



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

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



<b>BEDS Code</b>	190301040004
<b>School Name</b>	Cairo-Durham Middle School
<b>School Address</b>	1301 Route 145, Cairo, New York 12413
<b>District Name</b>	Cairo-Durham Central School
<b>School Leader</b>	Nathan Farrell
<b>Dates of Review</b>	May 5–6, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	6-8	Total Enrollment	289	Title 1 Population	53%	Attendance Rate	92.2%					
Free Lunch	44%	Reduced Lunch	9%	Student Sustainability	N/A	Limited English Proficient	.32%	Students with Disabilities	16%			
Types and Number of English Language Learner Classes												
#Transitional Bilingual		#Dual Language		#Self-Contained English as a Second Language			1					
Types and Number of Special Education Classes												
#Special Classes	6	#Consultant Teaching	4	#Integrated Collaborative Teaching			10					
# Resource Room	13											
Types and Number Special Classes												
#Visual Arts		#Music		#Drama		# Foreign Language		# Dance		CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	0%	Black or African American	1%	Hispanic or Latino	9%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	81%	Multi-racial	8%	
Personnel												
Years Principal Assigned to School	1.66	# of Assistant Principals	.5	# of Deans	0	# of Counselors / Social Workers	1.5					
% of Teachers with No Valid Teaching Certificate		% Teaching Out of Certification		% Teaching with Fewer Than 3 Yrs. of Exp.	5%	Average Teacher Absences						
Overall State Accountability Status (Mark applicable box with an X)												
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient	X			
ELA Performance at levels 3 & 4	12-13: Based on pre-CCR Cut-points: 44.46% New: 24.3%	Mathematics Performance at levels 3 & 4		12-13: Based on pre-CCR Cut-points: 50.95% New: 14.3%		Science Performance at levels 3 & 4	12-13: 73%	4 Year Graduation Rate (HS Only)				
Credit Accumulation (High School Only)												
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		6 Year Graduation Rate						
Did Not Meet Adequate Yearly Progress (AYP) in ELA (12-13 Report Card Data)												
	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											
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics (12-13 Report Card Data)												
	American Indian or Alaska Native					Black or African American						
	Hispanic or Latino					Asian or Native Hawaiian/Other Pacific Islander						
X	White					Multi-racial						
	Students with Disabilities					Limited English Proficient						
	Economically Disadvantaged											
Did Not Meet Adequate Yearly Progress (AYP) in Science (12-13 Report Card Data)												
	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											
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, DIP, etc.):**

1. See SMART Goals, Google site: <https://sites.google.com/a/cairodurham.org/cd-ms-leadership-team/home>
2. Removal from the state's Focus School identification list, i.e. improve SWD's and economically disadvantaged students performance as sub groups on the NYS ELA state assessment (has since changed to the following sub-groups: white and economically disadvantaged; SWD's made progress – **see first year progress document-excel sheet**).
3. Implementation of a Literacy Intervention Program and Reading Instructional Program to improve the lexile Level for all students.
4. Improve our overall student (not just identified subgroups) performance on the NYS ELA/Math assessments. (Improvement was made on 12-13 Tests from 11-12 when comparing pre-CCR standard introduced in 12-13).
5. Incorporate fully the CCLS and Literacy Standards into all content areas and continue implementing Data-Driven Instruction (DDI) practices into the Middle School.

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	

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

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

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

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader has recently established a collaboratively developed vision, a set of core values and school-wide expectations aimed at addressing the Common Core Learning Standards (CCLS) and student social and emotional developmental health (SEDH). Reallocations of resources have supported these innovations. However, most stakeholders are at the initial stages of implementation of the vision, values, and expectations that are being set in place. As a result, the school community has not consistently ensured the social and emotional well-being and high academic outcomes for all students.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader has collaboratively developed and promoted a vision statement that identifies core values and a set of goals that are aimed at driving and bringing about sustained school improvement. However, because these goals, this vision, and these values have only recently been put into place their impact has yet to be realized.

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

- Parents and teachers confirmed that they recently engaged in a collaborative process that produced a vision and identified core values. The vision and values have been translated into school-wide activities designed to reinforce school community awareness. Parents who were interviewed confirmed that the school leader had worked with them to solicit their ideas for the vision and core values, but they were not made aware of the final product. They said that the school leader was going to take their ideas to the faculty for input and that he was going to bring the results back to them; however, at the time of the visits that had not occurred.
- A review of the SCEP goals found them to be valid and attached to activities that addressed the status of the school program. Many of the goals were not measurable, ambitious, nor rooted in improved student performance. However, there were SMART goals presented to the staff that was

not mentioned in the SCEP.

- At the time of the visit, the school leader had implemented a shared decision-making strategy through a series of teacher committees, to address the various needs of the school as identified both through the SCEP and district goals for school improvement.

**Impact Statement:**

The school leader has begun to establish a shared vision and set of goals aimed at driving school improvement. While some progress has been made, the vision and goals are still not established or shared across the school community to support consistent accomplishments regarding the school's academic and social emotional developmental health (SEDH) goals.

**Recommendation:**

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

- Communicate the school's vision and core values to all school community stakeholders; revisit the goals in the SCEP to ensure that all of the goals are measureable, ambitious, and results-oriented.

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

**Overall Finding:**

The school leader has recently begun to utilize a wide range of resources to bring about school improvement and increased opportunities for school success; however, the impact on student achievement is not yet evident.

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

- During the visit, the Integrated Intervention Team (IIT) reviewed a list of initiatives, which had recently been introduced to address a wide range of school-wide needs. The impact was not yet measurable in the key areas of student achievement and instruction. In addition, protocols were not in place to ensure alignment between resource decisions, spending and improvements to increase student outcomes.
- The school leader provided a set of opportunities for collaboratively working with staff to select "Power Standards" as a prioritized list of CCLS standards as primary points of emphasis. The school leader had collaboratively developed a set of "must see" elements in lesson plan design as well as a lesson and unit plan template supporting the CCLS and instructional shifts. However, classroom visits revealed the difficulties faced by teachers in producing the "must see" elements described in the lesson plan template. For example, one element required was the identification of a "Can I?" statement for each lesson. In many classes, a "Can I?" statement was written on the board but was rarely referred to during the lesson. In addition, some questions such as, "Can I answer the questions on tomorrow's test?" were not aligned to learning objectives supporting the CCLS.

The school leader altered the school schedule to provide times for teachers to work as grade-level teams. However, observation of two of those grade-level meetings showed inconsistent practices regarding how the teams addressed the academic needs of students. The school leader worked

collaboratively with staff to acquire and introduce a reading program to address the reading shortcomings of students as assessed through a review of statewide summative assessments. This reading program brought a new focus on student lexile scores and allowed for the setting of measurable reading goals for student progress. Additionally, the school leader, with the district had recently introduced an attendance officer position to conduct among other things, home visits designed to improve student attendance.

- Although initiatives have been introduced, there was not a clear enough focus on each one to measure effectiveness and impact concerning moving school improvements forward.

**Impact Statement:**

While there was some evidence of positive effects as a result of strategic allocations of programmatic, human, and fiscal resources, at the time of the visit, many of the initiatives had not been in place long enough to produce measurable results.

**Recommendation:**

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

- Implement a rigorous program of monitoring and feedback for resource decisions and measure the contribution these decisions are making on the school's vision of sustained academic improvement.

2.4 **The school has received a rating of *Developing* 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 leader is implementing the APPR observation process that addresses all aspects of the Danielson Framework through both formal and walkthrough teacher observations. However, these observations are in the initial stages of promoting continuous improvements in instructional practices.

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

- At the time of the visit, the school leader reported that he had not completed the formal and walkthrough observations for all teachers; however, he anticipated completing them by the end of the school year. In addition, the IIT found that there was no evidence that data was being used to gain a comprehensive view of the status of instruction, building-wide.
- A review of observation reports did not provide a clear indication of actionable recommendations combined with plans for follow-up observations noting how well such recommendations were being employed. The IIT found inconsistent evidence that follow-up checks were occurring. For example, one teacher indicated that when the school leader expressed a concern about "wait time" during student questioning, he returned to visit a later class to see improvement in that area.
- The IIT noted that the creation of a lesson template and agreed-upon "must sees" in classrooms provided the foundation for observations and walkthroughs to address new expectations for teacher

performance. However, classroom visits conducted by the IIT showed gaps between plans, expectations, and teacher performance. Evidence was limited regarding how information from teacher observations are used to identify professional development (PD) needs for individual or groups of teachers.

**Impact Statement:**

Inconsistent levels of accountability for staff regarding continuous improvements in the delivery of instruction hinder increased and sustainable growth in student success.

**Recommendation:**

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

- Ensure rigorous and frequent monitoring of teacher performance; review the information from collective teacher observations and walkthroughs to provide additional training, feedback, and support to hold teachers accountable and assist them with instructional improvements.

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:**

The school leader is improving systems for gathering reliable and usable information on the performance of the school and is starting to use the information to make decisions about how to move the school forward.

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

- The school leader has begun the process of using Teachscape as a means of gathering data on teacher performance. However, this process is in the initial stages of implementation.
- The school leader has begun to use a building leadership team to increase collaboration and to provide a formal mechanism to gain additional insight into the needs of the school community. Other committees dedicated to various aspects of school and curricular activities have been established and are beginning to be used as a means of providing dialogue and feedback. The outcome of one of the committees was the introduction of Fountas and Pinnell testing to determine, on an on-going basis, student reading levels to enable the school to track progress towards reaching its goal that “100 percent of grade six students will read on grade level by the end of grade eight.”
- At the time of the visit, the school leader reported that he supported a decision to create a new attendance officer position following an extensive review on student attendance as it relates to student performance in the district. This new position would empower the attendance officer to make home visits to speak with parents about the importance of regular school attendance and to discover the difficulties that families may be encountering to achieve better attendance.
- The IIT found that information from monitoring instruction; the curriculum and staff use of data was not being used effectively to identify aspects of school-wide and individual teacher practices that are

in most need for improvement. As a result, the school leader is not focusing on identified areas of concern with sufficient rigor to ensure a more rapid rate of school improvement.

**Impact Statement:**

The use of data to inform decisions and to maintain meaningful databases is in its early stages. As a result, the school leader and other stakeholders do not yet have a complete understanding of the school’s progress toward achieving its critical school-wide goals.

**Recommendation:**

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

- Create and use evidence-based systems that are dynamic, adaptive, and interconnected and that address and improve individual and school-wide practices; monitor and revise current evidence-based systems that address instructional practices and are connected to improvement areas reflected in the school-wide goals.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader has provided a prioritized set of expectations for a focus on targeted standards, as well as opportunities for collaboration and PD for the purpose of developing curricula and implementing selected instructional practices designed to support the CCLS. However, the school is at the beginning stages of developing rigorous and coherent curricula and assessments aligned to the CCLS. As a result, the status of curricular design limits access to rigorous and coherent curricula for all students.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader has begun a comprehensive process for implementing the CCLS and revising the school’s curricula to address student needs and contribute to students becoming college and career ready; however, consistent alignment of the curriculum to student needs is not yet evident.

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

- The school leader has implemented a program of systematic curriculum revision to address the CCLS and the instructional shifts. The effectiveness of lesson and unit plan templates and this program are misaligned to the classroom instruction observed by the IIT, which did not reflect faithful implementation of the plans presented for review.
- The school leader has established “must see” and prioritized instructional strategies that promote the CCLS instructional shifts and related expectations. However, classroom observations revealed that the implementation of these “must see” activities and instructional strategies are inconsistent throughout the school building. The school leader shared that he has collaboratively established “Power Standards” that are a prioritized set of the CCLS standards. He reported that this has resulted in the establishment of priority activities such as promotion of academic vocabulary, close reading, and cross-curricular writing activities.
- A review of curricular and planning documents revealed that often classroom activities described in the plans do not reflect the CCLS Standards cited in the lesson plan documents. Some of the “Can I?” statements are not reflective of the goal of “building larger understandings and skills.”
- The school leader has modified the school schedule to provide time for grade-level meetings, and he has set expectations tied to academic improvement. However, observations of these meetings reflected inconsistencies in the effective use of time in planning CCLS-aligned curricula.

**Impact Statement:**

The “work in progress” status of CCLS and instructional shifts limits the full effect of a curriculum designed to meet the needs of all students.

**Recommendation:**

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

- Employ a systematic plan to provide teachers access to robust pedagogical support, materials, and training aligned to CCLS-aligned curricula and instructional shifts for individual and subgroups of students; closely monitor and provide feedback on the implementation of the expectations for lesson and unit planning as well as the implementation of appropriate curricula.

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:**

Teachers inconsistently plan and deliver effective lessons designed to support the CCLS. In addition, practices are inconsistent concerning the incorporation of student needs, utilization of complex materials, and use of higher-order questioning.

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

- A review of sample lesson and unit plans by the IIT did not show evidence of scaffolding for the needs of students with disabilities or students who need enrichment. During the observation of 17 lessons, only one lesson demonstrated elements of differentiation. The predominant design of lessons was teacher-centered, with all students doing the same thing at the same time.
- Lesson plans presented for review, included a format of “Can I?” statement, and check-offs for which CCLS are addressed. However, “Can I?” statements did not support the inclusion of context complexity in many lessons. The lesson plan reviews revealed a lack of emphasis on higher-order questioning, academic rigor, and the use of rubrics. Of the 17 lessons observed, only three demonstrated elements of critical thinking, evaluation, synthesis, creative responses, analysis, and inquiry-based learning.
- During the visit, there was some evidence that the recent emphasis on lexile scores had caused teachers to employ Achieve 3000 software to periodically promote and measure increases in reading proficiency. However, there was limited evidence of lessons using summative or formative data to modify or differentiate instruction to meet the needs of all students.

**Impact Statement:**

The inconsistently planned lessons and units that do not incorporate student needs, complex materials, and higher-order questioning limit the ability of all students to show growth in meeting the demands of the CCLS across grade and subject areas.

**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 incorporate a progression of sequenced and scaffolded skills for all groups of students and use a variety of complex materials appropriately supporting the CCLS within lesson plans. Ensure that teachers consistently monitor and adjust curricula to provide necessary supports and extensions for all groups of students across all content areas and grades; and ensure that teachers plan and implement on-going analysis of formative and summative assessments, student work, and the subject specific rubrics.

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:**

At the time of the visit, teachers had just begun to work together to connect the curriculum across subjects in a way that increases students’ engagement and promotes better opportunities for student success.

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

- According to teachers, in recent months, expectations had been established for teachers to assign extended writing opportunities in all subject areas. Students confirmed that they were expected to

write extensively in all subject areas. This program was not fully defined during the visit, nor had systems for monitoring and revising the program been established.

- In recent months, as part of a concerted effort to strengthen literacy skills across the curriculum, teachers had been provided training in the use of lexile scores and the new Achieve 3000 software. Teachers reported that they had employed close reading strategies. At the observed grade-level meeting, teachers developed an additional list of academic vocabulary words for development in all subject areas for their specific grade level.
- In addition, the school had devoted several of its monthly one-hour delay start activities to science or technology activities, such as a bubble investigation, that was incorporated into lessons in all subject areas once the regular schedule was re-instituted. However, these efforts were at an early stage and did not fully form part of a highly structured plan to guarantee the consistent implementation of an interdisciplinary approach to learning school-wide. In practice, teachers were only beginning to come to terms with this approach to learning and this was evident in classroom visits during the review where only two out of 17 lessons observed included interdisciplinary connections between subject specific curricula and technology, arts, and/or other core subject areas.

**Impact Statement:**

The school's initiative to build connections across subjects is in its early stages and remains inconsistently planned and implemented. Students do not yet have multiple opportunities to engage in thoughtful cross-curricular activities that increase their ability to become academically successful.

**Recommendation:**

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

- Develop comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula, which include enrichment opportunities within and across all grade levels and subjects.
- Ensure that teachers consistently collaborate in grade- and subject-level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and develop a common understanding about what is taught and why it is taught among the teaching staff.

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:**

During the visit, teachers were beginning to use a range of assessments to guide and inform their curriculum planning but were inconsistently providing students with the feedback they needed to ensure ownership of their learning and improvements in overall achievement.

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

- The school leader has set an expectation that teachers use exit slips as a "must see"; however, none

of the 17 lessons observed used “exit slips.” In addition, rubrics are inconsistently used. An IIT review of student work indicated that students were aware of the nature and use of rubrics, but they noted that rubrics are not always used as a means to evaluate their work.

- The school has acquired Power School software to provide on-going information on student performance to the students and their parents. Parents and students reported that the posting of student grades on Power School is inconsistent from teacher to teacher.
- At the time of the visit, teachers were being provided with important information on lexile scores through Achieve 3000 with plans in place to augment that information with testing data using the Fountas and Pinnell Developmental Reading Assessment (DRA) levels. However, there was no evidence that teachers were familiar with the ways that this information can be used to modify or adapt instruction. A review of lesson and unit plans did not reveal the consistent use of this data to modify instruction. Classroom visits also did not uniformly provide examples of teachers modifying instruction to meet the range of reading abilities in the classrooms. Even where students with disabilities were provided with one-on-one aides, all students completed the same work at the same time.
- The school analyzed prior ELA testing to set benchmarks for the school year. However, there were no other examples provided of teachers using pre-testing or using formative assessments to shape unit and lesson planning.

**Impact Statement:**

The inconsistent use of formative and summative assessment data to align curricula and instruction with the assessments hinders improvements in 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 create and use a variety of appropriate common assessments and data across all grade and subject areas to plan and adapt curricula to meet the needs of individual and student subgroups; develop a system for providing regular and explicit feedback to students that is based on data and that facilitates student ownership of learning. Include the use of rubrics to complete assignments, student self-assessments, tracking of individual progress by students, and student reflections of individual progress in learning based on the use of new strategies and interventions.

**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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school leader has presented expectations and raised awareness regarding the use of strategic practices designed to promote high levels of engagement, critical thinking, and achievement for all students. However, practices that address appropriate teacher feedback to students, the use of strategies to address individual student learning needs, multiple opportunities for students to access complex content, data-

driven instruction, and higher-order questioning vary from classroom to classroom. As a result, students inconsistently receive supports that address their needs and abilities.

**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:**

School and teacher leaders inconsistently ensure that teachers' instructional plans and practices are informed by data reflect students' needs and learning styles and lead to increased achievement and the meeting of student goals.

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

- In recent months, the school leaders had collaboratively developed a departmentalized common-planning template requiring teachers to plan differentiated learning activities. However, classroom visits by the IIT found few lessons that could be considered to have a differentiated component. In addition, the template reviewed did not address issues involving learning styles, so no evidence of planning to address various learning styles of students was found.
- Teachers reported that the school leaders expect them to use previous state ELA reading and writing tests as pre-tests to create literacy benchmarks of student performance. Reviews of student performance on those benchmarks led to the current school year's emphasis on developing student literacy. Students reported that they have been made aware of their lexile scores and were required to set goals for reading improvement. However, discussions with students indicated that they are not set goals in other areas of learning that would help them aspire to higher levels of academic achievement.
- At the time of the visit, the school leader had provided teachers with a format to develop lessons that support the CCLS and time during PD sessions with each department to plan lessons. Unit and daily lesson plans are submitted to department facilitators each month for review and monitoring. The plans are then submitted to the principal. However, classroom observations revealed that often the lessons delivered were not aligned to the lesson plan. In addition, the ITT noted that some of the lesson and unit plans referred to CCLS as lesson goals but the lesson activities did not address those standards.

**Impact Statement:**

The school's inconsistent instructional practices limit the ability of the school to promote high levels of student engagement and inquiry that lead to increased student achievement and the meeting of student goals.

**Recommendation:**

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

- Build on the progress made in ensuring that teachers use and implement a transparent, targeted plan that is informed by data and grade-level and school-wide goals for all groups of students.
- Promote the use of instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles and that provide timely and appropriate instructional interventions and extensions for all students.
- Ensure that teachers use data to establish short-and long-term goals to include learning trajectories for groups of students based on identified and timely needs.

4.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

**Overall Finding:**

Teachers are inconsistently providing engaging, CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity.

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

- During the visit, in co-taught classes, there was little evidence of lesson adaptations to meet the needs of all students. Instead, lessons observed were teacher-centered with all students doing the same activities at the same time. In addition, students assumed a passive role in the classroom, responding to low-level questioning that required single word or short phrase responses.
- Classroom observations did not note modifications to instruction designed to provide students with multiple points of access for the learning. In addition, co-teaching classrooms did not demonstrate prior planning between the general education teacher and the special education teacher. Often in observed lessons, co-teachers acted as assistants, simply helping students with special needs to follow along and complete the assignments.
- The IIT noticed that worksheets dominated most classroom lessons. This limited students' ability to complete extended pieces of writing, which is one of the school's expectations.
- Few teachers referred to the lesson objective that was written on the board. There was seldom any debriefing at the end of the lesson as a means of formative assessment. Lessons were mostly teacher-centered and were generally of low rigor with low level questioning, materials were composed of low-levels of complexity and activities did not demand critical thinking skills.
- Although PD was provided to staff to build awareness of the CCLS and the instructional shifts that awareness had not yet been internalized. For example, during the vertical teacher meeting, teachers indicated that they were aware of the CCLS instructional shifts, but when asked to name them, they

were unable to do so.

**Impact Statement:**

Teachers are just beginning to identify and develop instructional practices that lead 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:

- Implement a rigorous monitoring plan for instruction to ensure that teachers use instructional practices that are systematic and explicit and that support the CCLS and the CCLS instructional shifts for all groups of students.
- Provide PD to teachers on the multiple strategies and varied methods known to be successful for promoting high levels of student engagement and for stimulating deep levels of student thinking through the use of questioning and materials that contain high levels of text and content complexity

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:**

The learning environment inconsistently acknowledges student voice and perspectives and provides inconsistent opportunities for student engagement. As a result, the learning environment is not always responsive to students' varied experiences and tailored to the strengths and needs of all students.

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

- While some teachers provide opportunities for students to choose how to pursue the learning in ways that are responsive to student values and perspectives, generally the learning is teacher-centered and designed for the whole group. Lower-order questioning creates a learning environment where students are expected to provide one word or short phrase answers rather than to respond to higher-order questions that would foster student understandings.
- Often during classroom observations, teachers called upon the same students, even when other students had raised their hands. In one math lesson visited by the IIT, a student expressed distress when the teacher upon failing to elicit a correct response from selected students explained a solution. The student called out, "That is exactly what I was going to say. I had my hand up, but you did not call on me."
- One observed lesson employed a "think-pair-share" strategy with small groups of students working on answering a question. The teacher placed the students in groups to develop an opportunity for student collaboration. While this was a positive strategy to engage students in learning, there was no evidence that the grouping of students was a "thoughtful" grouping based on data or performance assessments.
- Students reported that they felt physically safe in school and that they were emotionally safe from

bullying or mocking by other students during lessons.

**Impact Statement:**

While the learning environment is physically and emotionally safe for students, the emphasis on lower-level learning activities hinders the creation of an intellectually stimulating environment.

**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 work together with students across the school to acknowledge diversity of thought, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience; provide PD to teachers on strategies designed to create thoughtful learning environments that incorporate student 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 are beginning to use data and assessments to inform and adjust their instructional strategies and to provide timely feedback.

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

- The school has employed the data specialist from the Questar III BOCES to disaggregate student performance data from State testing. This data analysis led the school to focus on improving literacy. The school created “Power Standards” to address the need to expand student vocabulary and to emphasize writing focused on school-wide expectations concerning the use of main idea and supporting details. At the time of the visit, teachers in all subject areas were aware of student lexile scores, and students were asked to set goals for the improvement of those scores. However, despite access to this data evidence from planning and lesson observations indicated that only in a small number of lessons was there evidence of the use of formative assessment. In addition, observations and planning indicated that teachers did not routinely use data to inform student groupings or use the outcomes of formative or summative assessments to adjust instruction.
- A review of student work by the IIT revealed that feedback to students on completed work did not consistently provide next steps to improve performance. The feedback provided did not ask students to reflect upon and assess their own progress. These omissions prevent students from taking more responsibility and accountability for their learning journey and academic progress.

**Impact Statement:**

With the school in the early stages of data-driven instruction and provision of feedback to students that is timely and purposeful, increased student achievement and school improvement is taking place at a slow pace.

**Recommendation:**

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

should:

- Provide PD combined with rigorous monitoring and support to ensure that teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction; ensure that teachers provide timely and purposeful feedback that encourages students to improve their work and take ownership of their learning process.

**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 provides a physically safe learning environment. Some practices designed to respond to students facing social and emotional developmental health challenges are in place. However, there is no comprehensive, data-driven plan that includes on-going professional development opportunities for all stakeholders to promote wellness and proactively address the needs of all 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:**

The school leader has not fully established effective systems necessary to identify social and emotional developmental health needs or to provide appropriate supports to students.

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

- The school has utilized a Positive Behavioral Intervention and Supports (PBIS) program within the building for the past several years, but during the visit, the staff indicated a need to revitalize the program to make it viable once again. Discussions with students indicated that there is a designated adult to whom they can turn if experiencing difficulties but these procedures appear to be informal rather than formal.
- An updating of the Instructional Support Team (IST) referral process had begun at the time of the visit. Support staff indicated that they are beginning to address the need for a pre-referral meeting at the grade-level team times to discuss areas of concern and to develop an intervention in the classroom setting.
- Data is available concerning attendance, and that data has been analyzed to determine patterns and

potential issues related to student attendance. Because of that analysis, an attendance officer position was provided for the building. However, once the attendance officer position was created, the formal data analysis was discontinued. Data on student referrals for social-emotional issues was available but not analyzed to determine the prevalence of particular issues and to plan for preventative, proactive, ways to address those issues. However, the staff recognizes the need to develop a proactive model of intervention, and plan to begin using Response to Intervention (RTI) software to track interventions for student social and emotional needs.

- Staff indicated that there are inconsistencies in the provision of social and emotional developmental health information on the needs of students as they transition from grade five to grade six. These inconsistencies often delay the continuation of services and interventions that had been set into place in grade five.

**Impact Statement:**

The current systems are inconsistently addressing barriers to social and emotional developmental health and academic success.

**Recommendation:**

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

- Establish a deliberate system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. Ensure that staff strategically uses data to identify areas of need in order to build proactive, preventative, and comprehensive programs to address the needs of all students; check that formal procedures are in place to ensure that all students are well known by a designated adult.

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 uses a limited range of curricula, programs, and materials to address the social and emotional developmental health needs of students. Additionally, there is limited PD being provided to develop adult capacity of social and emotional developmental health.

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

- There is a lack of analysis conducted regarding social and emotional developmental health needs of students in order to implement programs or curricula to address identified rather than generic needs. As a result, no specific vision and goals for social and emotional developmental health that promote proactive, preventative, and comprehensive supports and interventions was apparent in interviews conducted.
- All students interviewed indicated that, while there was no formal mentoring program in place, the

size and environment in the school has meant that adults in the building know all students. Students also expressed surprise that in a small, community-based school that there was an anti-bullying program since they reported never seeing any significant actions of bullying taking place.

- According to staff, Therapeutic Response Training had been provided to support staff, teachers, and administrators. The focus of this training concerned strategies regarding de-escalation and physical restraints for students in behavior crisis. Staff had also been provided with PD entitled, “Teaching with Poverty in Mind” aimed at building sensitivities to the circumstances of this school’s students, most of who come from impoverished families. However, discussions with school leaders and staff indicated that more PD is needed to ensure that there is sufficient adult capacity in the school to continually and consistently meet the social and emotional needs of students.

**Impact Statement:**

The inconsistent nature of the planning and response to the needs of students in this area hinders the school’s ability to build a sustained, comprehensive structure of physical and emotional safety within the school environment.

**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 a vision for social and emotional developmental health based on an assessment of data concerning the needs of the school population.
- Provide PD to staff to ensure that they support a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success; monitor the impact and effectiveness of PD in better identifying and addressing student needs.

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:**

The school is beginning to organize its work with school stakeholders to ensure that student needs are consistently met.

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

- There are a series of reactive protocols and practices that are known by the staff and that are designed to provide consistent responses to individual student needs. For example, the school uses a “purple sheet” for students to complete if there is a need to consult with support staff. There is no evidence that this process is monitored or that it reflects a “best practice” approach for students to self-identify a need.
- The school leader provided faculty-meeting time to develop collaboration between teachers and

support staff. The school leader has also used faculty meetings to inform staff of current social and emotional developmental health issues that are relevant to all staff.

- At the time of the visit, the roles and responsibilities for social and emotional developmental health for support staff were in the process of being revised and clarified in order to improve consistency of response and better transition services for students moving into and out of the middle school. Parents reported that there is a lack of clarity for the roles and responsibilities of support staff, which has led to parents being unsure of who is able to assist them with the needs of their children.
- While there is a PBIS program in place, it has not been monitored, revised, and utilized regularly. Interviews with staff indicated that as a result the program is not functioning as a vital element to serve the needs of students.
- The PD supports indicate the lack of a clear vision that allows growth in the analysis of social and emotional developmental health needs. This can be seen in the lack of a clear curriculum or fully functioning research-based school-wide program tailored to proactively meet the assessed needs of the student population.

**Impact Statement:**

Not all school constituents have a clear understanding of the role they are expected to play in making the school a safe community that meets student social and emotional developmental health needs.

**Recommendation:**

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

- Collaboratively develop and use a plan to clarify the roles and responsibilities of all stakeholders in ensuring appropriate supports are provided to all students; ensure that all stakeholders are aware of these roles and responsibilities and that they live up to these in practice.

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

**Overall Finding:**

There is no strategic plan to collect, analyze, and utilize data to identify and meet the social and emotional developmental health needs of all students.

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

- There is disparate data available within the school relating to attendance, behavior, academic performance, and social and emotional developmental health needs of individual students, but there is no consistent or strategic plan to analyze the data in a way that can be proactive and useful.
- The support staff has a range of responses to address individual student social and emotional developmental health needs in a reactive way. There are also weekly meetings of the support staff to discuss the current needs of the students.

- Interviews with support staff highlighted the difficulties encountered in gathering comprehensive data on the needs of students transitioning to the middle school.

**Impact Statement:**

The lack of a specific plan to use all available data limits the opportunities for students to become academically and socially successful.

**Recommendation:**

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

- Develop a plan with systems and structures to collect and analyze a wide variety of data to identify student needs; use the information to implement a strategic plan that delivers and monitors timely and effective services and supports to students.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school is working towards creating a culture where school community members collaborate to benefit students. There is a welcoming environment, and the school leader has focused on increasing family engagement during the current school year. Opportunities for reciprocal communication exist; however, there is inconsistency in communication practices.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader is working with his school leadership team to build a program of practices aimed at more fully engaging parents in the mission of the school and to assist those parents in supporting the academic achievement of their children.

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

- At the time of the visit, the school had begun hosting periodic family engagement nights during which activities are provided for students while parents are oriented to new programs such as Achieve 3000 and Power School. Parents who attended these nights also engaged in astronomy

activities, and used the school computer lab.

- The Power School software has been in place for most of the current school year. The school leader was also in the process of bringing this software to full implementation and communicating with parents to inform them of the opportunities for interaction with teachers in order to learn more about the school's academic expectations and to form collaborations that assist students in meeting high expectations.
- While efforts had resulted in more parental engagement, the school leader remained active in exploring additional possibilities for increasing parental awareness and assistance further. He had not put strategies in place for evaluating how well the school is establishing relationships with parents. The school leader reported that he ensures that summative performance data for individual students is provided in a timely fashion and that parents are alerted to potential failures. However, during the parent interview, some parents were concerned that the school website does not provide direction about whom they should contact to address specific academic issues. Some parents also indicated that they had sent e-mails to teachers but did not receive responses. Additionally, parents expressed surprise that the school had completed a vision statement because, after participating in the initial planning meetings and having been told that they would receive the final version, they had not received one yet.

**Impact Statement:**

The newly developed relationship between families and the school results in limitations to the contributions families can make to meeting student needs and helping students achieve the academic success required to become college and career ready.

**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 school regularly communicates the school's priority of high achievement for students to the students and their parents.
- Review and assess how parents respond to the efforts to build family-school partnership to foster high expectations for student academic achievement.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

**Overall Finding:**

The school is seeking to develop multiple opportunities for reciprocal communication to increase staff and families' understanding about student needs and further support student achievement.

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

- This year, the school has employed the Power School Parent Portal to allow for direct communication

between parents and teachers. The school maintains a website; however, parents report that the website lacks frequently asked questions, responses, or guidelines about whom to contact to address specific issues or needs. Parents shared that often teachers do not respond to telephone calls or e-mails.

- Translations of communications have not been an issue because the school community is composed entirely of English language speakers.
- The school has attempted to foster increased reciprocal communications through meetings, open house, community activities such as the Clothing Exchange, and engaging parents in the vision-setting committee. At the time of the visit, there was no formal monitoring of the effectiveness of these strategies.

**Impact Statement:**

The process of reciprocal communication had recently begun which meant that limited ways for families to support their children’s academic achievement and social and emotional growth had not yet made any significant impact.

**Recommendation:**

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

- Develop a comprehensive plan to use multiple, interactive communication tools to provide families with regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns; monitor the effectiveness of communications and respond to family feedback concerning issues.

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

**Overall Finding:**

The school has begun to provide specific training to parents and staff to build better home-school partnerships so that the school and parents are able to work together to support student achievement. These efforts are not yet fully affecting home-school partnerships.

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

- While there is no comprehensive plan to address this standard of practice, the school has engaged in activities to address this issue. For example, the staff has been trained in strategies to address the needs of students from impoverished families. In addition, Greene County’s Office for Persons with Developmental Disabilities has provided training to staff and parents to guide them in techniques to promote high levels of achievement. During the visit, there was less evidence that PD for staff was specifically focused on building and sustaining relationships and partnerships with parents and families.
- Parents reported that they had received training in Achieve 3000, Power School, and in the dynamics

of Title I, but the school had identified that more guidance was needed for parents regarding the ways in which they can support their children’s learning at home.

**Impact Statement:**

The home-school connection is not yet robust enough to ensure that all students benefit from the efforts.

**Recommendation:**

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

- Develop a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics, ways to support student learning and growth; provide opportunities for this group to disseminate what they have learned to other parents.

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

**Overall Finding:**

Data is usually shared in a way that allows stakeholders to understand both student and family needs and to advocate for services that address those needs.

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

- The new Power School software program provides information on student progress although not all teachers consistently enter performance data in a timely manner. In addition, New York State testing data is also provided to parents. The school’s support staff informally provides information to teachers on the individual needs of students and their families. Additionally, the school attendance officer provides information on the attendance issues for students.
- The Achieve 3000 software provides reports to teachers on the lexile score levels of students through computer-generated reports, showing growth over time as well as identifying the strengths and weaknesses in the performance of each student. Parents reported that they received information concerning lexile scores that are generated through the Achieve 3000 software. These scores allow parents to easily chart the growth of the child in acquiring reading proficiency. Parents stated that they would welcome more guidance and support on interpreting the data that the school provides so that they can better collaborate with the school in supporting their child’s academic development.

**Impact Statement:**

The developing status of information sharing in the school limits the ability of families to take action to support student learning, leading to higher 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 student data is shared in a way in which families can understand so that they can support student learning needs and advocate for student support.