



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

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



<b>BEDS Code</b>	190401060007
<b>School Name</b>	Catskill Middle School
<b>School Address</b>	345 West Main Street, Catskill, New York 12414
<b>District Name</b>	Catskill School District
<b>School Leader</b>	Marielena Hauser
<b>Dates of Review</b>	April 8 – 9, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet																						
Grade Configuration	6-8	Total Enrollment	335	SIG Recipient	<input type="checkbox"/>	Title 1 Population	50%	Attendance Rate	92%													
Free Lunch	39%	Reduced Lunch	10%				Limited English Proficient	2%	Students with Disabilities	17%												
Number of English Language Learner Classes																						
#Transitional Bilingual	4		#Dual Language		0																	
Number of Special Education Classes																						
#Self-Contained	3		#Consultant Teaching		3			#Integrated Collaborative Teaching			0											
#Resource Room	3																					
Number of Special Classes																						
#Visual Arts	1		#Music		1		#Drama				#Foreign Language		1		#Dance		0		#CTE		0	
Racial/Ethnic Origin																						
American Indian or Alaska Native	0%		Black or African American		15%		Hispanic or Latino		9%		Asian or Native Hawaiian/Other Pacific Islander		2%		White		72%		Multi-racial		2%	
Personnel																						
Years Principal Assigned to School	12		# of Assistant Principals		0			# of Deans		0			# of Counselors / Social Workers		2							
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification		0%			Teaching with Fewer Than 3 Yrs. of Exp.		1%		Average Teacher Absences		1%								
Credit Accumulation (High School Only) and Performance Rates																						
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		0			% of 3 <sup>rd</sup> yr. students who earned 10+ credits		0			4 Year Graduation Rate		0							
ELA Performance at levels 3 & 4	6-17% 7-16.7% 8-21.3%		Mathematics Performance at levels 3 & 4		6-21.4% 7-18.9% 8-13.1%			Science Performance at levels 3 & 4		8-69.2%			6 Year Graduation Rate		0							

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

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

1. 10% Decrease in course failures in every quarter compared to previous year
2. 5% Increase in STAR reading and math level Proficiency in year 1
3. Increase ELA and math scores by 5 students
4. Complete curriculum maps and unit plans

**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>I</b>

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

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

	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	
<b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				X
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				X
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.				X
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				X
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				X
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.				X
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.				X
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.				X
	<b>OVERALL RATING FOR TENET 5:</b>				<b>I</b>
<b>Tenet 6 - Family and Community Engagement:</b> 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>I</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>I</b>
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**Debriefing Statement:** The district developed the school’s goals with limited input from leadership and no input from parent and community stakeholders. This has resulted in the inability of stakeholders, including staff to discuss these goals in a meaningful way and in a lack of clarity in how to adopt and use these goals to drive instruction and meet the academic needs of all subgroups of students.

**Strengths:**

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

**Areas for Improvement:**

2.2 **The school has received a rating of *Ineffective* 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 there is a vision statement, none of the stakeholders including the school leader could articulate it.

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

- There was no evidence of the mission statement posted anywhere in the classrooms or building and none of the stakeholders in their meetings with the Integrated Intervention Team (ITT) could do anything more than generalize about what they thought the mission should be rather than what it actually is. Further, when the school leader was asked about the mission, she said that she had to find it and would provide a copy of it at a later time.
- The Specific, Measurable, Ambitious, Results-oriented and Timely (SMART) goals were developed by the district and an outside consultant from Results First with limited input from all stakeholders. Further, the School Comprehensive Educational Plan (SCEP) was completed by the district with no documentable input from the school. The school’s self-assessment is unclear how it is used to drive instruction and meet school-wide goals.
- None of the students, teachers and parents, including the parents who are also school-board members could speak in any definite way about the SMART goals or how they impact instruction and support learning.
- The school leader stated during her meeting that she had limited input in developing the SMART goals and therefore did not use them as a focus for the school. Rather, she said that she and her

Decision Making Team who meet twice a month developed one goal for the school which was to increase English language arts (ELA) scores by 50 percent. A review of the SCEP indicated that it was written by the district and was not specific to the middle school. Further, a review of the school leader's self-assessment showed that it contained no clearly defined steps that were part of a cohesive and integrated plan that would support the successful accomplishment of goals nor did it provide any obvious insight regarding the role that leadership plays in the academic and emotional success of every student.

- When the school leader was asked about the SCEP she stated that she did not write or need to write a SCEP because it is not monitored and that the self-assessment reflected her "truth."

**Impact Statement:** The lack of a valid SCEP and the limited sense of ownership by the school leader in the creation of a useful specific plan that is used to achieve the school's SMART goals have resulted in staff not working together in a meaningful way to ensure that all students succeed academically and thrive emotionally.

**Recommendation:**

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

- Create a vision with the input of all stakeholders that is known and able to be articulated in a meaningful way. Provide team-building opportunities that will encourage and support stakeholders as they learn how to effectively work together to achieve their school's vision; write a SCEP that supports the SMART goals and is monitored on a regular basis to ensure its continued effectiveness.

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

**Overall Finding:** There have been significant reductions in the school's budget over the last several years. The school leader has \$34,000 to address the specific needs of the building. While she communicates on a regularly scheduled basis with central office regarding the needs of her building including personnel changes, additions, assignments and programs, the superintendent and the administrative team make the final decision.

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

- While the school leader meets regularly with the district regarding personnel, programmatic and fiscal needs, there was no evidence that data was used to show how these requests would have a positive impact on academic success and the social and emotional well-being of the students. Few systems are in place to evaluate the impact of spending decisions on improving student outcomes.
- When the school leader met with the ITT, she was asked about how she used her budget to support the SMART goals. She stated that her budget several years ago was \$100,000 and now is only \$34,000 and as a result she is very limited regarding what she can do to address the school's needs. She was asked if she looked for community partnerships that could provide resources, and while she did talk about the implementation of a Career Day as one example of a linkage, there was no evidence of any cohesive plan to supplement her fiscal and human resources.
- While leadership, teachers and the students were able to speak about the "Work and Eat" lunch

program which provides extended time for students to make up work or tests, and another program during the lunch period for students who failed two or more subjects, there was no evidence of any strategic planning or cohesive plan to provide real on-going individualized help to address the data-driven specific needs of students. Parents voiced strong concern about taking students' lunch time to make up work; they felt that the students needed "down" time to relax. They saw these programs as punishment rather than opportunities.

- Period ten is used three days each week to provide extra help for students and on the other two days is used to provide PD for staff members. There was no written evidence of a curriculum or an agenda for this time.
- The members of the support staff stated that there was no common planning time built into the schedule to allow them to meet with classroom teachers nor was there a specific time for teachers to meet across curriculum subjects.

**Impact Statement:** The school leader's inability to articulate how she uses student data to develop pertinent partnerships, to drive fiscal and personnel requests, and the lack of a systematic plan that indicates how these requests will improve academic and emotional outcomes has resulted in numerous missed opportunities to build programs and reach goals.

**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 spending is evaluated for the impact on raising student achievement; use data to support the fiscal and personnel requests that are made to the district; re-organize and program the school day by using block scheduling in order to provide extended instructional time, address student needs and achieve school goals, and provide regular time for teachers and support staff to meet.

2.4 **The school has received a rating of *Ineffective* 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 and district personnel developed a school-wide observation plan that was known to all staff members. Additionally, the school leader makes informal classroom visits. However, the school leader does not use data to provide feedback, make staffing adjustments and professional development decisions.

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

- The school leader and the Director of Curriculum and Instruction have developed a teacher observation plan and both conduct formal observations. A review of observation documents indicated that while the district representative wrote detailed actionable feedback, the school leader did not provide the same level of detail. Rather, she indicated that she leaves "sticky notes"

on the teacher's desk or chair after an informal visit with comments such as "good job," and a review of a formal observation did not indicate the use of data to provide feedback. Teachers confirmed during their meeting that the feedback that they receive focuses on strengths rather than "next steps."

- The district has provided the school leader with a coach from Boards of Cooperative Educational Services (BOCES) who periodically observes classrooms with the school leader and mentors her in how to be more effective in dealing with the challenges of meeting the school's goals. However, although the school leader indicated that her coach is helpful and that she was, "happy to have someone to bounce questions off of" she stated that he had not been to the school for several months. A discussion with the district indicated that he had, in fact, been in the building within the last month.
- There was no connection between observation data and professional development (PD) decisions. While there is a district PD plan that is the result of a survey of needs that is completed twice a year by staff members, there is no indication that the school makes any adjustments to it in order to provide targeted support for the teachers of the middle school.
- In the meeting with the teachers, the name of one staff member was referred to as a "master teacher." Classroom observations by members of the ITT indicated that this teacher uses rigor, higher-order questioning and a lesson that is aligned to the Common Core Learning Standards (CCLS). However, discussions with the school leader indicate that this teacher is not used in the school to support or mentor less effective teachers.
- The school leader stated during her meeting that because she has no assistant principal she has to take the role of the disciplinarian. There was no indication in any of the meetings that the school leader is perceived as the academic leader of the building.

**Impact Statement:** The inconsistent sense of accountability or urgency among school leaders and staff to meet the academic and emotional needs of all subgroups has resulted in students not being challenged to maximize their potential.

**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 both formal and informal observations provide actionable feedback that is based on data and leads to improvements in instruction and student achievement; monitor and revise the PD plan to reflect the needs of the staff.

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

**Overall Finding:** The school leader has developed a pacing guide that she keeps posted in her office and uses it when she visits classrooms. However, other than that guide, there is no evidence-based system to monitor and revise pedagogical practices that are related to areas in need of improvement as outlined in the school's SCEP.

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

- Because there is not a detailed SCEP specifically developed for the middle school, it is difficult to find any evidence of an inter-connected evidence-based system that supports it. Progress reports are available for parents every six weeks. However, based on discussion with them, most parents feel that the information is, as one parent stated, “too little, too late.” There are programs such as Every Person Influences Children (EPIC) which provides methods for working with parents and providing on-going documentation. However, the ITT found that this is not part of a cohesive school-wide plan, but rather a program that is provided by the district to help engage the parents in a meaningful way.
- There were only three teachers at the meeting with the ITT members because the school leader stated that others did not want to attend because they are, “pulled too often from class” and they might bring this issue to the union. The fact that there are apparent factions in the staff that prevents all sides from working together was brought up in every formal and informal meeting with stakeholders. As a result, there is no sense that every person understands the role that he or she has in the successful implementation of a school-wide evidence-based system that supports the achievement of goals.
- Weaknesses in the procedures for monitoring and evaluating the quality of instruction and for analyzing and utilizing data to drive school improvements result in the school leader having little focused and reliable information on which to assess the performance of the school and individuals within it. This lack of information means that the school leader is not able to strategically plan interventions to address weaknesses and drive forward school improvement at a more accelerated rate than is currently the case.

**Impact Statement:** Because there are only programs and events rather than a data-driven system that is known and supported by all school stakeholders and because lesson plans are not consistently aligned to the CCLS and do not reflect learning shifts, the specific needs of all subgroups of students are not being met and preparation for high school, college and the world of work is compromised.

**Recommendation:**

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

- Develop evidence-based systems for evaluating how well the school is or is not doing with input from all school leaders and staff that supports the SCEP and clearly delineates roles and expectations of all stakeholders; create measureable systems to use data to impact instruction and monitor and revise them on a regularly scheduled basis.

**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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** Teachers do not collaborate consistently in the development of curriculum or use lesson plans that are aligned to the Common Core and NYS Learning Standards. Further, the inconsistent use of data limits teachers' ability to deliver a lesson that promotes students' conceptual understanding and higher-order thinking.

**Strengths:**

All ratings for this Tenet are **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:** While the school leader provides a lesson plan template that is aligned to the CCLS, has developed a pacing chart that is aligned to the NYS standards and facilitates workshops on the CCLS, there is no written plan for CCLS implementation that ensures systematic adherence.

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

- Because of the teachers' contract, the school leader cannot require the use of a particular format or template when writing lesson plans. Therefore, a review of plans indicated that many teachers use a basic outline that does not include scaffolding or differentiation and which is not aligned to CCLS. The school leader stated that she encourages teachers to use aligned lesson plans and that she is beginning to see some progress in that area but lesson observations and evaluations of planning documentation by the review team indicate that too many inconsistencies remain.
- The school leader facilitates workshops on CCLS at the faculty meetings and the district has provided workshops, materials and access to experts on this topic throughout the school year. The district provides a written PD plan for the school year. However, the school leader stated that she has little input into its development and that it does not always reflect the needs of the school. It was unclear why the school leader could not suggest adjustments to the plan. The school leader is in the process of developing a formalized plan in an attempt to provide a strategic and productive approach to using available time and resources to support the smooth implementation of CCLS.
- Teachers are given time during their grade level meetings to work together to align plans to the CCLS. However, it is evident that these efforts are not reflected in the classroom. Observations indicate some disconnect between planning and implementation. In most classrooms the curriculum provided is not meeting the needs of students. In addition, school leaders are not monitoring the implementation of CCLS with sufficient rigor to ensure that the curriculum is helping to make students college and career ready.

**Impact Statement:** The lack of a written integrated plan that is aligned to CCLS and which is monitored and

adjusted in order to meet the needs of all students impedes the sustained academic growth that is required for success in high school and college.

**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 a formalized plan is implemented to fully support the implementation of CCLS that includes ongoing PD and an expectation that teachers are able to articulate the use of student data to inform instructional decisions including differentiation and scaffolding.

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:** The school is at the beginning stages of formalizing collaboration to monitor and adjust curricula based on data.

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

- While there is no consistent use of a lesson plan template that is aligned to the CCLS, the school leader encourages its use. Based on the discussion with the school leader and a review of lesson plans, most teachers do not use a template that is aligned to CCLS or NYS standards because, according to their union contract, they do not have to do so. Rather, the members of the ITT noted that the curriculum and lesson plans used were generic and did not reflect scaffolding or differentiation.
- The school is at an early stage of teachers working together to develop and use lesson and unit plans based on data. Conversations are starting to happen but there is limited evidence to indicate that teachers are consistently utilizing data to drive instruction. Evaluation of lesson and unit plans and lesson observations indicate that there is a not a concerted effort to ensure that tasks are planned, based on data, to meet the differing needs of all students. The exception is that some math teachers have taken part in formal trainings at BOCES to become proficient in data analysis of NYS and STAR assessments. They use this data to create units and lessons that address their students' areas of deficiencies.
- Evaluations of planning and review of student work and in meetings with teachers indicated that rubrics are used, but actionable feedback is minimal. Students stated that they understood the purpose of the rubric and what their score represented, but not how to make their work better. Planning documentation and lesson observations indicate that teachers do not consistently plan to use higher order questioning and a variety of complex learning materials that incorporate a progression of sequenced and scaffolded skills.

**Impact Statement:** The inconsistent use of student data does not support differentiation of instruction and therefore the specific academic needs of each student are not being fully met.

**Recommendation:**

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

- Provide opportunities for all core area teachers to be trained by BOCES in data analysis and utilization to guide curriculum and lesson planning; ensure that planning and instructional implementations includes effective use of rubrics and higher order questioning.

3.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

**Overall Finding:** There is no inter-disciplinary planning or instruction and while the school has an abundance of technology it is not used to help students to make connections with other disciplines or make classroom instruction rigorous or interactive.

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

- The school does not a formalized plan to support an interdisciplinary approach to learning and it is not on the agenda in the near future. Period nine provides a common planning time for math teachers, but there is no evidence that this time is used to develop an interdisciplinary approach to learning math. There is no common time built into the schedule for ELA or other teachers to meet.
- There is an abundance of technology in the classrooms and dedicated labs to support instruction and the implementation of the CCLS. Students and teachers have access to Smartboards, I-pads, laptops and a MAC lab which is a digital production studio. Although this is a technology rich school, observations of classroom instruction noted a limited use of it by the students in any class other than in science. In most classes, the Smartboard was used to display a power point or outline that the students were required to write into their notebooks. There was no evidence of technology being used to provide information that would generate rigorous questioning, discussion or make connections to other content areas.
- There was no observation or documentation that indicated that the arts are infused in any content area or lesson plan. There were no word walls in any classroom and no evidence of grammar and spelling being addressed in other classes other than ELA.

**Impact Statement:** The lack of an inter-disciplinary approach to instruction impedes students from making the connections that increase their depth of knowledge and prepare them for high school and beyond.

**Recommendation:**

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

- Provide common planning time for all core area teachers to plan and write interdisciplinary thematic units of study; provide inter-school visitations to see the implementation of interdisciplinary instruction including the arts and enrichment; provide ongoing PD on how to effectively use

technology to deepen student learning and help them to make connections across all content areas.

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:** The school is at a very early stage of learning how to use the data from assessments to provide actionable feedback to students in order to support their specific needs.

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

- Students are encouraged to use their planners to track their progress on exams. However, there was no evidence that this data is discussed with the students or used to adjust instruction. Other than in math classes where teachers communicate test results and identify what needs to be done to improve, students stated that if they wanted to know how they are doing they can pick up a progress report form in the main office and have each teacher write a comment. The school leader stated that this technique makes the students feel responsible for their learning; the students did not agree. They stated that they would like the opportunity to meet regularly with each of their teachers to discuss specifically what they need to do in order to improve.
- Every five to six weeks, ELA and math students are assessed using the STAR tests and students with disabilities use the Fortas and Pennell assessment. However, discussions with teachers and school leaders and an analysis of documentation indicates that this information is not used to best effect to inform curricular decisions or to make curriculum adjustments. There was no evidence of the use of on-going assessment in the classrooms. When a teacher was asked how he knew if his students had learned the content of the lesson, the teacher stated, "I can tell from their body language."
- BOCES data specialists spend twenty days during the school year working with ELA and math teachers to raise their awareness and expertise in using data to adjust curricula. This is only partially successful. The tracking and monitoring of data is inconsistently used by the school. While the school is beginning to use data, there was little evidence, except in math, that staff understand how it impacts on decision-making about instruction. Two teachers use E-Doctrina, an on-line program, to provide pre- and post-assessments.
- The district has provided workshops and materials on the use of data, but there is no evidence that the school leader addresses the use of data in her formal and informal observations.

**Impact Statement:** A lack of alignment between data and instruction does not address the specific needs of all students and results in academic success being limited.

**Recommendation:**

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

- Provide further on-going opportunities for BOCES data specialists to work with all core area teachers; ensure that teachers provide data based feedback to help students improve their

academic outcomes.

**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**

**I**

**Debriefing Statement:** Teachers common use of generic instructional practices and inconsistent higher-order questioning do not allow for multiple entry points for all learners, which limits student achievement. Teachers are not systematically using data-driven protocols and scaffolding strategies to make decisions for individualized lesson delivery that address the gap between what students know and what they need to learn.

**Strengths:**

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

**Areas for Improvement:**

4.2 **The school has received a rating of *Ineffective* 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:** Teachers do not work with students to develop goals based on data and therefore the specific needs of students are inconsistently addressed. The school leader did not establish an expectation that requires the alignment of lesson plans to data and therefore plans do not include appropriate instructional interventions.

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

- While the district has hired a consultant from Questar to work with teachers on project-based instruction, there was limited evidence during classroom visits that this work was actually resulting in differentiation of instruction. While there is evidence that some math teachers are discussing data to inform instruction these teachers are the exception rather than the norm. Apart from in math lessons data was not observed being used to drive instruction and ensure that work is matched to the abilities of the students. The school leader leads the school-level-data meetings but documented evidence indicate that there is not a high enough level of accountability as to how all teachers should use data to drive instruction.
- Neither students nor teachers indicated in their meetings that they had worked collaboratively to develop goals and a review of student work showed no evidence of goals being used. None of the parents in their meeting with the members of the ITT had any knowledge of their children having set academic goals.

**Impact Statement:** The school's instructional practices, ineffective leadership and the lack of student goals do not promote high levels of student engagement or consistently meet the individualized needs of students.

**Recommendation:**

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

- Utilize teacher common planning time to align lesson plans to student performance data; ensure that all students are set long and short-term goals to guide their learning journey.

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:** Lesson plans are not consistently aligned to the CCLS and pedagogical practices do not provide rigorous questioning or multiple points of entry for all students.

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

- The planning and delivery of differentiated instruction are limited. The teacher in one class provided an opportunity for students who were good readers to complete the day's assignment in the library where they could work at a faster pace than those students who remained in class and followed along in their book as they listened to a taped recording. There was evidence of the need for students to use higher-order thinking skills in the technology class. The students were required to de-construct a lawn mower motor and then explain how to put it back together in order to make it run.
- Students in their meeting with the ITT consistently stated that they learned best when they were given hands-on opportunities rather than hand-outs or packets to complete. However, other than in technology, one ELA, one science and two math classes, the norm was completion of fact-based packets rather than complex challenging materials. Instruction in all but two classes was teacher rather than student focused.
- Questioning usually took the form of what, who or when and, as a result, produced one word responses and required no critical thinking. Other than in one science class where the teacher was requiring students to support their answer with facts, rarely were there follow-up questions to challenge the student's answer.

**Impact Statement:** The lack of the consistent use of plans that are aligned to the CCLS and provide for differentiation of instruction, the infrequent use of challenging materials and rigorous questioning, and the continued use of teacher-focused methods have resulted in limited student engagement and real learning that can be built on as students move into high school and beyond.

**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 lesson plans align to the CCLS and make provisions for differentiation and scaffolding; provide PD on rigorous questioning techniques that promote critical thinking; ensure that all

teachers use test data to differentiate instruction, including scaffolding, instructional interventions, and the use of high levels of text and complex content.

4.4 **The school has received a rating of *Ineffective* 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 school has not developed its own plan which outlines student behavior expectations and consequences, but rather uses the district's Code of Conduct. While the parents generally thought that their children were both academically and physically safe, students and staff voiced concerns about the prevalence of disrespect in the classrooms.

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

- The district and the school have provided on-going information about how to identify bullying and how to prevent it. The school leader joined the "Bully Project" and she provided every member of staff with a copy of, "The Bully, the Bullied and the Bystander" book.
- The district has a formal Code of Conduct that every parent and student receives. However, in the staff meetings, the members of the ITT were told that the code is sporadically enforced by the school and certain families get preferential treatment. Both students and staff said that when a student is removed from class, a referral form has to be completed and sent to the school leader, but most often nothing happens and the student is sent back to class. Teachers feel that this lack of consistency undermines their authority and, as a result, they do not always feel supported or recognized as part of a team. Students said that these students make it hard for them to learn and that they are angry that the school does not do anything about them.
- The school leader stated that she could do more to support behavioral goals if she had an assistant principal, but since she is the only administrator, she cannot always address concerns according to the code. However, it is evident that expectations for good behavior are not insisted on by all staff. Opportunities for students to discuss and share ideas in class are not readily promoted as teacher talk is the dominant trait in most classrooms. Students state that they are not given a voice in the school and their concerns are not always taken on board. Some stated that they hold back from asking and answering questions in class because of fear of teasing from classmates. This together with learning activities that do not consistently meet their needs provide an environment that is not conducive to effective learning.

**Impact Statement:** The lack of a school specific behavior plan that is consistently enforced has resulted in some stakeholders not feeling safe. As a result of this inconsistency, stakeholders do not feel they are treated equally, and students do not always learn in a classroom environment that provides opportunities to work collaboratively, to voice dissenting opinions or ask questions.

**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 behavioral plan for the school based on the district's Code of Conduct and which

promotes consistent management of behaviors; ensure that students are provided with a learning environment where they can discuss different views and opinions, ask and answer questions freely and an environment where their needs are consistently met.

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

**Overall Finding:** Teachers do not use summative and formative assessments consistently to drive instruction and create groups that meet the specific needs of every student. Teachers provide limited data-based feedback to students, but often without actionable next steps.

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

- Parents stated that they had access to testing schedules and students were able to discuss their grades on unit tests. However, only one student during the small group meeting could speak about any next steps that a teacher had given in order to improve a depth of knowledge. The school leader and teachers stated that students were encouraged to log their progress and/or grades in their school planner, which is provided by the district. However, there was no evidence that this actually happened, or that logs were used by either students or teachers consistently to monitor improvement.
- The “Do Now” was used effectively in some classes to review prior knowledge and as a starting point for the day’s lesson. However, in most cases it did not appear to have any connection to what had been taught or what was going to be taught. There was no evidence in any classroom observation of on-going assessments and evidence from documentation and discussions with students indicates that this is typical. As a result, teachers are not making use of information to make adjustments to their instructional planning or implementation. This significantly hinders academic progress.
- There was evidence of flexible grouping only in the grade eight ELA class; in two other classes there was evidence of grouping, but it was done by student choice rather than by student need. The overall picture is that data is not used to group students or to adjust instruction.

**Impact Statement:** Instruction is not consistently data-driven, is not aligned to the specific needs of each subgroup and is not shared in a meaningful way. As a result, students lack a sense of ownership and active participation in their learning.

**Recommendation:**

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

- Provide PD on how to use data to establish flexible grouping and to use a range of instructional strategies; ensure that students are provided with the quality of feedback that enables them to move forward in their learning.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The school is beginning to understand the importance of identifying the necessary supports to address the social and emotional developmental health needs of students. However, the lack of a formal system and structure for monitoring this system serve as a barrier in effectively addressing the specific behavioral needs of students, thus resulting in limited academic success.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:** The district has implemented the use of the EPIC program to review school practices that center around family engagement with the intent of establishing a system of how to sustain student emotional well-being and academic success. As of now, the school does not have an overarching system but rather a variety of programs to address the social and emotional developmental health needs of the students.

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

- While all of the students who were part of the large and small group meetings said that there was at least one adult in the building that they can go to if they needed help, this was not the result of a documented formal plan on the part of the school leader. Further, the students stated they do not always feel safe because there have been a number of lockdowns due to issues in the high school corridors which are connected to the middle school.
- The school has implemented the “Why Try” program, which provides six at-risk students the opportunity to meet with the guidance counselor on a regular basis. However, no data is collected from these sessions and therefore, it is unclear how this program is being assessed for effectiveness.
- The school sponsors “A Greater Sense of Place” which is a one- or two-day event that involves the students learning about their environment by selecting workshops, places and activities in the community that they want to know more about. As a result, students learn new skills, how to network, are introduced to new career opportunities and some students even receive job offers. Students share their experiences with parents at an assembly.
- The school has developed a referral form to be used by stakeholders when a student is sent to the school leader due to inappropriate behavior. However, there is no evidence of this documentation

being monitored to determine if the student's behavior has improved.

- There was no evidence that the school has made the use of data a priority in developing a program to address student behavioral issues.

**Impact Statement:** The lack of an integrated data-driven plan that provides the necessary emotional and social supports that address the varied needs of middle school students and that is regularly monitored for effectiveness has resulted in limited family engagement and limited the sustained emotional and behavioral growth students need for 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:

- Develop a data-driven student support system and communicate it to all stakeholders in order to ensure that there is a clear commonly shared vision around the social and emotional developmental health of all students.

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

**Overall Finding:** While the school has an evidenced-based anti-bullying program that is taught in the physical education classes, and a referral form to use when student's behavior is inappropriate, there is no comprehensive curriculum that can be articulated by all stakeholders and provides students and their parents with the tools that support social and emotional health.

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

- The parents stated during their meeting with the members of the ITT that there are few opportunities for them to be involved in the school and are often not included in opportunities that would provide them with information that would help support their children.
- Parents and staff members agreed that bullying is an important issue since there have been a number of incidents. However, in meetings with parents and staff some individuals stated that they felt that too much emphasis was being placed on that one issue and not enough on topics such as diversity, sensitivity training and self-esteem.
- Due to budget cuts, the district went from seven social workers to one. This limits the amount of time she can spend in each building. Therefore, according to the school leader, the focus tends to be on crisis management and ensuring that the students with disabilities are being provided with all necessary resources as outlined in their IEP.
- Although EPIC provides PD for stakeholders on how to engage parents and support the emotional and social health of the students, there is no data-driven comprehensive PD plan to teach stakeholders how to help students develop into emotionally healthy adults.

- The school sponsors an annual Career Day in which members of the community and parents are invited to discuss their professions and provide information about educational requirements.

**Impact Statement:** The lack of a clearly articulated school-wide vision that is aligned to a cohesive data-driven plan that delineates the role that every stakeholder has in supporting the emotional and social well-being of every student has resulted in missed opportunities to create an environment that is consistently safe and healthy.

**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 opportunities for all staff that will provide them with an understanding of the skills and behaviors that address the social and emotional developmental health of all students; develop a school-wide comprehensive plan that is clearly communicated to all stakeholders and constantly and consistently used to enforce behavioral expectations.

5.4 **The school has received a rating of *Ineffective* 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:** There is no pervasive sense among all stakeholders that everyone has a specific role in creating a learning environment that is safe and fosters learning.

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

- The EPIC partnership is designed to develop and evaluate strategies to support a safe environment and that fosters a sense of ownership among all stakeholders. However, discussions with students, staff and parents indicate that there is no shared understanding of the role each has to play in creating a safe and secure learning environment and ensuring that the needs of students are consistently met.
- Parents indicated that they were aware and concerned about physical and emotional safety issues in the hallways and the school grounds but were unsure as to how they could make a difference. Staff report that there are inconsistencies in how different members deal with behavioral incidents and referrals. Students state that they do not think that all students are held to account for their own actions and behavior. In all instances stakeholders reported that they do not feel that the school sets high enough expectations in ensuring that everyone has a role to play in making the school a safe and effective place in which to work and learn.
- ITT members saw some staff members in the hall during the change of classes speaking to students and addressing behavior issues, however that was not the norm. Classroom observation indicated that there are significant numbers of students who come to class after the bell rings which causes disruptions and impacts on instruction. In one class, eight students came in late without any discernible consequences. Both teachers and support staff personnel spoke about the inconsistencies in how the school leader deals with behavioral issues; all students are not treated

the same. There is a behavior referral form but this is responded to inconsistently. The form does not require information about the student's social and emotional needs to be recorded.

**Impact Statement:** Not all stakeholders are actively engaged in creating a learning environment that is socially and emotionally safe for all subgroups and so students do not flourish academically.

**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 Code of Conduct is enforced consistently and that all students are held to the same standard; ensure that the school leaders make clear expectations as to how all stakeholders can contribute to making the school safe. In addition school leaders should hold all stakeholders accountable in making sure these expectations are fully met.

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:** The school community does not consistently prioritize the use of data to address student needs and has no specific comprehensive plan for how to use data to support the emotional and social well-being of all students.

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

- The data team meets regularly to review STAR results, state assessments, NYSESLAT and progress and report card grades. However, there is no documentation that this information is shared and used in a way that supports the social and emotional health of the students.
- The school nurse and social worker meet weekly to discuss student referrals. However, there was no evidence that these meetings provided teachers with information that addressed the student's social and emotional needs.
- The school leader indicated that it is difficult for the school to make data a priority due to the ongoing budget cuts that created a shortage of staff members such as a second social worker and an assistant principal.

**Impact Statement:** The lack of a data-driven plan to address the specific needs of all students stunts their emotional and social growth and compromises their academic success.

**Recommendation:**

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

- Create data-driven school goals for students' social and emotional developmental health and add them to the school goals; rigorously monitor the work of the school to ensure that these goals are

met.

**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**

**I**

**Debriefing Statement:** The school is developing parent and community partnerships to support the academic achievement and well-being of students. However, parent involvement is limited due to a lack of a cohesive and monitored communication plan that provides data-driven information that recognizes the critical role that parents have in the academic success of their children.

**Strengths:**

All ratings for this Tenet are **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 uses different methods to communicate with parents on a regular basis regarding a variety of pertinent topics. However, much of this communication pertains to testing dates, and procedural issues rather than on providing data and strategies that will help to develop a relationship with parents that will support their children’s academic success.

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

- Based on discussions with the school leader, a review of letters to parents and the school’s website, it is evident that the school uses a variety of methods including email, texting, newsletters and a program called Alert Now which immediately notifies parents by phone of any impending situation such as tests, workshops or meetings that would be of importance to them.
- The ITT reviewed a letter that was sent to parents at the beginning of the school year regarding CCLS mandates and shifts. However, of the eighteen parents who were involved in the meeting with the review team, all but three said that they did not understand the information contained in the letter about CCLS and would like the information explained. One parent said that she “googled” CCLS in order to try and understand what it meant and how it would impact on her child. Another parent stated that what she knew was based on what she read in the newspaper.
- Parents stated that two math teachers regularly post lessons on Facebook, call or text to provide them with information about instruction, but most parents said that they have never received any type of communication from a teacher and would welcome it. Parents stated that they would welcome more information relating to the school’s academic expectations for their children and the

roles parents could play in meeting these expectations.

- There was no evidence of the school evaluating the impact of its efforts to build productive relationships with parents.

**Impact Statement:** By not fostering a strong partnership with parents, the school leadership has missed a critical opportunity that would help ensure all children are provided with the same message about expectations, self-worth and what constitutes success not only in school, but in life.

**Recommendation:**

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

- Create a communication plan that is used to reinforce high expectations and is monitored and revised to ensure its effectiveness.

6.3 **The school has received a rating of *Ineffective* or 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:** While the school does communicate with parents in a variety of ways, there is no comprehensive plan that provides opportunities for parents to engage in purpose-driven and strategic reciprocal communication.

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

- The school population does not require translation of documents into languages other than English.
- There is no evidence either in the review of documents or in discussions with the school leader that there is a plan to develop a communication protocol to be used to engage parents. There is no documented evidence that the school leadership expects that staff members engage in outreach to the parents of their students, document these communications when they do happen and monitor their outcomes for effectiveness.
- There were only three teachers who stated that they regularly call home or text parents to keep them updated on their child's progress.

**Impact Statement:** Because parents and staff do not consistently work together to develop a plan that would meet the specific needs of each child, students are not always provided with the appropriate tools to reach his or her academic and emotional potential.

**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 strategic plan aimed primarily at developing strong and effective channels of communication between school and home that are reciprocal and share a commitment to student

success; evaluate its efforts at communicating with parents, take on board parental views and make improvements where 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:** While the district has mandated training by EPIC for staff which provides methods to partner with parents in order to support every child's academic achievement while decreasing the chance of their involvement in crime and substance abuse, the school is only at a rudimentary stage of developing a plan to ensure that stakeholders know how to effectively work with parents.

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

- School staff members were involved in PD facilitated by EPIC. The stakeholders met by grade level teams and were tasked with developing next steps that would increase parent engagement and awareness. EPIC provides data regarding the effectiveness of these steps in order for the school to make adjustments to them. However, there was little evidence that any stakeholders, other than members of the support team, were held responsible by leadership for the implementation of the partnership with parents and no evidence of the school making adjustments based on data to foster better relationships.
- Parents stated that they did not feel supported as their children transition from middle school to high school and that the school does not provide guidance and tips as to how they can best support their child's academic growth at home.
- The school leader stated that the school works closely with the police Youth Bureau, Department of Social Services (DSS) and Green County Community Mental Health to implement pre-Persons in Need of Supervision (PINS) and PINS petitions for students who are involved in activities that negatively impact on their social and emotional well-being and academic success. However, there was no evidence that the school provides formal documented support to the parents of these children prior to the PINS petition being required.
- The school leader facilitated a PD during a faculty meeting on the 3 Ms- Mistake, Mischief and Mayhem - as discussed in Barbara Coloraso's book that deals with the social and emotional developmental health issues of middle school students. To date, there has been little impact in improved practice.

**Impact Statement:** The under-utilization of the EPIC resources, the lack of clear formal expectations voiced by leadership centered on the use of these resources and the importance of developing and sustaining parent partnerships have resulted in lost opportunities to develop support systems that would help marginal students to achieve academically and emotionally.

**Recommendation:**

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

- Provide guidance and training for parents regarding how to support their child’s academic social and emotional needs; provide on-going PD for all staff on how to develop and sustain partnerships with parents and then hold staff members accountable for working effectively with parents.

6.5 **The school has received a rating of *Ineffective* 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 data team is beginning to share some pertinent information garnered from report-cards, progress reports, Individual Education Plans (IEP) the New York State English as a Second Language Achievement Test (NYSESLAT) and STAR testing results with parents. However, this is inconsistently done and does not promote discussion between the school and parents regarding how to use this information to support the specific needs of their children.

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

- The parents of students with disabilities, which are about 18 percent of the school’s population, were able to articulate in a meaningful way information about their child’s IEP and the services that are required in order to support academic growth.
- Parents stated that they were able to use report cards and progress reports that are sent home every six weeks and the information from Back to School night to keep track of their children’s progress. However, they also indicated that the data is not always timely and are not always sure how they can use it to work with the school to support their children. Some parents stated that they would welcome more guidance and support on explaining exactly what the data is telling them and how they can use this information to work with the school in promoting academic success for their child.
- Parents stated that most of the time when they meet with teachers the discussions center around either behavioral issues or requests such as, “He needs to do his homework,” rather than on the child’s specific learning needs as supported by data.

**Impact Statement:** The school’s lack of a cohesive plan to share data with parents as it pertains to their specific child, limits the ability of parents to work with the school to advocate for appropriate services and provide the necessary support to ensure academic success and foster emotional and social well-being.

**Recommendation:**

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

- Provide guidance and support for parents on how to use data to support the specific needs of their child; ensure that there is frequent feedback to parents on data as it pertains to their children and that includes next steps and strategies that they can use to support their child’s academic achievement and emotional growth.