



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

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



<b>BEDS Code</b>	412300010022
<b>School Name</b>	John F. Kennedy Middle School
<b>School Address</b>	500 Deerfield Drive East, Utica NY 13502
<b>District Name</b>	Utica City District
<b>School Leader</b>	Joshua Gifford
<b>Dates of Review</b>	March 25-27, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Information Sheet												
Grade Configuration	6-8	Total Enrollment	643	SIG Recipient	<input type="checkbox"/>	Title 1 Population	92%	Attendance Rate	94.4 %			
Free Lunch	71%	Reduced Lunch	8 %				Limited English Proficient	12%	Students with Disabilities	15%		
Number of English Language Learner Classes												
#Transitional Bilingual		#Dual Language										
Number of Special Education Classes												
#Self-Contained		#Consultant Teaching		#Integrated Collaborative Teaching					12			
#Resource Room	9											
Number of Special Classes												
#Visual Arts	15	#Music	12	#Drama		#Foreign Language	25	#Dance		#CTE		
Racial/Ethnic Origin												
American Indian or Alaska Native	<1%	Black or African American	21%	Hispanic or Latino	19%	Asian or Native Hawaiian/Other Pacific Islander	11%	White	47%	Multi-racial	2%	
Personnel												
Years Principal Assigned to School	2		# of Assistant Principals	2		# of Deans				# of Counselors / Social Workers	2/1	
Teachers with No Valid Teaching Certificate	0%		Teaching Out of Certification	0%		Teaching with Fewer Than 3 Yrs. of Exp.	3%		Average Teacher Absences	4.6%		
Credit Accumulation (High School Only) and Performance Rates												
% of 1 <sup>st</sup> yr. students who earned 10+ credits		% of 2 <sup>nd</sup> yr. students who earned 10+ credits		% of 3 <sup>rd</sup> yr. students who earned 10+ credits		4 Year Graduation Rate						
ELA Performance at levels 3 & 4	7 <sup>th</sup> and 8 <sup>th</sup> Grade 34%	Mathematics Performance at levels 3 & 4	7 <sup>th</sup> Grade 47% 8 <sup>th</sup> Grade 42%	Science Performance at levels 3 & 4	80%	6 Year Graduation Rate						

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

- SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL (no more than 5)**
1. To provide a safe learning environment, while increasing the amount of attention given to social and emotional development
  2. To increase parent/community involvement, and make families a partner in their child's educational success
  3. Use data to drive lesson planning and instructional practices, while creating more instructional opportunities which focus on rigor and student engagement
  4. Implementing the Common Core Learning Standards and Literacy throughout all subject/content areas
  5. Increase the accountability of all constituents using the APPR procedures

**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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

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

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	

4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

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

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

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	

6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

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

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school vision for academic improvement is articulated through the School Comprehensive Education Plan (SCEP). However, the school goals are not successfully shared with all members of the school community. The school leader makes some strategic decisions to organize resources, but lacks effective monitoring protocols. The school leaders have procedures to conduct observations of teachers; however, the school leaders do not consistently provide timely and actionable feedback to help improve teachers’ instructional practices.

**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 *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:**

SMART goals have been identified in the SCEP but parents and students as well as some teachers do not have a clear understanding of the goals. Student well-being and achievement are outlined in the plan but there is minimal focus on improving student achievement in ELA and math as data suggests is needed.

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

- SMART goals, in the School Comprehensive Education Plan (SCDEP) were created with limited input from some stakeholders. Discussions with parents and students demonstrated that they have limited understanding of the SMART goals and of the school’s progress towards achieving the goals.
- A review of the SCEP showed that SMART goals focus on staff usage of data to improve curricula planning and teacher instruction. However, classroom visits demonstrated that progress towards these priorities is slow as teachers inconsistently implement the Common Core Learning Standards (CCLS) and use data to drive instruction.
- The school leader stated that he and some stakeholders monitor the school’s progress towards meeting its goals by reviewing the goals once or twice a year. However, reviewers found limited evidence to show how the staff monitors the progress made towards the SMART goals.

**Impact Statement:**

Not all stakeholders know the SMART goals and the staff minimally monitors progress towards the goals, which hinders school improvement efforts.

**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 representative group of parents and students are included in the development of the school's SMART goals so that all stakeholders are aware of the intended goals. Develop rigorous monitoring and evaluating procedures to ensure that the whole school community is informed of and involved in the progress towards reaching the 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:**

An expanded learning time program has recently been started. Although in the early stages of development, it is aligned to student achievement, for some groups of students but its impact has yet to be realized. Although the district makes final hiring and fiscal decisions, the school leader has occasionally put in requests to the district staff to increase programmatic opportunities for student success.

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

- The expanded learning time program has been implemented to enhance student performance in ELA and math. It has been in place since December 2013. Teachers used information collected on students to identify one hundred lower attaining students to participate in ELA and math sessions to help build their skills. School staff did not provide reviewers with data on impact these sessions have had on improving student achievement.
- The school leader does not have direct authority to make hiring, firing, and fiscal decisions. However, he advocates with district staff to secure staff to meet the academic needs of the students. During discussions with the Integrated Intervention Team (IIT or review team), the school leader stated that recently when the school was in jeopardy of losing a math teacher, he submitted a report with data to the district to justify the school's need for the position. As a result, he successfully retained the math teacher.
- The school leader carries out limited evaluations on the impact of strategic decisions on the utilization of available resources. This results in a lack of specific knowledge to assess the success of strategies such as the implementation of an expanded learning program or if the skills and attributes of staff are best used to accelerate the academic progress of different groups of students.

**Impact Statement:**

Although the school leader has made decisions to organize resources to address student needs, the lack of consistent monitoring procedures limits school staff from ensuring resources, such as the expanded learning

program effectively addresses student and school needs.

**Recommendation:**

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

- Establish protocols to monitor and evaluate resources, such as the expanded learning program to determine impact on raising student achievement.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

**Overall Finding:**

The school leader is developing a formal system to observe and provide feedback on teaching practices. However, school leaders inconsistently provide timely and actionable feedback to teachers.

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

- The school leader uses informal and formal observations to gain an understanding of instructional practices throughout the school. Most teachers have been observed at least once during this academic year. A review of documents demonstrated that teachers receive feedback through discussion and some written feedback. However, the feedback lacks clear and concise guidance on what teacher's need to do to improve their instructional practices. In addition, documents reviewed by the IIT showed that classroom observations do not have clear and targeted foci or that any previously identified weaknesses become the focus of future observations. During discussion, not all teachers convincingly linked the process of the evaluation of instructional practices with improving student achievement. Teachers stated that the feedback they receive does not provide specifics on how to improve their practice. Teachers reported that they have many opportunities to take part in whole school professional development (PD) sessions, such as the implementation of Common Core Learning Standards (CCLS) and the key instructional shifts for ELA and math. Teachers reported that the PD options allowed them to choose topics that interest them. However, there is limited data from classroom observations to show that these PD options are linked to the identified weaknesses of individual or groups of teacher or that PD has led to notable improvements in the quality of instruction and student learning. In addition, evidence from observations is not always used in a systematic manner to target teachers in need of additional support or guidance or to identify good practice that could act as a benchmark for all to emulate.

**Impact Statement:**

The school leaders inconsistently provide targeted observations with developmental feedback and focused PD. As a result, teachers are not yet held accountable for improvements in instruction and 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 plan for frequently observing instructional practices in all classes. Provide actionable feedback to all teachers that directly align to established criteria and PD opportunities.

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:**

Systems and structures, to monitor and evaluate the work of the school, are developing but they do not yet give the school leader and staff an accurate understanding of what is happening in all areas of the school.

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

- A review of memos, improvement plans, and action plans showed that the school leader is developing and encouraging staff to use evidence-based systems to address and evaluate student achievement and social and emotional developmental health as well as teachers' instructional practices. Members of the instructional support team (IST) meet bi-weekly to review data relating to student achievement and social and emotional developmental health. However, reviewers found limited evidence that staff consistently use this data to address school-wide achievement. The school leader has a system to monitor the quality of instructional practices throughout the school, but lacks procedures to ensure consistency in the observation cycle and in the quality of feedback provided to teachers.
- There is little evidence of systems that have been developed and modified based on analysis of school-wide practices. For example, the school staff has established a process for students to report incidents of bullying via boxes. Support staff members shared that they thought because boxes where students can place concerns relating to bullying are empty there are no incidents of bullying in the school and all students are safe. However, during discussions students interviewed by the IIT, students reported knowing someone in the school who was a victim of bullying. Evidence from discussions with staff and a review of documents indicate that staff minimally monitors SMART goals identified in the SCEP.

**Impact Statement:**

The lack of well-established systems hinders school leaders and staff from accurately measuring progress towards critical school-wide goals.

**Recommendation:**

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

- Develop and implement protocols to monitor school-wide practices in all critical areas.

<b>Tenet 3 - Curriculum Development and Support:</b> 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>D</b>
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**Debriefing Statement:** The school uses the New York State (NYS) ELA and math modules to implement instruction aligned to the Common Core Learning Standards (CCLS). Teachers do not consistently use data to inform instruction to meet the needs of all students, particularly subgroups, and to improve student achievement within classes and across grades. There are some examples of teachers delivering interdisciplinary curricula but this is not consistently apparent across the school. Inconsistent instructional planning limits student-learning outcomes.

**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:**  
 Teachers use curricula that align to the CCLS and focus on the key instructional shifts for ELA and math. However, teachers inconsistently modify curricula and instructional practices to address the needs of all students and subgroups.

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

- The school leader is developing a system that focuses on improving the instructional practices and curriculum planning within the school. The school staff adopted the *EngageNY* curriculum modules for ELA and math to reflect the CCLS. There is a comprehensive calendar for PD, and teachers shared that they received PD in relation to the implementation of CCLS curricula and other topics designed to improve instructional practice. However, during classroom visits reviewers saw few examples of the PD strategies in teachers' lessons. Reviewers noted inconsistencies between curriculum planning and instructional delivery.
- Although teachers are encouraged to use units aligned to CCLS and NYS, classroom visits showed that in ELA and math teachers' instruction do not align to planning documents. Teachers do not regularly use learning materials to support different abilities during instructional practices. In addition, teachers lack a consistent approach, across the school, to address the wide range of abilities within most classes. During discussions with the IIT, teachers reported that some teachers use assessments to identify student needs and abilities. Although teachers spoke of the needs of different sub-groups of student, reviewers found limited evidence that teachers monitor or adapt

the curricula to meet the needs and abilities of all students.

- Discussions with school leaders and teachers demonstrated to reviewers that rigorous procedures are not in place to monitor the implementation of the curricula or to examine formative and summative assessments and student work. This results in a lack of data to identify strengths and weaknesses instruction, as well as an opportunity to develop strategies to improve instructional practices.

**Impact Statement:**

Teachers are beginning to develop curricula that align to the CCLS. However, school leaders do not ensure that curricula are monitored and adapted to address students' varying ability levels, which limits students exposure to curricula that prepares students to become career- and college- ready.

**Recommendation:**

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

- Ensure that through teachers' planning and the delivery of teacher instruction, the curricula that students receive is regularly monitored to ensure that it is adapted to meet the needs of all students.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

**Overall Finding:**

Teachers are beginning to plan and deliver instruction that aligns to CCLS. However, teachers, inconsistently collect and use student data to plan or adjust lessons to ensure that curricula matches the needs of students.

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

- In ELA and math, teachers have started to use modules that are aligned to CCLS. However, during classroom visits, there were few examples of teachers planning and using scaffolding skills to support learning for specific students who need additional support or of teachers giving students opportunities, through questioning, to develop higher order thinking skills. Teachers generally asked questions that required one or two word answers and, therefore students are not encouraged to think and extend their answers.
- Teachers use assessments in all subjects, but especially in ELA and math, to gather information on how successfully students are learning. However, teachers inconsistently use this information to modify curricula. Although in most classes students' skill and ability levels differ, teachers generally plan to the whole class rather than to streamline learning towards individuals or subgroups. During classroom visits reviewers noted that some students struggled to finish pieces of work while others quickly completed tasks with ease. During discussions, some students said that at times work was easy and others said the work was hard. A review of documents showed that teachers are encouraged to set goals in relation to their assessments on students and reflect on individuals and

subgroups. Discussions with teachers, students, as well as classroom visits demonstrated that this practice a consistent school-wide practice. In addition, there is little evidence of curricula planning being adjusted to allow all students to show growth in meeting the demands of CCLS across grade and subject areas leading to improvements in achievement.

**Impact Statement:**

Teachers are beginning to align instruction to the CCLS. However, teacher do not regularly use data to modify curricula to address student achievement needs, which limits students from making progress towards meeting the demands of the CCLS.

**Recommendation:**

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

- Monitor and adjust curricula to ensure address all students' achievement needs.

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:**

Some teachers are beginning to link subjects. However, school staff lacks a formal plan to create interdisciplinary curricula.

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

- Although the school leader is starting to address weaknesses in developing a more integrated approach to student learning, this is not articulated in a formalized plan to embed such an approach school-wide. Opportunities for teachers to plan together to devise an interdisciplinary curricula are limited and rely more on the individual than on a school-wide strategy. In most lessons reviewed by the IIT, there was little evidence of teachers planning links within and across subjects and grades. Although staff reported that the ELA modules allows for collaboratively planning, there has been no evaluating or monitoring of how staff uses the modules to develop interdisciplinary curricula.
- Reviewers saw one or two examples of interdisciplinary curricula. For example, in an ELA lesson observed by the IIT, students connected English and science concepts as they studied how the brain worked and described in detail what they learned. In another lesson, students linked science with technology as students watched a video and then filled in charts to indicate their reactions to information about how the brain functions. However, these examples are the exception rather than the norm and students have few opportunities to learn through the careful planning of linking subjects together or by using technology to support and develop their learning.

**Impact Statement:**

Students have few opportunities to engage in thoughtful cross-curricula activities, which limit 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:

- Work collaboratively with teachers to plan and develop interdisciplinary curricula that link the arts, technology and other enrichment activities within and across all grades and subjects.

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:**

Teachers are beginning to use and analyze data. Some teachers use data to place students into groups to reinforce previous learning. However, teachers do not regularly use available student data to group students into ability groups or adapt the curricula to meet all student needs. There is little evidence, throughout the school, of students taking ownership of learning.

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

- Teachers arrange formal assessments in most subject areas, which allow teachers to determine how well students are doing and the level at which the students are working. However, the use of these assessments to plan and deliver instructional practices is inconsistent throughout the school. In addition, there is limited evidence of data being used to make curricula decisions that influence student learning in the classroom. Although teachers have access to assessment data, a review of documents and classroom visits illustrated that teachers do not routinely use data to plan and deliver learning activities that match the abilities of the students. In the majority of lessons observed by the IIT, all students completed the same work regardless of their ability. There were few examples of teachers checking for students' understanding as the lessons progressed and then adapting future lesson and unit planning.
- Students reported that their teachers give limited advice and feedback on what they need to do to improve. Students expressed that they do not feel that their teachers inform them on how well they are doing and that the feedback they get from their teachers is limited. Only a small number of teachers provide feedback to students based on test and assessment data. The limited feedback included in students' books and folders did not provide specific and clear information for students to reflect on their achievement and take a greater ownership of their own learning.

**Impact Statement:**

While teachers collect assessment data, teachers inconsistently use the assessments to modify the curricula and provide feedback to students, which hinder student achievement.

**Recommendation:**

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

- Ensure that teachers consistently use data to inform curriculum decisions and adaptations that lead to improvements in student learning and achievement. In addition, ensure that teachers use a range of assessments to provide feedback to students that, gives specific pointers for improvement, and enables students to play a more active role in improving 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**

**D**

**Debriefing Statement:** Teachers use instructional materials designed to support CCLS. While most stakeholders report that classrooms are safe, teachers do not consistently tailor lessons to address the needs of the wide-range of learners in the classroom. Teachers inconsistently use formative assessment during lessons or create goals to identify what students need to do to improve and develop their skills, knowledge, and understanding. As a result, student achievement is low.

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

**Overall Finding:**

Teachers’ planning and instructional practices do not reflect all student needs and learning styles in order to promote increased achievement. Data is collected on individuals but it is not used accurately or consistently when teachers plan or deliver instruction.

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

- Teachers reported that they use formative and summative assessment information to identify students’ strengths and weaknesses. However, reviewers found limited evidence to show that teachers consistently use assessment information to plan learning activities that match the needs and ability levels of all students.
- Evidence from lesson observations indicated that teachers are not consistently using assessment data or ongoing classroom assessments to provide interventions to support students who are struggling or to provide learning that is geared to the needs of higher ability students or English language learners. Interviews with both teachers and students confirmed that students who struggle with lessons are re-taught as a group. Some students reported that in most cases when re-teaching occurs the whole class is re-taught rather than small groups. Those students also reported that when this happens they are not happy because they have to repeat work, which wastes time.

While some teachers use data from their previous lesson to identify student needs and plan future instruction, this is not a consistent practice school-wide.

- Plans are in the developmental stage of the school placing a greater emphasis on the establishment of goal setting procedures in order to plot out learning trajectories for individual and groups of students that carefully align to their needs and abilities. In addition, the school leader is not rigorously monitoring teachers' use of data to ensure guide and inform their instructional practices and strategies. However, the process has not resulted in improved achievement for all students.

**Impact Statement:**

School and teacher leaders do not ensure that teacher organize their instructional practices around planning that addresses student needs, data, and goal setting, which limits student engagement and inquiry.

**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 teachers use data to guide and inform their instructional practices and strategies so that the needs of all students are met. Ensure that all teachers set goals for different groups of students.
- Monitor teachers' practices rigorously to ensure that there is a positive impact on student achievement.

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

**Overall Finding:**

Although teachers are beginning to align lesson plans to CCLS, teachers do consistently provide instruction that engages all students and develops students' higher order thinking skills.

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

- Teachers use modules for ELA and mathematics, which are aligned to CCLS. However, the quality of planning, the level of student engagement, and the delivery of instructional practices is inconsistent throughout subjects and grades. Teachers do not consistently focus on ensuring that they plan and deliver appropriately aligned CCLS based instruction or instruction that reflects CCLS shifts. As a result, instruction does not meet the needs of students or that leads to multiple points of access for students.
- In most classes, students are not given enough opportunities to develop higher-order thinking skills because teachers' questioning does not give students time to think and then to extend their answers. Teachers often ask basic re-call questions that require short one or two word answers. For example, in a grade seven special education class observed by reviewers, students with disabilities were asked basic questions about the lesson and were not encouraged, or expected, to

substantiate their answers by thinking critically about what they were discussing. Although in some classes teachers provided students with opportunities to use materials containing high-levels of text, some students in these classes struggled with the materials. In most classes visited by the IIT, teachers generally provided students with materials and activities of low-level text complexity. Across classrooms, reviewers saw few examples of students actively engaged in their lessons.

**Impact Statement:**

Teachers provide limited opportunities for students to access lessons that include multiple access points or that promote higher-order thinking skills. As a result, instructional practices are not leading to high levels of student engagement and achievement.

**Recommendation:**

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

- Ensure that teachers align instructional practices to CCLS. Monitor classroom practices to ensure teachers consistently provide learning activities that promote higher-order thinking skills and that meet the needs of all students.

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

**Overall Finding:**

While most stakeholders say the school environment is safe, some students say that bullying is an issue and that adults at the school do not consistently manage these incidents. In addition, teachers inconsistently implement lessons that are responsive to students' varied experiences and tailored to the strengths and needs of all students

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

- Students and staff follow the District Code of Conduct and teachers develop their own sets of classroom rules. During visits to classes, reviewers observed that most classrooms reflected a learning environment that is orderly and calm. Discussions with students indicated that in some lessons, where behavior is not well managed, learning is interrupted because of poor behavior. While reviewers did not observe any students exhibit inappropriate behaviors during class instruction, reviewers did notice a few incidents of disruptive behavior exhibited by some students as they walked in the halls between classes. During discussions with the (IIT), students shared that while a few students sometimes misbehave, most students generally behave.
- Parents interviewed by the IIT reported that school staff supports students with behavior difficulties as well as the students' families. Parents also said that school staff quickly identified and managed bullying incidents. However, during discussions with the IIT, students shared a different perspective. Some students indicated that not all students are safe in school and some students said that incidents of bullying are not dealt with successfully. Although none of the students reported being

bullied at school, all of the students said they knew students who were or still are the victims of bullying. The school has boxes, placed around the school, for students to put written concerns into regarding bully. Some staff members reported that because the boxes are consistently empty they believed there are no issues relating to bullying.

- Teachers are developing strategies that identify diverse groups of students. Reviewers noted that some teachers of Academic Intervention Class (AIS) and ELL classes grouped students during instruction. Reviewers observed that teachers inconsistently differentiated lesson to address the wide-range of abilities and needs of the students in their classes. Teachers do not always explore or discuss differences or similarities in student values and perspectives. The learning environment does not always address the varied experiences and needs of all students, both academically and socially.

**Impact Statement:**

Incidents of disruptive behaviors and the lack of consistent instruction tailored to the strengths and needs of all students, limits opportunities for students to learn in intellectually and physically safe environments, which hinders students' academic outcomes.

**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 stakeholders work together to consistently provide a learning environment that is responsive to students' varied experience, tailored to the strengths and needs of all students and where the physical and intellectual safety of all students is guaranteed.

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

**Overall Finding:**

Teachers use data collected from formative and summative assessments to group students and adjust their instructional practices, but this practice is not consistent school-wide. Feedback to students is minimal and does not lead to high levels of achievement.

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

- Teachers reported that they use assessment data to determine students' ability levels. Students said and classroom visits confirmed that some teachers group students based on prior assessments. However, this practice is not consistent across all classrooms. While some teachers group together sub-groups, such as ELLs to re-teach materials, reviewers saw few examples in classrooms visited of teachers using assessment data to adjust student groupings or instructional strategies to address the needs of different subgroups. Evidence from many classroom observations during the review indicate that delivery of instruction is often the same for all students and this adversely affects the quality of student learning and achievement. Reviewers noted that some teachers used formative assessments strategies to check for students understanding and provided feedback. However, in

most lessons observed by reviewers, teachers inconsistently checked for students understanding of the concepts in the lessons.

- Teachers minimally provide written feedback to students. Interviews with students confirmed that teachers’ feedback on their work provided limited guidance to students on what they need to do to improve their work or move to the next level. In addition, teachers do not provide frequent or relevant feedback, based on data, so that all students can reflect upon and assess their own progress.

**Impact Statement**

Teachers do not consistently use available data to inform their instructional practices or give student’s adequate feedback on how well they are doing or what they need to do to improve. Consequently, instruction is not leading to high levels of student achievement.

**Recommendation:**

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

- Ensure that teachers consistently use data to group students within classes to address the different levels of abilities within each class. Provide students with regular feedback so that they know how well they are doing and what they need to do to improve.

**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:** While school staff is developing the Positive Behavior Intervention Supports (PBIS) program, staff inconsistently implements procedures and protocol to address and promote student social and emotional developmental health needs. The support team works with a number of students and families to address the social and emotional needs of individuals to overcome barriers to learning. Despite services and supports provided, not all students say that the learning environment is safe.

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

**Overall Finding:**

The school staff has some systems in place to support students’ social and emotional developmental health; however, staff lacks a comprehensive plan to ensure staff consistently implements the existing supports.

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

- The school leader and staff reported that they have some systems to promote student social and emotional developmental health and academic success. For example, staff collects data on all students relating to attendance, behavior, and academic performance. The IST handles all initial referrals. However, systems do not ensure that every student is known well by an adult. Not all students interviewed by the IIT, could identify a member of the staff they would go to if they had a problem.
- There are other systems, where staff and parents are involved with specific plans, which address the individual social, personal, and behavioral needs of some students. Parents interviewed by the IIT spoke positively about changes in child's behavior because of the behavior plans. Parents also shared that the school staff has not only supported their child but also them, as parents. However, discussions with teachers indicated and visits to classrooms confirmed that not all teachers have and/ or use information from these plans during instruction.
- Staff shared a process for students to place comments in a box to share information about bullying. Members of the staff reported that because the box was empty they believed no incidents of bullying had occurred. During discussions with the IIT, students identified some issues of bullying and other disruptive student behaviors. When interviewed by the IIT, support and specialist staff shared that staff cuts made it difficult to provide the service they would like to offer to support student social and emotional developmental health and academic success.

**Impact Statement:**

Although the school staff has some structures in place to support students, the school staff lacks a coordinated system to consistently implement protocols, which reduces opportunities for staff to address all barriers to students' social and emotional developmental health and academic success.

**Recommendation:**

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

- Establish systems that allow each child to be known by a designated adult. Ensure the system of referral and support addresses barriers to the social and emotional developmental health and academic needs of all students. Monitor staff's use and implementation of systems to ensure students concerns, particularly about bullying are addressed.

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

**Overall Finding:**

The school leader has identified as a school priority that there is a need to provide a safe learning environment and increase the amount of attention given to social and emotional developmental health. However, the

school staff is not consistently promoting a vision and program of social and developmental health that fully meets the needs of all students. PD for staff includes workshops and updates offered by the district, which is supported by the school but there is little evidence of monitoring the impact of the PD.

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

- Although some systems are in place to support social and emotional development health, others are in the process of development and there are inconsistencies in the delivery and monitoring of all of them. The school is developing PBIS and is implementing a Health and Home Career program to support student social and emotional development. However, the teaching of student social and emotional development health is inconsistent across grades and within classes. During interviews with staff and students, reviewers found opposing views concerning the overall physical and intellectual safety of the school. Discussions with students showed that there are issues, relating to bullying and racist comments of which staff members are unaware. Students expressed that some students feel uncomfortable discussing these concerns with adults in school.
- Staff, during discussion at the Student Support Staff Focus group stated that they are offered some PD to build adult capacity to support student social and emotional developmental health but opportunities are limited and are not often directly aligned with the needs of the school and more importantly the students. Discussions with parents and students show that there is a lack of awareness particularly relating to bullying incidents and those concerning racism.

**Impact Statement:**

Although the school is beginning to implement PBIS, systems are not well established and do not successfully facilitate the teaching of all the aspects of student social and emotional developmental health, which hinders students from consistently learning in a safe and healthy school community.

**Recommendation:**

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

- Implement PBIS school-wide to establish consistent behavior expectations and to promote the school's vision for social and emotional developmental health.
- Provide professional development for all staff in skills and behaviors to support the social and emotional developmental health of all students.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

**Overall Finding:**

Stakeholders do not consistently work together to develop a common understanding of their contributions to creating a school community that is safe and supports student social and emotional developmental health.

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

- There are some supports in place for individuals and different groups of students, for example, students have the opportunity to take part in the Advantage after School program, which supports students and their families. Staff reported to the IIT that students enjoy this program and attend it in large numbers. However, the school lacks a concerted and cohesive approach to meeting the social and emotional needs of all students. Not all stakeholders are aware of the roles they or others play in meeting the needs of students. As a result, there is a misalignment of views between stakeholders on issues such as bullying. Not all staff has the same view as some of the students regarding the success of the support available to students. Discussions with some staff indicated that they feel that learning environment is safe although not all students agree and it is identified as a school priority. Some students expressed to reviewers that they do not have a voice in the school.
- Some parents indicate praised the support they receive from the school in meeting the needs of their children, particularly related to improving behavior. Some parents agreed that bullying was an issue in the school, but believed staff addresses incidents quickly. Discussions with students suggest that things may not be as safe as they should be and that at times the behavior of some students causes disruptions to learning.
- Procedures to monitor and respond to student social and emotional developmental health needs are under-developed. School leaders are not rigorous enough in ensuring that the social and emotional needs of students are met or in making clear the role that all stakeholders have to play in ensuring that all students have the right to learn in an environment that is physically and intellectually safe.

**Impact Statement:**

Not all school constituents articulate how the school community is a safe learning environment that meets the social and emotional developmental health needs of students, which hinders student success.

**Recommendation:**

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

- Ensure that all stakeholders are fully aware of the role they are expected to play in meeting the social and emotional needs of students. School leaders should implement a system for rigorously monitoring the school environment that includes regular discussion with students to give them a genuine voice in the life of the school as a community.

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

**Overall Finding:**

Systems are developing and data is beginning to be used to respond to student social and emotional developmental health needs. However, staff inconsistently review and use available to ensure all students' needs are met.

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

- During discussions, support and specialist staff and teachers stated that staff has access to data relating to the social and emotional needs of students. Such data includes reference to attendance, behavior and other discipline related information. However, there is a shared consensus among teachers and school leaders that best use is not being made of this data to identify and meet the needs of all students. The data is not being used to target interventions or support programs to help improve student attendance or behavior and in turn their chances of academic success.
- There is inconsistent evidence to suggest that the school leaders, teachers, and Support Staff liaise closely and use data consistently in all their work to support students' social and emotional development health. Data collected on individuals, for example is used to develop individual plans for students with disabilities. These plans include information relating to students' academic progress as well as information pertinent to their social and emotional developmental health. However, discussions with teachers and classroom observations indicate that teachers do not always have copies of these plans to reinforce and develop learning related to identified targets or to better address barriers to learning that arise from students' social, emotional or behavioral needs.

**Impact Statement:**

Structures to support the use of data to respond to student social and emotional developmental needs are under-developed and as a result, students do not have increased opportunities 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:

- Devise and implement a plan for all staff to use available data to identify and respond to student social and emotional developmental health needs on a regular basis.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school informs parents about the work of the school and provides some opportunities for family and staff engagement. However, staff lacks a specific plan to ensure reciprocal communication with all parents. Although the school is developing communication links to increase parent involvement, there are insufficient planned opportunities for parents to engage with staff regarding student progress. Therefore, academic and social-emotional needs of all students are not fully met.

**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 leader has identified as a priority the need to increase parental involvement and ensure that parents become partners in their children's education. However, there are few planned opportunities for parents to engage with school staff about their children's progress.

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

- The school leader is developing a plan to communicate the school expectations to parents and students. During discussions, parents spoke of teachers being welcoming and that teachers call them in if there is a problem. However, they qualified this by saying that they usually then have to make an appointment if they need further information. Parents say they are invited in once a year. During discussions with the IIT, some parents said they know that it is important to be aware of the achievement their children are making but not all are sure how well their children are achieving.
- One or two parents said they are well informed because they take the initiative to find out information. Others said that staff sometimes calls parents to come into school when their children are in trouble. The parents of students with disabilities interviewed the IIT expressed that they are well informed and talk about the specific plans devised for their children, particularly those which focus on improving student behavior. These parents said they have regular meetings with staff as needed. However, some parents expressed that teachers do not have regular meetings with parents regarding their children's academic progress or the school's academic expectations.
- The school leader acknowledged that staff needs to do more to strengthen the partnership between home and school. However, school staff has not established procedures to evaluate and monitor communication with families and to use the information to adjust strategies or introduce ones that are more effective.

### **Impact Statement:**

The relationship between families and the school does not consistently contribute to the needs of all students, which hinders student 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:

- Develop regular communication links between school and home that provide the opportunity for the school to relay to parents its commitment to high academic expectations and the role parents can play in helping to achieve these expectations. Review and monitor the strength of the

relationships and partnerships with parents and make improvements when and where necessary.

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

**Overall Finding:**

While the school leader identified communication with parents as a priority, staff inconsistently engages in reciprocal communications with parents, which limits current home school connections.

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

- The school leader stated that he and the staff has reflected on their strategies for engaging in planning and reciprocal communication with parents and has identified weaknesses in the communication and outreach to parents. As a result, the school leader has established parent involvement as a priority for school improvement initiatives. The school staff is developing a plan to improve links and communication channels with parents.
- Presently, the school staff notifies parents of events or meetings through newsletters and individual telephone calls. However, during discussions with the IIT, some parents reported that they do not feel that the school keeps them well informed about school events and their child's academic progress. Communication links between school and parents of ELL students is slightly better because those families have access to district personnel who are available to help with translating documents and conversations during meetings. Parents of students identified as ELL are pleased with this service and say it is very helpful. Parents of students with disabilities are invited to school more often to discuss individual plans so some are be more involved that the other parents. However, although invited in, discussions with teachers and support staff show that many do not take up the invitations to meetings.

**Impact Statement:**

The lack of consistent planning for reciprocal communication with parents to identify student strength and needs hinders families in their ability to support their children's academic and social emotional growth.

**Recommendation:**

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

- Develop reciprocal communication with families so that student strength and need are identified and families can then support their children's academic achievement and social emotional growth.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:**

The school community collaborates with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

**Overall Finding:**

Although the school staff is developing a family engagement plan, presently, the school staff has few

opportunities to collaborate with families and community agencies to provide and promote training across all areas to support student success.

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

- The school leader is in the early stages of developing a plan to make parents more aware of ways they can support their children while they are at school. According to the school leader, school staff shared information about community resources with a few parents but not all benefitted from the information because of language difficulties or lack of internet access. During discussions with the IIT, teachers and support staff stated that they have organized events to inform and train parents to enable parents to support their children. For example, staff hosted meetings with parents to share information about CCLS and bullying. However, staff does have a regular schedule for these meeting and the school staff does not consistently reach out to parents to ensure all parents attends these meetings.
- Currently staff members have received minimal PD on how to develop and sustain strong and effective partnerships with families. Discussions with teachers and support staff indicated that staff does not have high expectations in terms of the regularity of parental participation in the life of the school or in how they are ready to try different strategies to increase parental participation and attendance at school events. There is a lack of training and PD for staff on how to create and sustain family engagement so that families are a valuable resource in supporting their children’s learning.

**Impact Statement:**

The school community does not provide families and staff consistent training across all areas to support student success. As a result, students do not benefit from having robust and focused home-school connections.

**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 school staff on how to develop partnerships with parents and then work with parents and families to develop home-school connections.

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

**Overall Finding:**

There is some sharing of data between staff and with parents and with outside agencies. Systems are developing but some processes are inconsistent. While staff discusses this data with families, there is limited evidence of parents or student involvement centered on the successes of students.

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

- Systems to share data are in the process of development. Staff members gain information on all students' attendance, discipline, and grade levels. The staff shares data on all students regarding attendance, grade levels, and discipline to identify other needs. Staff reported that parents receive information on report cards each quarter.
- The school leader works with community agencies to address social and emotional needs of students in the refuge center. There are limited opportunities for parents to share data with school staff and talk about their children's learning and success because there are few planned opportunities for them to come into school for parent conferences.
- Some parents interviewed by the IIT reported that are aware of the grade levels their children reach and that they check how well their children are doing by looking at report cards. However, some parents stated that they do not always fully understand the data. None spoke of any other way they might learn about data from the school staff. There is little evidence of staff sharing data with families regarding student learning and success or of parents using data to advocate for appropriate support services for their children.

**Impact Statement:**

The school community does not share data in way that empowers family to take action to support their children's learning, which hinders student achievement.

**Recommendation:**

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

- Devise a system to enable parents, students, and school community members to share and understand data and student learning needs and success so that they are then empowered to ask for appropriate support services.