



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	44-16-00-01-0003
School Name	Heritage Middle School
School Address	525 Union Avenue, New Windsor, NY 12553
District Name	Newburgh Enlarged Central School District
School Leader	Raul Rodriguez
Dates of Review	March 25-26, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	6-8		Total Enrollment	971		Title 1 Population	100%		Attendance Rate	94%	
Free Lunch	50%	Reduced Lunch	10%	Student Sustainability	95%	Limited English Proficient	7%	Students with Disabilities	17.4%		
Types and Number of English Language Learner Classes											
#Transitional Bilingual	0		#Dual Language	0		#Self-Contained English as a Second Language	4				
Types and Number of Special Education Classes											
#Special Classes	7		#Consultant Teaching	0		#Integrated Collaborative Teaching	12				
# Resource Room	1										
Types and Number Special Classes											
#Visual Arts	19	#Music	39	#Drama	0	# Foreign Language	29	# Dance	0	CTE	40
Racial/Ethnic Origin											
American Indian or Alaska Native	0%	Black or African American	26%	Hispanic or Latino	40%	Asian or Native Hawaiian/Other Pacific Islander	4%	White	30%	Multi-racial	0%
Personnel											
Years Principal Assigned to School	3		# of Assistant Principals	2		# of Deans	0		# of Counselors / Social Workers	2/1	
% of Teachers with No Valid Teaching Certificate	0		% Teaching Out of Certification	0		% Teaching with Fewer Than 3 Yrs. of Exp.	0		Average Teacher Absences	10%	
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient			
ELA Performance at levels 3 & 4	6 – 40% 7 – 42% 8 – 39%		Mathematics Performance at levels 3 & 4	6 – 52% 7 – 64% 8 – 40%		Science Performance at levels 3 & 4	8 - 73%		4 Year Graduation Rate (HS Only)		
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits		% of 2 nd yr. students who earned 10+ credits		% of 3 rd yr. students who earned 10+ credits		6 Year Graduation Rate					
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
	Students with Disabilities						Limited English Proficient				
	Economically Disadvantaged										
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	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 Science											
	American Indian or Alaska Native						Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White					X	Multi-racial				
	Students with Disabilities					X	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.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. School leaders will clearly articulate vision and goals through an interdisciplinary school-wide initiative, The Heritage Bridge.
2. School Leadership Team will create a "team and department resource guide" this will include explicit expectations regarding department/grade level lesson planning.
3. Team and department binders will be provided, with checklists and professional resources (i.e Flash drives, Educational Periodicals) to manage and structure professional meetings to ensure that team and department meetings are student centered and data driven.
4. ELA and STEM supervisors, Instructional coaches, and teachers will design curriculum modules that are rigorous and in alignment with CCLS.
5. Restructuring enrichment period to allow administration more opportunities during the school day to actively participate in professional meetings.

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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

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

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

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

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

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

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

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

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

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

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leaders and school staff have initiated a series of structures aligned to the collaboratively developed mission and core values related to the social-emotional well-being of students. However, the school lacks specific, measureable, ambitious, results-oriented, and timely (SMART) goals related to a strategic plan for academic improvement. As a result, opportunities for high academic outcomes for all students are limited.

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:

While the school leader has collaboratively developed a mission and core values for the school, the school leader has not ensured that the community shares SMART goals linked to the mission.

Evidence/Information that Lead to this Finding:

- All constituents interviewed by the Integrated Intervention Team (IIT or review team) knew the mission/vision statement for the school. Teachers not only reported on their familiarity with the mission and core values, one teacher said, “Of course we know it. We wrote it.” Parents and students were also aware of the mission/vision and core values that were posted throughout the building. Each core value was the subject of monthly focus throughout the school with students engaging in a variety of activities to explore the implications of one of these values each month.
- The goals identified in the SCEP are not SMART Goals in that the goals do not directly align to a mission of ambitious academic achievement and are not well known by all stakeholders. In fact, the goals identified in the SCEP are general themes for the year. For example, one goal is “To ensure sound lesson planning and productive meeting protocols and outcomes.” This goal is not specific because it covers most of the pre-instruction activities that occur in a school. It is not measurable or ambitious in that this is an expectation implicit in administrative activities related to instructional supervision. Identified goals are not results-oriented because they do not target improving student

performance nor do they identify a timeline to outline deadlines for goals being achieved

- The school leader has succeeded in leading the school in the achievement of a first priority of the school in creating a safe, well-organized school with established routines and practices that ensure a positive learning environment. However, the school leadership has only begun to organize the resources of the building to address the priorities associated with the quality and focus of data-driven instruction aimed at improving instruction and student achievement. The school leader has scheduled students in classes using baseline data to provide viable opportunities for meaningful differentiation. While instructional coaches and subject area supervisors have been provided to teachers this year, evidence from discussions and observations indicate that they are not yet effective enough in guiding, directing, or supporting teachers to improve instruction.

Impact Statement:

The lack of specific and measurable goals limits stakeholders from working strategically to support student achievement and to accomplish the overarching vision/mission of the school.

Recommendation:

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

- Establish SMART goals focused on academic achievement and social-emotional well-being. Ensure that all stakeholders understand and embrace the SMART goals. .

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

Overall Finding:

The school leader has effectively re-organized the school's instructional schedule, student scheduling, and expectations for student conduct. However, the school leader has just begun to re-organize programmatic, human, and fiscal resources to address the instructional and programmatic changes necessitated by the CCLS. Additionally the school leader inconsistently monitors staff uses of resources.

Evidence/Information that Lead to this Finding:

- Significant modifications of the schedule have improved opportunities for student success. Students are now assigned to classes through a complex and detailed process designed and implemented by an assistant principal (AP) that ensures classes balanced by demographics and student performance assessments. This innovation provides teachers with opportunities for thoughtful groupings and differentiation; however, during classroom observations reviewers saw few examples of teachers utilizing the opportunity this scheduling provides.
- The school leader has reorganized the grade six instructional schedule to provide opportunities for ELA/social studies teachers to share a three period block and for science and math to share a three-block period with the intention for those teachers to provide interdisciplinary activities. However, when interviewed, teachers reported that they use the blocks instead to take turns having longer lessons within their own subject area.

- While student behavior within and outside of classrooms is exemplary as a result of the school leader has made, he has not been successful in using all available human resources to capitalize on the opportunity for instructional success presented by the good behavior he has established within the building.
- The school leader provides teachers with an instructional coach to assist the teachers in addressing the instructional shifts identified in the CCLS. The school leader has established subject and grade level meeting times within the school day, and has required that staff uses agendas for and produces minutes of these meetings. However, evidence indicated that staff does not use the time to drive improvements in instruction and student learning. For example, during the subject team meeting, reviewers noticed that staff did not have a clear agenda that focused on improving instruction or student learning. As a result, the meeting finished with no specific outcomes, understandings, or next steps.

Impact Statement:

The school leader has made decisions to organize resources to address some school needs; however, the lack of consistent monitoring of current changes in infrastructures does not ensure staff uses resources at optimal levels, which hinders opportunities for school improvement and increased 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:

- Closely monitor staff's implementation of the structural changes made to provide opportunities for improving instruction, and ensure that staff uses available resources to address areas of need.

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 has completed all of the required formal observations of staff, and has established a timeline to complete the required informal observations. However, the process of targeting observations and using walkthroughs is not yet leading to sustained improvements in learning and instruction.

Evidence/Information that Lead to this Finding:

- The school leaders have a system to conduct targeted observations that aligns with the district's APPR process. School leaders conduct classroom observations using the district-provided on-line forms. The school leader reported that he has provided teachers with information on the Danielson framework to provide targets for observations. According to staff interviewed by the IIT, the district has established district-wide expectations for the monitoring of targeted domains within the framework and has provided staff with professional development (PD). The school leader reported that leaders conduct one formal and one informal observation. The school leader also reported that due to current negotiations, school leaders do not have a consistent process for walk-through visits, which limits leaders' ability to track the progress of teacher practices. There was little evidence

from a review of documents or discussions with staff that teachers received specific actionable feedback to provide individualized targets for improvement. Although most teachers were rated as Highly Effective or Effective, discussions with the school leaders as well as classroom observations indicate that these ratings does reflect an accurate assessment of all teachers' instructional practices.

- No mechanism is being employed to use student performance data to target classroom observations to note how individual or sub-group deficiencies are being addressed. While school leaders have used the baseline data to schedule students into classrooms that are balanced with nearly equal numbers of students who have demonstrated above average, average, and special needs, there was limited evidence that the PD has provided teachers with the strategies necessary to differentiate instruction to ensure balanced classroom groupings. During class visits, the review team saw few examples of purposeful or thoughtful instruction that reflected an awareness of the needs of individuals or sub-groupings of students as almost all lessons observed were whole group, teacher-centered events.

Impact Statement:

The limited levels of oversight and direction provided to teachers through the observation process, results in inconsistent accountability measures for instructional improvement and lost opportunities to improve instruction through coaching and feedback from school leaders.

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 for school leaders to provide instructional coaching and actionable feedback on teaching practices throughout the school year based on student data.
- Ensure that teachers establish individualized professional development goals based on observations and ensure school leaders monitor the growth of teachers in identified areas.

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 leaders have created a system for collecting and utilizing data concerning school discipline and have developed a system for examining available academic ability baseline data. However, the school is not using available data to monitor in a formative manner the progress of all students and student sub-groups towards achieving academic goals.

Evidence/Information that Lead to this Finding:

- The school leaders monitor data concerning student behavior. The school leader reported that leaders have access to a wide-range of formative data concerning the number of behavior incidents,

the average number of student referrals, and the rates of utilization of defined consequences. Staff uses the data collected to monitor the learning environment and to develop policies and practices to address any emerging challenges before those challenges become widespread. However, the same focus is not evident in the analysis of academic data to evaluate how well the school is performing.

- The school leader is in the process of initiating common forms of interim academic assessments to provide student performance data to inform decisions that will move the school forward. However, the school leader acknowledges that teachers need more training on how to use these forms of formative assessment to modify curricular decisions.
- The school leaders recently used summative student performance data at the end of the first semester to generate new expectations for student performance. However, this use of summative student performance data by the school leader has not been translated in a requirement that staff use evidence-based systems that are dynamic, adaptive, and interconnected to address individual and school-wide practices.

Impact Statement:

The lack of a comprehensive program to review and analyze formative and summative student performance data limits the ability of the school leader to measure progress toward critical school achievement 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 a data analysis team to analyze available data to inform decision-making concerning curriculum and instructional practices within the school.
- Provide staff additional training formative and summative assessments. Monitor staff use of data to ensure that teacher use available data, regularly to make instructional decisions and to modify curricula and instruction.

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

I

Debriefing Statement: The staff is in the initial stages of addressing the expectations of the CCLS and the instructional shifts. While curricula designed to support the CCLS have been adopted, unit and lesson planning does not reflect consistent implementation and differentiation based on analysis of student data including on-going and purposeful feedback to students. As a result, current planning significantly limits all students' access to rigorous and coherent curricula.

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 *Ineffective* 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 has initiated planning and professional development (PD) opportunities to support the production and implementation of rigorous and coherent curricula, there is little evidence that the resulting curricula and implementation of those curricula is addressing the learning needs of all students and is adequately preparing students to become college- and career- readiness.

Evidence/Information that Lead to this Finding:

- Teachers use the math and English language arts (ELA) modules from EngageNY to align curricula to the CCLA; however, teachers report that the school is in the initial stages of determining how to modify those modules to meet the needs of all students. During classroom visits, as well as the subject teacher meeting, reviewers noticed that teachers are using central text and selective lessons from the modules but not addressing all of the standards.
- There is no strategic action plan for the incorporation of CCLS instructional shifts in all content areas. Staff did not present unit plans or pacing calendars, aside from the NYSED modules in ELA and math, for IIT to review. Weekly lesson plans did not include any specific references to CCLS or instructional shifts. While some teachers had lesson plans available that support the CCLS instructional shifts, especially in math and ELA, other content area teachers' plans did not include an application of instructional shifts.
- Pedagogical support and training has not been provided to teachers to promote the implementation of differentiation strategies designed to address the needs of individual and sub-groups of students. During the subject area team meeting, there were no references to plans for adapting instruction based on student performance data. Staff did not include references to modifying the NYSED ELA modules to address the needs of sub-groups of students.
- Reviewers observed ELA and math teachers using the NYSED modules lessons that address CCLS standards. However, teachers reported having difficulty pacing those lessons and internalizing the instructional shifts. In other core content areas, the presence of the instructional shifts was not apparent.

Impact Statement:

Curricula supporting the CCLS and instructional shifts are not consistently implemented, which limits opportunities for students to access curricula that meet their needs to ensure college- and career- readiness.

Recommendation:

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

- Develop a systematic plan for PD that provides teachers with access to robust pedagogical support such as inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences to facilitate the school-wide implementation of the CCLS.
- Monitor the design and implementation of the resulting comprehensive and adaptive curricular units of instruction to ensure that they align to the CCLS and NYS standards and lead to improvements in student learning and achievement.

3.3 **The school has received a rating of *Ineffective* 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 do not adequately plan and deliver units of study and lessons that include DDI, support the CCLS, and incorporate complex materials and higher-order questioning.

Evidence/Information that Lead to this Finding:

- Teachers report that summative data concerning student baseline abilities such as math aptitude scores, as well as data concerning attendance, misbehavior, and grades in classes are available through the school’s instructional coach who has access to the BOCES data. However, there was no evidence of teachers using any of this data in planning the curriculum or instruction.
- A review of lesson plans reflected the absence of a common planning guide detailing expectations for instructional decision-making based on ability or other learning needs data, as well as the CCLS. Discussions with school leaders confirmed that teachers choose their own lesson templates. Teachers do have a recommended structure or design that would facilitate their planning to incorporate CCLS expectations for understanding, skill development, and differentiation to address the range of student abilities and needs in their classrooms.
- Staff did not present unit plans for the IIT to review. Lesson plans were rudimentary and often consisted of descriptions of activities that were to take place in the classroom. While ELA and math teachers used the CCLS modules provided by New York State, lesson plans did not reflect with fidelity a progression of sequenced and scaffolded skills for all groups of students. Other content area teachers’ plans did not reflect the instructional shifts. During the subject area team meeting, there were no references to plans for adapting instruction based on student performance data. Reviewers did not find evidence that teachers modify the ELA modules to address the needs of sub-groups of students.
- During class visits, the IIT found limited evidence of rigorous instruction. Teachers inconsistently employed higher-order questioning or used challenging texts to promote discussion and debate. Most lessons observed centered on one-word or one-phrase answers to questions requiring little elaboration.

Impact Statement:

The absence of a formal structure and data for the collaborative development of unit and lesson plans hinders

opportunities for students to demonstrate growth in meeting the demands of the CCLS across grade/subject areas and to improve academic 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 all teachers collaboratively create and implement unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students including special education and English language learners (ELLs) and use a variety of complex materials appropriately supporting the CCLS.
- Critically review those plans to ensure their adherence to the expectations established.

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:

Although teachers are encouraged to develop cross-curricular connections, teachers lack formal partnerships or structured collaborations to ensure consistent interdisciplinary planning.

Evidence/Information that Lead to this Finding:

- Although innovative scheduling has allowed linked social studies and ELA classes and linked math and science class over a three period block period in grade six, there is little evidence of teachers collaborating to develop lessons or units of instruction that demonstrate cross-curricular connections consistently across the school. Teachers reported that linked teachers extend one period into another if a particular unit seems to require more time to complete in their own subject area. Reviewers noted that subject meeting attended during the visit lacked direction or a sense of expectations for building cross-curricular connections.
- Although some teachers in art and math have included extended writing in their subject areas, there is no supervised or directed program plan for the design and outcome of that student writing.
- Some CCLS supported instructional techniques were observed being used in cross-curricular applications. For example, reviewers noted teachers in several classes using close reading and text-based strategies. However, in the absence of a strategic plan, teachers inconsistently use these techniques across the school.
- Students inconsistently use computer technology to support their learning and explorations of subject areas.

Impact Statement:

The lack of a strategic plan to ensure consistent interdisciplinary planning limits opportunities for students to engage in thoughtful cross-curricula activities that increase students' ability to be academically successful.

Recommendation:

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

- Set expectations for teacher collaboration within grades and subjects to deliver interdisciplinary curricula.
- Develop a plan for a sequence of planned cross-curricular activities that incorporate the arts, technology, and other enrichment opportunities.

3.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Teachers are not using a range of assessments to guide and inform their curriculum planning, nor are they providing a program of articulated feedback identifying next steps

Evidence/Information that Lead to this Finding:

- A review of student work during the small student grouping indicated few examples of extended student writing or a variety of assessments. Those assessments that were graded provided a grade and little or no feedback. Students' work did not include rubrics that they used to guide the production of their work or that pointed the way to better performance.
- During the grade level team meeting, there were no discussions concerning assessment planning for the text being taught. Instead, teachers shared anecdotal evidence and spoke about peripheral issues related to the common novel being taught.
- Although assessments and data are available, teachers do not utilize these tools to develop strategies to respond to the formative data created or to adjust the curriculum or to address the needs of identified sub-groups.
- There is no plan for the use of pre- or post-, formative and summative assessment data across all grades and subject areas to ensure alignment between the curriculum and assessment tools.

Impact Statement:

The misalignment between curriculum and assessment limits 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:

- Complete and implement the plan for creating common forms of interim assessments. Monitor the collaborative work on developing and using these common forms of interim assessment
- Provide PD on how to use the data that results from these thoughtful assessments to adjust curriculum planning.

- Ensure teachers provide specific, actionable feedback to students to help them improve their work.

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: The staff collaborates in creating a safe learning environment in the classroom. However, teacher practices and decision-making do not reflect the use of data to drive instruction and set student academic goals. The majority of instruction is teacher-centered with little differentiation based on data to meet the needs of diverse learners. Teachers do not consistently align instructional practices to the CCLS. The absence of consistent strategies to promote higher-order thinking limits rigorous student engagement. As a result, the ability of students to benefit from lessons that address the gap between what students know and need to learn is significantly limited.

Strengths:

4.4 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

Students learn in a physically and intellectually safe learning environment.

Evidence/Information that Lead to this Finding:

- Students reported to the IIT that they have no fear for their physical safety. In addition, students expressed that they have no fear of intimidation from teachers or fellow students and that they feel safe in asking and answering questions in class without concern of ridicule or teasing from classmates. Parents interviewed by the IIT cited their perception that the school is very safe as their primary reason for sending their children to this middle school. Teachers also reported that they felt safe within the building.
- Classroom observations substantiated that students and teachers were aligned in their understanding of positive student behavior. Disciplinary data reflected very low levels of misbehavior with the students being compliant throughout lessons by following teacher directions and respecting fellow students.
- During interviews with the IIT, all staff could explain the practices and protocols established to ensure the safe and orderly organization of the school.
- Students reported that even if they were to ask a silly question or provide an incorrect response that their teachers and classmates would not respond negatively. Students shared that the teachers supported the Heritage Bridge concept, an overarching program that celebrates diversity and highlights values that promote respectful behavior. During classroom observations, reviewers noticed that students consistently asked questions, and their teachers and fellow students treated

them respectfully even when it was apparent that the students' attention had waned or their responses were in error.

Impact Statement:

The learning environment is intellectually and physically safe for all students.

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:

Although the school leaders have established expectations for the use of annual, unit, and daily lesson plans, informed by data, to reflect students' needs, during classroom visits, reviewers did not observe teachers using plans that met these expectations.

Evidence/Information that Lead to this Finding:

- A review of lesson plans as well as classroom observations showed that teachers' objectives do not align with their instructional practices and their activities. In addition, the lesson plans did not provide for differentiation by learning needs or learning styles. Discussions with staff indicated that there has been no PD for teachers on how to address the various learning styles of students. Reviewers also noted that teachers posted lesson objectives that were actual tasks or topics for the lessons rather than aims for the lessons.
- Although classroom observations substantiated that ELA and math teachers were implementing lessons described in the NYS modules, teachers did modify the lessons to address the needs of ELLs or students with disabilities. Most lessons were whole-group, teacher-centered instruction, and generally not rigorous. Students interviewed affirmed that many of the lessons lacked academic challenge, and that they believe students were capable of doing much more than they were asked to do.
- While staff shared that a team of grade eight teachers have plans to introduce goal-setting, reviewers found no evidence of students engaged in their own learning through individual goal setting in classrooms. Although the school leader provided for a full-time instructional coach to support teachers, reviewers found minimal evidence to indicate that coaches worked with teachers to establish short- and long- term goals for groups of students.

Impact Statement:

The absence of instructional practices and strategies organized around annual, unit, and daily lesson plans addressing all student goals and needs limits student engagement and inquiry, which negatively affects 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:

- Develop and implement a plan to monitor teacher practices and strategies to ensure that plans are adaptive and responsive to the needs of identified sub-groups of students and provide appropriate instructional interventions and extensions for all students.
- Ensure teachers engage students in self-reflection and academic goal-setting.

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 do not consistently provide CCLS aligned instruction that leads to multiple points of access.

Evidence/Information that Lead to this Finding:

- Based on classroom observations reviewers determined that teachers inconsistently provide instruction linked to the CCLS. During the observation of 25 lessons, only 16 percent contained evidence of instructional shifts while just over a quarter supported at some level the common core. Only a small percentage of lessons showed evidence of data-driven instruction through thoughtful grouping or differentiation. In an equally small number of lessons was formative assessment in evidence or strategies utilized or adapted for different groups of students, including ELLs or students with disabilities.
- During classroom visits, the IIT observed some teachers implementing the new ELA and math modules; however, teachers did not adapt those materials for various sub-groups. In addition, while some ELA teachers used complex textual materials this was not a consistent practice across all classrooms. Lessons were most often teacher centered, and in those lessons where teachers placed students into groups, students worked on the same task and had few opportunities to use creative or analytical skills.
- The level of questioning by teachers is ineffective and does little to promote a high level of academic challenge for students. Reviewers noted that most teachers asked questions that require only basic knowledge of the subject and teachers did not provide multiple points for students to access learning.

Impact Statement:

The inconsistent implementation of the CCLS and the absence of thoughtful modifications of that curriculum, limits students' access learning that leads to high level of engagement and achievement.

Recommendation:

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

- Provide PD to clarify the range of strategies and planning activities that are necessary to implement CCLS and content-based standards and to set expectations for the use of instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety

of ways to engage in learning.

- Closely monitor the translation of that PD into annual, unit, and daily lesson planning as well as the implementation of those plans into practice in classrooms while providing actionable feedback to teachers.
- Provide PD to teachers on how to utilize higher order thinking questions and activities as a means of promoting analysis, evaluation, creativity, synthesis, and problem solving skill development among students.

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 to inform planning and to foster student participation in their own learning.

Evidence/Information that Lead to this Finding:

- A review of student work products showed that work samples did not contain next-step feedback. There was a grade and little else as many of the assignments had single-possibility outcomes that were either correct or incorrect. Students also reported that they were not involved in monitoring their progress or setting learning goals, although according to the support staff interviewed one grade level team has just initiated goal setting and self-reflection.
- A review of classroom observation reports produced by school leaders showed no references to data analysis or differentiation. Based on classroom visits, reviewers concluded that teachers do not use formative assessments. While summative and baseline data is readily available, teachers reported that they do not have a clear understanding of how to interpret and utilize that data. As a result, teachers do not modify instruction to address the Individual learning needs and abilities of their students.
- Teachers are not using the meeting times available to them to engage in strategic conversations about how to address the needs of students and student sub-groups nor how to foster student participation in their own learning. During the grade level meeting attended by the IIT, reviewers found that conversations focused on casual topics as opposed to instructional topics such as skill development or differentiation. For example, in discussing a common novel students read, teachers spent time focusing on which version of the Hollywood movie to show rather than drawing connections between the movie and instructional goals or determining how to use a particular segment of the movie to foster thinking for different sub-groups of students. There were no lesson plans that made provisions for thoughtfully grouping students and adjusting their instruction in response to a review of individual or grouped data.

Impact Statement:

The lack of universal implementation of data-based instruction that is timely and purposeful limits high levels of student achievement.

Recommendation:

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

- Develop a school-wide plan for implementing a common strategy for providing students with on-going feedback on their learning and for student engagement in monitoring and improving their own performance.
- Provide coaching and monitoring that supports the best-practices in use of data to inform instructional planning and decision making, as well as of differentiated instruction and assessment.

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 has developed practices to respond to the identified needs of individual students; however, these intervention practices are not part of a strategic plan to proactively identify, monitor, and support the social and emotional developmental needs of all students. Consequently, students are inconsistently provided with opportunities and a structure of continuous support to grow socially, emotionally and academically.

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:

While the school staff has some processes to address student referrals, the staff lacks a comprehensive plan to proactively identify and address all students' social and emotional development health needs

Evidence/Information that Lead to this Finding:

- The school has recently initiated a Behavioral Intervention Team (BIT) that responds to referrals concerning students who may be demonstrating social emotional developmental health concerns. However, there is no strategic plan for how to respond to the referrals made. In addition, there is limited evidence that the BIT provided proactive activities and training for teachers. Reviewers also found limited evidence that school staff has a system that allows each student to be known by a

designated adult.

- The school has recently instituted the OLWEUS Anti-bullying program, which students interviewed by the IIT said they have embraced. Students also reported that there was little if any bullying that occurs at the school. One student reported that the school leader announces each morning that, “If you see something, say something.” All students agreed that if bullying were reported to school leaders that they would respond quickly.
- School staff has recently instituted the Step Up/Step Ahead/Step Out program or “Heritage Bridge” to establish clear personal and social expectations for students. The program includes defined lessons taught in a variety of modalities each month to focus on a selected core value. Staff shared that the program had not been in place long enough to evaluate its effectiveness. The SCEP goal for this year was that all stakeholders would be aware of the program and its values.
- There is no evident priority for using data to identify student areas of need connected to social and emotional developmental needs. There is no plan for the support staff to proactively address prevalent issues among students in middle school. The support staff does not have a series of groups to encourage students to discuss collectively social-emotional issues that are commonly found in middle schools. While the school social worker has provided discussion groups, these groups occur informally and not as the result of school-wide priorities.

Impact Statement:

The lack of a strategic plan to address the barriers faced by students limits the social and emotional developmental health and success 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:

- Establish a system that allows each student to be known by a designated adult.
- Ensure that all staff know and consistently use research-based programs and practices for referral and support to address students’ social and academic needs.
- Ensure that all staff members use data to identify areas of need and leverage internal resources to promoted student social and emotional developmental health.

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:

While the school has a well-developed system in place to sustain a safe school environment, the school does not have a formal curriculum or materials to support the framework of assigned SEDH professionals in place; there is no formal PD provided to staff and adults to address the SEDH needs of students.

Evidence/Information that Lead to this Finding:

- Teachers and students are well aware of the practices and protocols for addressing student misbehavior. Students report that they have been apprised of the expectations for acceptable behavior for their peers and themselves. Teachers follow a well-defined set of protocols for addressing student behavior with expectations for their own interventions. Observed behaviors in classrooms and in the hallways substantiated the effectiveness of the clearly defined and well-enforced expectations for acceptable behavior. The Heritage Bridge and the Olweus Anti-Bullying program, and the noise-levels program in the hallways are examples of programs that have established a safe environment in this school.
- There are practices in place to respond to social-emotional issues experienced by students; however, here are no formal, comprehensive systems in place to promote a vision of SEDH similar to the way that there is a system used to address student misbehavior.
- There was limited evidence of PD provided to adults in the building to build awareness or guide responses to social-emotional issues of middle school age students with the exception of the behavioral management plan for the building. Teachers were well aware of the expected behaviors for the students. The new Heritage Bridge Program implementation includes PD to provide better understanding of the core values and how they should be presented to students. This program included a monthly school wide focus on one of the core values in order to promote their adoption by students. However, the PD dealing with social and emotional developmental health did not include specific skills and behaviors within the school that better address the needs of students.

Impact Statement:

The absence of a comprehensive plan to address students' varied social and emotional developmental health needs limits 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:

- Develop a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health.
- Provide PD to the school staff on effective practices that address and support students' social and emotional well-being.
- Monitor and revise the implementation of the systems and strategies described in the plan and promoted through the PD.

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:

While there is an effective behavior management plan in place, not all stakeholders know and understand their

roles in supporting students' social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Staff interviewed by the IIT reported that the school has a behavioral management program and expectations are communicated daily throughout the school. However, parents interviewed by the IIT reported receiving limited information from the school concerning their children's social and emotional developmental health issues. They could cite no workshops or discussion opportunities for understanding their roles in contributing to how student supports are provided to all groups of students. While adults in the building have received some training in behavioral management, they have not received PD that addresses the identification and prevention of prevalent social and emotional issues affecting students.
- A support staff member interviewed cited the availability of personnel to respond to referrals but did not identify a plan that included follow-up procedures and the monitoring of student performance. Furthermore, they did not have a plan, other than the plan to support the core values spelled out in the Heritage Bridge, to engage students, teachers, and parents in a partnership to play an active role in promoting social and emotional developmental health.
- The school community has practices but no formal system in place for monitoring students' social and emotional developmental health needs.

Impact Statement:

The limited involvement of all adults in providing appropriate responses to the social and emotional development needs of students hinders all stakeholders from working together to meet the needs of all students, which limits 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:

- Develop a system for monitoring and responding to student social and developmental health needs to support teachers as they address student needs.
- Identify the active roles across the school community for students, teachers, and parents in ensuring the school's vision pertaining to student social and emotional developmental health needs.

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 has no specific plan for how to use data to address student social emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- While practices are in place for responding to students’ social and emotional issues as they arise, there is no evidence of staff using data to track the status of students. Furthermore, there is no systematic system for tracking social and emotional developmental health school-wide in order to assess the range of needs by sub-groupings, grade levels, and genders of students.
- Staff has not developed a plan for how to collaboratively collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs.

Impact Statement:

The absence of a plan that establishes structures to support the use of data to respond to student social and emotional developmental needs limits the opportunities of 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 including time, space, and resources for how to collect, analyze, and use a wide variety of data to deliver and monitor timely 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

I

Debriefing Statement: The school lacks a comprehensive family engagement plan that includes reciprocal, multiple methods of communication in all pertinent languages. The school does not provide staff with professional development to help them engage parents, nor does the school provide learning opportunities for parents to receive school data in a way that they can understand in order to support student academic needs and social-emotional growth and well-being. As a result, families are not able to fully participate as partners in their children’s learning experience.

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 *Ineffective* 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 staff has not prioritized the communication of high expectations for academic achievement to students and families in order to foster students' higher academic achievement.

Evidence/Information that Lead to this Finding:

- While there are posters throughout the school and daily announcements promoting good behavior and bullying prevention, there is no parallel evidence that the expectation for high academic achievement is promoted with the same intensity.
- When reviewers asked one student why he was not an "honors" student, he was not sure what the criteria for this designation might be. Parents reported that discussions of academic achievement were not part of the PTA meetings. There was no evidence that parents were invited to curriculum evenings or workshops to explain how they could assist in a mission to foster higher academic achievement. Parents reported that during school-wide gatherings and family fun evenings that school staff did not share the academic expectations of the school or specify how parents might assist in supporting their children academically.
- Based on some discussions with teachers it is unclear if the teachers themselves believe that high academic achievement is possible for their students. For example, during the subject team meeting, one teacher expressed reservations about her students' capabilities to address the challenges of the text under consideration.

Impact Statement:

The lack of emphasis in communicating to students and families an awareness of high expectations for student success and guidelines on how to foster higher expectations limits the achievement 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:

- Develop a comprehensive plan to ensure all students and their families to be aware of the school-wide expectations and the school's plan regarding high expectations for student academic achievement while providing tips and tools focused on student learning and development.
- Evaluate current communication outreach to parents and make periodic adjustments to strategies not working.

6.3 **The school has received a rating of *Ineffective* 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 staff does not provide 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:

- The school does not adequately communicate with parents in languages other than English. Professionally printed school documentation, such as “How to Get Good Grades in Ten Easy Steps,” is only available in English. The Heritage Bridge tri-fold handout describing the Mission/Core Values of the school is available only in English and recorded messages sent to parents are only in English.
- Translation services when needed for individual parent-school conversations about individual needs are informally handled by the school leader and a district social worker that are bi-lingual. The district has translation services available, however, parents indicated those services do not operate on a timely basis.
- Parents interviewed reported that frequent and targeted communications were lacking. Although some parents praised a science teacher for providing information from his class on the internet and responding to parent communications, most parents reported that often received no responses from their attempts to communicate with teachers through e-mail.
- There was no evidence that parents who experienced inadequate responses in their attempts to communicate with teachers were encouraged to report to school leaders any failures by staff to reciprocate attempts at communications.

Impact Statement:

The school staff does not engage in effective and reciprocal communication with parents, which hinders families in supporting their child’s academic and social emotional development at optimal levels.

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 regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues.
- Ensure translation services are available to parent provide information concerning student progress, achievement, and needs.
- Monitor the effectiveness of all communications with families and ensure that families receive timely responses from staff and teachers for all communications.

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:

The school is not providing training to parents and to staff on home-school partnerships so that both parties are able to work together to support student achievement.

Evidence/Information that Lead to this Finding:

- There is no evidence of any strategy or PD provided to staff concerning developing partnerships with families. There is no evidence that all staff members understand how to create and sustain high levels of family engagement by teaching all parents ways to support student learning and growth.
- There is no evidence of any goals in the school's improvement plan to develop a plan to teach families ways to support student learning and growth. In addition, the review team did not find evidence of activities or workshops that have been conducted with groups of parents to teach parents ways to support student learning and growth.

Impact Statement:

Students are not benefiting from a robust and focused home-school connection to help improve their chances of 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:

- Collaboratively develop a plan to ensure that all staff members understand how to create and sustain high levels of family engagement.
- Conduct workshops with parents to teach parents ways to better support student learning and growth.

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 does not share data in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs.

Evidence/Information that Lead to this Finding:

- There is no evidence that school leaders, data specialists, student support professionals, and program coordinators have prioritized the need to share data with parents in ways that they can understand beyond the traditional report card and progress report forms.
- There is no evidence that school leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them.
- The involvement of school staff is limited to reactive responses to misbehavior or student failure. School leaders and parents confirm that student data is not shared with parents to enable programmatic responses aimed at empowering parents to advocate for their children based on their

understanding of their child's academic and social and emotional developmental health needs.

Impact Statement:

The school community is not fully empowered 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 that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support.