# of Deans	0	# of Counselors / Social Workers		2.5			
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.		0%	Average Teacher Absences		11.2%		
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits			4 Year Graduation Rate				
ELA Performance at levels 3 & 4	29%	Mathematics Performance at levels 3 & 4	32%	Science Performance at levels 3 & 4		87%	6 Year Graduation Rate				

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Differentiated instruction
2. Checking for understanding
3. Engaging students
4. Building relationships with students and families

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	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has created a safe and nurturing school environment where students can successfully transition from elementary school to Junior high school. However, school-wide goals, although shared with the school community, are not specific and measurable. As a result, the rate of progress towards reaching these goals is difficult to measure. Although systems and structures are in place, including on-going, building-based professional development, to support staff collaboration around data and instructional practices, staff inconsistently monitors the systems

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 school leaders understand the importance of improving instruction and have systems in place to monitor what happens in classrooms.

Evidence/Information that Lead to this Finding:

- Discussions with school leaders show they have developed a schedule of walk-throughs, two formal walk-throughs per year and one formal observation for each teacher. These observations include a pre- and post-observation conference and an email to the teacher within 24 hours of the observation. A formal write-up is posted to "Oasys", the online database, within 10 days. In addition, school leaders conduct walk-throughs to gauge what is happening in classrooms daily. However, review evidence is unclear how successful school leaders have been in improving instructional practices.
- The school leader shared that school leaders use the teacher evaluation rubric from New York State United Teachers (NYSUT) to provide actionable feedback to all teachers through the evaluation process. During team meetings, more feedback and suggestions are shared with teachers as they review student data. Information from the team meetings, in addition to data gathered during the walk-through process, also identifies areas in need of attention. The school leader uses this information to plan professional development (PD) work that takes place during staff meetings.
- A review of documents demonstrated that school leaders use data to provide individual or group support to teachers. For example, at the start of each school year, teachers meet with the school leader to set individual goals for the year. These goals are reviewed during pre- and post-conferences as well as at the end of the school year. In addition, there are several opportunities for

mentoring and coaching for individual teachers. The director of instruction provides support for data-driven dialogues as well as modeling effective teaching practices. Likewise, coaches from the Board of Cooperative Educational Services (BOCES) and from “Schools of Promise” at Syracuse University provide on-going, additional support.

Impact Statement:

The school leader has system in place to observe and monitor teacher practices that includes timely feedback and continuous PD. As a result, the school leader can hold staff accountable for 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:

- Develop more specific monitoring and evaluating procedures to measure the rate of progress that teachers make towards the school-wide goals they have set for them, particularly relating to differentiation, student engagement, and the setting of goals for students.

Areas for Improvement:

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

Overall Finding:

Although the school leader has articulated the vision to most of the school community, parents’ involvement in school improvement is minimal, so not all stakeholders are involved. In addition, the goals included in the School Comprehensive Education Plan (SCEP) are not specific and do not have measurable targets.

Evidence/Information that Lead to this Finding:

- Discussions with the school leaders and staff, as well as a review of documents showed that although the current school goals align to the long-term vision, the goals are not specific or measurable. As a result, staff cannot accurately monitor and evaluate the progress made towards the goals. Although most stakeholders are aware of the goals and vision, parents interviewed by the IIT were not clear about the school’s vision for school improvement. Staff interviewed shared that although some parents attend school events parents’ overall involvement at the school is minimal
- A review of documents showed that the vision includes maintaining a safe and orderly environment, a focus on student learning, a climate of high expectations for success, instructional leadership, and home-school relationships. School leaders ensure that staff reviews aspects of the vision at staff meetings. A review of meeting minutes showed that a PowerPoint presentation and discussion on classroom observations/walkthroughs occurred at one staff meeting. The mission for data-driven decision-making is shared with staff and other stakeholders through the assessment plan, the

professional development plan, action plans for each department, and during team meetings. Although the school leader reported, that staff receives and shares data, reviewers found limited evidence of how staff uses data to improve student achievement.

Impact Statement:

Although staff embraces the school leader’s vision, not all stakeholders are involved in the school’s vision for school improvement. Additionally, school-wide goals, are not specific enough to accurately measure progress toward achieving the goals. As a result, stakeholders are limited in their ability to support school improvement efforts, which hinders student achievement.

Recommendation:

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

- Collaboratively develop school wide goals that are specific, measurable, ambitious, results-oriented, and timely (SMART) to ensure the goals are understood by all stakeholders and can be monitored and adjusted as needed.

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

Overall Finding:

The school leader is beginning to use resources strategically to bring about improvement and increase opportunities for student success. He has adjusted the school schedule to create an extended day. However, there is limited review evidence of the impact the extended day has had on student achievement.

Evidence/Information that Lead to this Finding:

- The school leader, in collaboration with staff, recognized the need for additional support for students. Working with the unions, transportation office, and the staff, the school leader shortened class periods and was able to create an extended day opportunity for students. Students take advantage of this additional time to receive academic support while teachers use this time to further differentiate instruction. There was minimal impact of this work seen during the review.
- Staff turnover in this school is very low. There are no teachers without tenure in the school. However, when staff openings do arise the school leader uses School Stream, an online database to review possible candidates. Staffing assignments are flexible based on student needs. For example, the school leader, along with staff, is reviewing the success of the Academic Interventions Services (AIS) program and is considering moving those teachers to a new grade level team to address student needs.
- Although the school leader acknowledges that the district and school has limited resources, he partners with community organization, such Partnership for Results to access additional resources. The school leader shared that several schools in the district, including the Junior High School, have

received a Community Schools Grant. However, discussions with staff and a review of documents did not show this effort has improved student achievement.

Impact Statement:

The school is beginning to use available resources to address the needs of the school community. However, the lack of consistent monitoring impedes staff ability to evaluate programs to ensure a positive impact upon resources address all student needs to support increased student achievement.

Recommendation:

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

- Monitor and evaluate the success of the extended day opportunity in relation to raising student achievement and the quality of differentiation students are receiving. Ensure that available resources address student needs.

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:

Evidence-based systems and structures are developing in order for the school staff to monitor and evaluate school-wide practices. However, the rate of progress is difficult to measure because not all school goals are specific and measurable.

Evidence/Information that Lead to this Finding:

- Evidence from a review of documents and discussions with the school staff demonstrated to reviewers that the use of evidence-based systems to address the academic and social and emotional needs of students are developing but are not yet effective at bringing about sustained improvements. The staff collaborates on curriculum alignment during monthly department meetings and weekly common planning time. In addition, the student support team (SST) along with teachers discusses and monitor students who are at risk. Evidence from observations indicates that this information is not used consistently to meet the needs of all students.
- The school leader takes part in grade level meetings when common assessments are being discussed. In addition, he meets weekly with the at-risk team to discuss and make decisions regarding recommendations, referrals, and the follow-up processes. However, the review team found limited evidence to indicate how staff monitors the effectiveness of these meetings to ensure impact on student outcomes.
- Although systems and protocols are in place to discuss the academic and social challenges students face, the information is not used to closely monitor the school performance or that of individuals.

As a result, the school leader does not have a strong enough grasp on how the school is progressing. This situation is hindered further by the fact that school goals are not specific enough and so progress towards them is difficult to measure and evaluate.

Impact Statement:

The school leader is beginning to use evidence-based systems to monitor practices throughout the school but does not ensure consistent monitoring of these systems, which hinders progress toward increased student achievement.

Recommendation:

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

- Ensure that procedures are in place to consistently monitor the performance of the school and individual teachers. Clearly articulate specific goals for improvement and monitor progress towards the goals, regularly.

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
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Debriefing Statement: Teachers are using the SpringBoard Curriculum for ELA instruction and are adapting the Engage NY modules for mathematics. Inconsistent implementation of the CCLS exists in other content areas. As a result, not all students are receiving the rigorous curriculum outlined in the CCLS across all grades and all content areas. Opportunities for students to learn through interdisciplinary curricular targeting the arts, technology and other enrichment opportunities within and across all grades, are minimal.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school is in the process of implementing curricula aligned to the CCLS. While the school leader supports this work, implementation of the CCLS is not consistent across all content areas or in all classes. In addition, staff inconsistently monitor and adapt curricula to ensure that all student needs are not being met.

Evidence/Information that Lead to this Finding:

- The school leader has provided for common planning time among teams to provide opportunities for teachers to collaborate vertically and horizontally to align curricula. There are also opportunities for vertical meetings that include sixth grade teachers as well as ninth grade teachers in an effort to ensure a smooth transition for students from one school to another. School staff have opportunities to take part in PD, both within the school, from coaches and mentors and outside at BOCES, and other meetings and conferences where CCLS curricula are discussed. Members of the staff have many opportunities to develop their skills at aligning curricula to CCLS but there is little evidence of how this is improving instructional practices. Classroom visits show inconsistency from class to class and across subject areas.
- The school leader takes advantage of the district-wide designation as an Innovation Zone to support co-teaching in the classrooms, which allows students with disabilities to receive additional support. Staff meetings are used for PD, including doing in-depth work with the instructional shifts outlined in the CCLS. For example, after discussing the shifts, teachers at one staff meeting were expected to take some time to develop lesson plans that incorporated these shifts. Review evidence indicates that there is little monitoring of these activities and outcomes related to improvements in teachers' planning and instructional practices. English language arts (ELA) teachers have had many opportunities to work with their SpringBoard curriculum to examine its alignment with the CCLS. Math teachers also had opportunities to examine SpringBoard Math. Teachers shared with the IIT that the math teachers determined that the units were not aligned with the CCLS so they developed a school-wide curriculum themselves. Review evidence did not show any specific monitoring of this work.
- Not all staff is using clearly developed units aligned to CCLS or the NYS standards in their subject areas. The quality of curricula, offered to students, varies across the school and does not ensure that all student needs are met.

Impact Statement:

Since the school leader is not yet ensuring that all teachers are using units clearly aligned to the CCLS and/or the NYS standards, all students, including sub-groups, are not benefitting from instruction that will lead to college- and career- readiness.

Recommendation:

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

- Ensure that the curricula which students receive is regularly monitored through teachers' planning and the delivery of their instructional practices and is aligned with CCLS or NYS standards so that it meets all student needs.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and

ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs

Overall Finding:

Data driven dialogues and decision-making around instructional practices exist in the school. Although some teachers, particularly ELA, are using data to inform their instruction and are adjusting lessons accordingly, this practice is not consistent across all subjects in the school.

Evidence/Information that Lead to this Finding:

- During the grade level meeting, the director of instruction worked with teams of teachers to review test results in depth with the goal of adjusting instruction to address those areas that challenged students. While this analysis was very detailed, the director of instruction's primary focus, overall, is ELA and math teachers. During visits to classrooms, other than ELA and math, there was inconsistent evidence that all teachers were adjusting their lessons plans based on findings from the data from previous assessments
- During classroom visits, there was some evidence of differentiating instruction and scaffolding materials. For example, in teacher provided three versions of an article for students to read. However, reviewers found limited evidence of teachers using a variety of complex materials, devised from previous assessment data, to support students in their learning of the CCLS or other NYS standards.
- There is a draft curriculum plan in place, developed by the district's Curriculum Council for 2013-14 listing content to be covered as well as, in some cases, a scope and sequence and/or assessment schedule. Teachers have the opportunity to engage in summer curriculum work. During the review, that the IIT saw few examples of teachers making curriculum adjustments based on their use of data other than in ELA and math.

Impact Statement:

Teachers inconsistently use data across all content areas to adjust curricula, and to appropriately align curricula to CCLS. As a result, not all students show growth in meeting the demands of CCLS across grade/subject areas, leading to improvements in achievement.

Recommendation:

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

- Use data-driven instruction protocols, such as analysis of formative and summative assessment and student work in all content areas, to ensure that lessons and units are aligned to the CCLS and other NYS standards, thus enabling all students to achieve.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and

subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Overall Finding:

School staff is in the early stages of developing interdisciplinary curricula. While some teachers meet during collaborate during common planning time, current scheduling does not allow all teachers to participate in these discussions.

Evidence/Information that Lead to this Finding:

- The school is at an early stage of formally planning for an integrated approach to learning. Some opportunities exist for teachers outside the core courses of ELA, math, science, and social studies to collaborate. For example, these teachers are invited to team and/or department meetings. However, availability becomes an issue because in order for core teachers to be free to meet, students are scheduled for their special lessons, which involve art, music, family and consumer science, and technology thus resulting in the specials teachers being unavailable. Planning of the daily schedule does not allow all teachers time to discuss and develop interdisciplinary curricula.
- Observations during the review indicated few examples of an integrated approach to learning. In addition, few teachers used technology as an effective learning tool. Students in the large student group stated that occasionally they are expected to utilize their literacy or technology skills in other subjects but that such practice is the exception rather than the norm. Teachers interviewed shared that during informal discussions an art teacher shared ways to connect art and technology in lessons. There is some evidence that core subject teachers and teachers of the arts and technology are beginning to discuss interdisciplinary curricula but this is inconsistent throughout the school.

Impact Statement:

While some teachers meet to discuss interdisciplinary planning, the school staff does not have a formal plan to ensure all teacher consistently collaborate to integrate curricula that targets the arts, technology and other enrichment activities. As a result, students have limited opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.

Recommendation:

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

- Create more opportunities for core teachers to work with teachers of the arts, technology, and other enrichment areas to develop robust, interdisciplinary curricula.

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:

Some teachers use formative and summative assessments to track student learning but miss opportunities to use this valuable information to adjust the curriculum to improve student achievement. While there are systems in place, such as School Tools, which allow students and their families to monitor progress, use of these systems is inconsistent.

Evidence/Information that Lead to this Finding:

- During the vertical teacher focus group interview as well as the grade level meeting, several teachers shared that they are using data from pre- and post-assessments to monitor student progress. While these data inform re-teaching and the need to differentiate instruction, there is little evidence from classroom visits of data being used to make curricula decisions or inform instruction for students.
- ELA teachers using SpringBoard are using the assessments that are part of the program to monitor their students. Math teachers are modifying modules from Engage NY and creating assessments to align with the material. However, the use of a variety of assessments to gauge student learning is inconsistent across the school.
- Parents and students are able to use School Tools, a web-based program to access grades. However, students in the focus groups told reviewers that not everyone knows how to use that system. They shared that sometimes they talk to their teachers about grades for example, during math and social studies and sometimes they stay after school to visit their teachers and make sure their grades have improved. However, reviewers found minimal evidence that a system is in place, apart from interim reports and report cards, for on-going feedback to students or for ensuring that students take ownership of their learning.

Impact Statement:

While teachers have and use some assessment data, not all teachers analyze and use assessment data to adjust the curricula to inform planning and address the needs of subgroups of students. As a result, the alignment of curriculum and assessment is not leading to improved student achievement.

Recommendation:

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

- Establish a comprehensive system for using data, tracking student progress, and adjusting curricula when necessary. Involve students in the analysis of data, reflecting on their work, and setting targets for themselves and take ownership in 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
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Debriefing Statement: Some teachers are collaborating around analysis of assessment data, reducing achievement gaps, and engaging in strategic practices. On-going professional development and data-driven dialogues result in some staff using a variety of approaches to present content and skills to students, including sub-groups. While some students are experiencing lessons where they are engaged, not all teachers are consistently providing challenging learning opportunities for their students, which limits opportunities for students to develop or enhance problem-solving and higher-level thinking skills needed to be successful in college and their future careers.

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

Areas for Improvement:

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

Overall Finding:
Instructional practices are not well organized around the use of data to inform teachers’ planning to effectively address the different needs and abilities of students.

Evidence/Information that Lead to this Finding:

- During the grade level team meeting the teachers and director of instruction analyzed results of an assessment. Teachers shared their results, including celebrations and challenges. They used those results to craft several proposals about instruction such as how they might group their students going forward homogeneously or heterogeneously, whether the use of different stations through which the students rotated would increase their understanding, and how to ensure that the students were challenged by the reading passage, not by the standard itself. With the guidance of the director of instruction, ELA teachers are beginning to have more of these kinds of discussions. However, during classroom visits the reviewers found that not all teachers’ lessons focused on standards and achievement. For example, some classes had the objective for the day or unit displayed for students but many other classes did not. In many classes, students were completing worksheets or other lower level activities and much of the instruction continued to be teacher directed. The school leader shared that for several years the school has been working on improving differentiated instruction.

- The district has drafted guidance for teachers to provide interventions for struggling students. The school has moved to a co-teaching and consultant-teaching model and abandoned the pull-out program for special education students. However, reviewers saw limited evidence of the impact of this on student achievement. In a few classrooms visited reviewers noted that teachers gave students work at varying levels of complexity. Students were engaged in these lessons. However, in most classrooms, students were given the same work. Reviewers noticed that students in these classes did not consistently focus on or engage in their work. Some students seem to handle the work with ease, while others struggled.
- Although in the grade level meeting teachers discussed plans for modifying their instruction to meet the needs of groups of students, there was little evidence of explicit goals for these students other than to improve their scores on upcoming assessments. A review of documents showed that individual goals are set at the beginning of the year and reviewed during and at the end of the school year. However, during classroom visits and interviews with students, the IIT found limited evidence to reflect that teachers work with individual or groups of students to establish short- or long- term goals

Impact Statement:

Although teachers collect data on students, teachers do not consistently use data to adjust the planning or delivery of instruction, which limits high-levels of student engagement and achievement.

Recommendation:

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

- Provide more PD for staff that, particularly, focuses on using data to improve the quality of teachers’ planning and instructional practices so that the precise needs and abilities of individual students and subgroups are identified. Create goals for students that inform them what they need to do to improve and give them opportunities to be involved in their own learning.

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:

Some teachers, particularly in ELA, are providing CCLS aligned instruction that incorporate instructional shifts. However, this practice is not consistent across all classrooms in the school. .

Evidence/Information that Lead to this Finding:

- During classroom visits reviewers found that some teachers were aligning their instruction with the CCLS. This was particularly evident in ELA classes. One class observed showed students working together in various groups, discussing their views on a controversial topic, before writing a persuasive letter on the subject. In many other classes, teachers directed the lesson and students completed

worksheets. Although currently inconsistent, the school leader and instructional coaches are supporting teachers in a move to more CCLS-aligned practices. For example, meeting agendas show that the school leader is using that time for PD for teachers. One recent meeting focused on developing instructional shifts within teachers' planning. However, leaders do not consistently ensure that teachers' planning is appropriately aligned to CCLS and leads to multiple points of access.

- The IIT visited twenty-nine classrooms. In many of those classrooms, the teachers asked low-level questions and/or expected low-level answers from the students. In several classes, students took notes from teacher discussion or from the teacher's PowerPoint presentation. Students in a number of classes were asked to turn to a partner and read or discuss a topic; however, those were quick discussions and did not involve writing or higher-level thinking prompts. In some ELA classes visited, higher order questioning and thinking were promoted and were more aligned with the CCLS but this was not seen consistently throughout all ELA classes.

Impact Statement:

Teachers do not consistently align their instructional practices to CCLS. As a result, instructional practices are not leading to high levels of student engagement and achievement.

Recommendation:

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

- Ensure that all staff understands how to align instructional practices to CCLS and ensure that there is evidence of the key instructional shifts for ELA and math as well as strategies to promote higher-order thinking skills.

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:

In some instances, the learning environment is physically safe and intellectually safe. However, the learning environment is not always responsive to student need or tailored to their strengths.

Evidence/Information that Lead to this Finding:

- Discussions with students and staff and observations during classroom visits and around the school indicate that although the learning environment is physically and intellectually safe in some instances, student needs are not consistently met during instructional practices because the curriculum does not always cater for the needs and strengths of all students. Some teachers are developing strategies that identify different subgroups and their needs but this is inconsistent throughout the school.
- During the student focus group interviews, students shared that in their classes it is all right to make

mistakes. Students agreed that they feel safe because they do drills and so everyone knows what to do. They say that they depend on their teachers because teachers know how to deal with situations. Students say that the school resource officer on site makes them feel safe and they looked to him as someone to talk to if they have problems. Students also identified counselors and the school leaders as people they could talk with if they were feeling uncomfortable or had a problem they needed help with. Reviewers did not observe any discipline problems during the classroom visits or in the halls.

- Reviewers noted during classroom observations that teachers inconsistently provided opportunities for students to engage in question and answer sessions or discussions. This hinders students from sharing and articulating their views or discussing their diverse values and perspectives.
- Teachers and students agree that the creation of the 30-minute period at the end of the day has been very useful in offering additional support to struggling students. Students say they do not view staying after school and meeting with the teacher as a stigma or something of which to be ashamed. Students reported that teachers often recommend that students stay after just to have additional time to have an individualized conversation with a student about his or her work.

Impact Statement:

While stakeholders report that classrooms are safe, teachers do not consistently tailor instruction to meet the varied needs of students, which hinders students' academic progress.

Recommendation:

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

- Ensure that leaders and staff work together to promote a learning environment tailored to the strengths and needs of individual students and student subgroups. Provide students with increased opportunities to share their views, opinions, values, and perspectives.

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 in the core content areas use a variety of assessments and some teachers' group students according to test results. Although, some teachers use this information to adjust their instructional practices, this is inconsistent across the school. Feedback to students is minimal and there is little evidence that students are involved in their own learning process.

Evidence/Information that Lead to this Finding:

- Teachers are using several benchmark assessments including STAR reading assessment and embedded assessments in the SpringBoard curriculum for ELA. Social studies and math have

common benchmark assessments and science is creating a balanced assessment plan. Some teachers use data, from assessments, to inform their instructional decisions. In the grade level focus group, for example, ELA teachers were analyzing assessment results, planning instruction to address student deficiencies, and sharing ideas on how best to group students going forward. There was also evidence that co-teachers were part of these kinds of discussions about instruction. However, such information is not consistently transferred into teachers' planning and implementation of instruction. The school leader shared that his vision includes data-driven dialogue between and among staff, but this remains work in progress.

- In the large student focus group, students spoke in a limited way of how they are involved in their learning. Feedback is minimal from their teachers during lessons but they are able to have discussions with their teachers if they stay after school. Students learn their grades either by actively asking their teachers or from interim reports and report cards but little guidance is provided on exactly what they need to do to improve. There is limited evidence from conversations with the students or from classroom visits and discussions with teachers that students take part in planning their instructional activities.

Impact Statement:

While some teachers use data from formative and summative assessments to adjust curricula and student groupings, this is inconsistent across grades and subjects. In addition, teachers do not give students feedback that informs students on how well they are achieving and of what they need to improve their achievement. As a result, instruction does not lead to high levels of student achievement.

Recommendation:

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

- Ensure that teachers use data to group students in their classes so that work can be developed to match the different levels of abilities and provide students with regular feedback so that they know how well they are achieving and what they need to do to improve further.

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

Tenet Rating

D

Debriefing Statement: The school community has developed systems and procedures that promote a safe and respectful environment; however, staff inconsistently uses these systems to meet the social and emotional developmental health needs of students.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Systems are in place to support student social and emotional developmental health needs but the school leader has not ensured that staff consistently use the system to address the needs of not all students needs are being addressed for students who are at risk. Members of the staff are in the process of using data to support student social and emotional developmental health needs. However, although there is a system in place for using data to ensure that every student is known by an adult, leaders do not ensure that all staff members consistently use the system.

Evidence/Information that Lead to this Finding:

- Discussions with the school leaders and student support staff indicated that the school has a Check and Connect system in place in which teachers volunteer to have at-risk students check in with them on a routine basis. However, staff reported that not all students that have been identified as at risk are monitored through this system.
- Through communications between school leaders and staff, the school community is well aware of the referral practices and supports in place for students, including the process for referrals to the Committee on Special Education (CSE). The school leader indicated that the SST's role is to guide staff in accessing appropriate services when a student concern arises.
- Discussions with stakeholders indicate that systems are in place for all students to be known by a member of staff. However, in students shared that this is not the case and school leaders acknowledged that staff needs to do more to address this unmet need.
- The school leader shares the consistent message of using data to inform decisions and to support dialogue about student achievement. The school leader reports that the SST uses some data to address students' social and emotional developmental health. However, not all staff members use data regularly to use data to inform decisions about students' social and emotional developmental needs. In addition, the school leader reported that staff needs additional support in analyzing, interpreting, and using the data to gain a better awareness of the needs of all students.

Impact Statement:

Staff inconsistently uses available systems and data to address student's social and emotional developmental health needs. As a result, barriers to social and emotional developmental health needs for all students still exist.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- Ensure that all staff uses the available data to understand and connect with students to ensure that their social and emotional developmental health needs are met and that every student is well known by an adult at the school.
- Ensure staff consistently use the “check and connect” system to track and monitor students at-risk.

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

Overall Finding:

The school staff has programs in place and partnerships with the community that focus on the social and emotional developmental health of the students. However, not all programs are well established, or successfully monitored and evaluated.

Evidence/Information that Lead to this Finding:

- The school is developing ways to support teachers’ understanding of the skills and behaviors that address the social and emotional development health of students. One program in place in the school is Second Step. This character education curriculum involves all teachers. Responsibility for delivering the program’s lessons is shared among the teachers on a rotating basis with lessons being delivered monthly. In addition, the School Resource Officer (SRO) provides lessons in health classes particularly on suicide prevention and anti-bullying strategies, including cyber bullying. Reviewers did find evidence that documents how staff monitors and evaluates these programs to ensure their effectiveness.
- The school is beginning to monitor the PD plan to build adult capacity to support student social and emotional developmental health. The SST is available to provide PD for staff both informally, such as support with individual students, and formally during staff meetings and superintendent conference days. The SST attends team meetings and during their own department meetings they review a different topic every month; for example, suicide, teen pregnancy, or bullying prevention. In an effort to continue to build adult capacity, the SST has sent out a survey to assess the needs, concerns, and interest among the staff for additional PD. They are in the process of designing a plan, along with the district SST to provide PD for schools and the district as a whole. However, reviewers’ discussions with parents and teachers reflect a lack of shared understanding of the skills and behaviors that address the social and emotional developmental health needs of students, as well as promote the school’s vision of a safe and healthy community.

Impact Statement:

Although the school is developing programs to support and promote the teaching of student social and

emotional developmental health, school staff do not consistently monitor the programs ensure that all stakeholders can promotes a safe and healthy school community, which hinders student success.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- Ensure that all stakeholders understand the school vision for social and emotional developmental and that each constituent can contribute toward providing a safe and healthy school community for all 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:

Staff understands the importance of their roles, individually and collectively, in creating a school environment where the students feel safe and ready to learn. However, the lack of well-established monitoring systems does not ensure that all student needs are met.

Evidence/Information that Lead to this Finding:

- The school leader states that protocols and processes are in place to ensure that stakeholders understand their role in creating a safe and healthy environment. For example, staff is expected to take care of discipline issues in class whenever possible, collaborating with the SST, and adhering to the referral process, using the Second Step and Project Wisdom curriculum. Staff members also help with transition plans for students moving from grade six to grade seven and for students advancing from grade eight to high school. However, discussions with parents, students, and staff indicate that there is not a clear and concise outline of the expectations for stakeholders in meeting the school's vision for meeting the social and emotional needs of students.
- Students' social and emotional needs are responded to primarily through the work of the SST. The SST communicates with teachers to ensure that they are aware of and can support any actions taken on behalf of the student. The school leader stated that the needs of each student are addressed either within the school community or with the additional help of outside agencies. However, systems are not embedded to ensure that the needs of students are consistently met and that the work of support and other staff is impacting where the need is greatest, particularly in relation to students at risk.

Impact Statement:

School staff has not consistently implemented systems to ensure all stakeholders know and understand their role in responding to all students social and emotional developmental needs. As a result, not all stakeholders can articulate that the school community is a safe learning environment that fully meets student social and emotional developmental needs.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- Ensure that all stakeholders know and understand the role they need to play in meeting the needs of students and monitor and evaluate all programs and systems to ensure that all students learn in a safe and healthy community and that all procedures are used consistently by staff.

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

Overall Finding:

The school leader, SST, and teachers are in the early stage of using data from a variety of sources to address the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- The at-risk team, which includes the school leaders and SST members, meet weekly to determine interventions for struggling students. The members of the SST interviewed by the IIT reported that they use teacher referrals, including discipline referrals and failure lists, along with reports in School Tools, including attendance and suspension records, to create interventions specific to the needs of each student.
- While SST members use data, discussions with staff and school leaders indicate that there is no formal plan to ensure that all staff has a secure understanding of how to analyze and use available data utilized to best identify and meet the needs of all groups of students. Staff is not making best use of attendance, behavior, and suspension data for example to drill down and gain a wider understanding of issues that may hinder students' academic progress. This results in an uneven response to how support is targeted to the students that are in greatest need.

Impact Statement:

Staff has some structures in place to review data; however, staff is still developing in their ability to use data to identify and address student needs, which hinders students' opportunities to be academically and socially successful.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- Ensure that all teachers and staff make best use of available data to gain a deeper understanding of the needs of students and put in place strategies to address these needs.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	Tenet Rating	D
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Debriefing Statement: Reciprocal communication involving individual student achievement and social-emotional support is developing at the school. However, inconsistent communication regarding academic expectations limits parents’ ability to fully support their children academic success. Limited family-school partnerships weaken the development of a school culture devoted to student success and social emotional growth. While the school has systems in place to communicate student and school data to families, not all families understand or can consistently access available data.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school has identified the need to improve relationships with students and families so that families can foster the schools high expectations for student achievement. However, although most staff understands the requirement for high expectations, not all staff members consistently communicate these expectations to all families.

Evidence/Information that Lead to this Finding:

- During various focus group interviews, staff said that their goal is to increase parental involvement. Despite continued attempts, parent/family engagement is low. A district-wide parent engagement committee has been formed in an effort to determine how to overcome the barriers to family involvement. In addition, some teachers have visited the Booker T. Washington Community Center in an effort to meet more of their students’ family members and share information about the school.
- The school hosts an eighth grade orientation program for students and their families to learn about the expectations, both behaviorally and academically, at the high school. School staff shared that this event is well attended. During the student focus groups students agreed that their teachers talk with them about what skills they will need to be successful in college and/or in careers. However, parents interviewed by the IIT stated that communication between home and school does not always make clear the school’s academic expectations or the role that parents could play in meeting

these expectations.

- During the vertical teacher focus group, teachers shared that they send expectations and their syllabus home at the beginning of the school year. Many teachers reported that they make follow-up phone calls as well as email correspondence throughout the year to remind families of these expectations. However, discussions with parents indicated that not all staff uniformly follows these practices.

Impact Statement:

While efforts are being made to build stronger relationships with all parents and families, the inconsistent communication regarding the school's expectations for academic success limits some parents' ability to contribute toward meeting students' needs at optimal levels.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- Consistently and regularly, communicate the school's high expectations for student academic success to all parents and staff.

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 strengths and needs are identified and used to augment learning.

Overall Finding:

Staff uses a variety of ways to communicate with families to bring parents and families into the school but there is the recognition that more needs to be done.

Evidence/Information that Lead to this Finding:

- One of the schools priorities is to improve relationships between home and school. The school holds events such as parent conference nights to communicate with parents. School staff reported that parents do not attend some events because of limited access to transportation. As a result, staff, including the SST, has gone into the community to visit families at home.
- Information about school is available in newsletters and on the website. The staff interviewed by the IIT, shared that the school sends all communications out in English. Although information about individual students is available on the School Tools database, in interim reports, and on quarterly report cards, not all parents can access this system.
- The school leader shared that staff monitor's communication with parents and families using phone logs, attendance at team meetings, as well as the number of times parents log on to School Tools. However, the reviewers did find evidence that showed the school staff rigorously evaluates the strategies for communicating with parents.

Impact Statement:

The lack of monitoring of communications protocols limits staff ability to ensure all parents have access to school information, which hinders parents from supporting their children's academic and social growth.

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- Explore and implement effective strategies for communicating and engaging with parents and families in order to develop reciprocal communication links with parents that enable them to better support their children's achievement and social growth.
- Monitor communication protocols and make adjustments as needed.

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:

Although the school staff partners with many community agencies, there is no evidence of a plan to teach parents ways to support student growth and learning.

Evidence/Information that Lead to this Finding:

- The school community is attempting to increase parent engagement within the school through various forms of communication. However, the communication is predominantly about student progress or referrals rather than imparting strategies to parents about ways to support learning and growth.
- Although staff is engaged in a variety of PD opportunities, these mostly focus on instruction, assessment, and implementing the CCLS. There was no evidence of PD events that focused on staff developing strategies to establish and sustain a strong partnership with parents. A review of the documents provided to the review team showed that letters to the parents included information about dress code, code of conduct, health office information, school supply lists and attendance policy, but little information about strategies parents can use to increase their child's academic success.
- Reviewers found limited evidence from interviews and a review of documents to indicate that the school provides guidance, support, or teachings to enable parents to better support their child's academic progress. There was no evidence of a plan intending to address this area of weakness.

Impact Statement:

A lack of PD for teachers to develop and sustain partnerships with parents as well as limited guidance to parents on ways to support their child's learning hinders the home-school connection and the academic and

social growth of students.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- Provide PD to teachers on how to develop partnerships with families and provide parents with tips, strategies, and guidance on how they can support their child's learning.

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

Overall Finding:

The school community shares data and makes information available to its members and to the families.

Evidence/Information that Lead to this Finding:

- School leaders as well as the SST collect and disseminate data to families. The school collaborates with many community-based organizations to provide services for students and their families. Data are shared with therapists, who often come to meetings about a particular student and/or the family, and outreach services teams such as Partnership for Results. The district has established a chief information officer who supplies requested data to the school. The school leader and SST are also in communication with the court system when students are part of a Person In Need of Supervision (PINS) petition, for example.
- Although the school staff shares some information relating to student progress with parents, parents interviewed by the IIT shared that not all parents are able to access data displayed on the Schools Tool system. In addition, parents stated that they do not understand some of the data to which they have access and that they would welcome further guidance on how to interpret this data to help them support their child's development.

Impact Statement:

While the school shares data with parents, the school staff does not ensure all parents have access to and understand all forms of data, which hinders some parents' ability to support their child's academic growth.

Recommendation:

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- Develop procedures so that all parents can access and understand data and their children's learning needs so that they are empowered to ask for additional support if necessary.