



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010126
School Name	Stanley M. Makowski Early Childhood Center
School Address	1095 Jefferson Avenue, Buffalo, NY 14208
District Name	Buffalo City School District
School Leader	William Boatwright
Dates of Review	May 20-22, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	PK-4	Total Enrollment	753	SIG Recipient	<input type="checkbox"/>	Title 1 Population	94%	Attendance Rate	90.47%		
Free Lunch	89%	Reduced Lunch	4%				Limited English Proficient	13%	Students with Disabilities	24%	
Number of English Language Learner Classes											
#Transitional Bilingual	0		#Dual Language	0							
Number of Special Education Classes											
#Self-Contained	0		#Consultant Teaching	0			#Integrated Collaborative Teaching	5			
#Resource Room	0										
Number of Special Classes											
#Visual Arts	1	#Music	1	#Drama	0	#Foreign Language	2	#Dance	0	#CTE	
Racial/Ethnic Origin											
American Indian or Alaska Native	1%	Black or African American	77%	Hispanic or Latino	6%	Asian or Native Hawaiian/Other Pacific Islander	9%	White	5%	Multi-racial	2%
Personnel											
Years Principal Assigned to School	1		# of Assistant Principals	2		# of Deans				# of Counselors / Social Workers	1
Teachers with No Valid Teaching Certificate	3		Teaching Out of Certification	3		Teaching with Fewer Than 3 Yrs. of Exp.	3		Average Teacher Absences	0%	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	n/a		% of 2 nd yr. students who earned 10+ credits	n/a		% of 3 rd yr. students who earned 10+ credits	n/a		4 Year Graduation Rate	n/a	
ELA Performance at levels 3 & 4	Gr.3=6 Gr.4=2	Mathematics Performance at levels 3 & 4	Gr.3=6 Gr.4=1	Science Performance at levels 3 & 4	69			6 Year Graduation Rate	n/a		
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
	American Indian or Alaska Native					X	Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
X	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged						All Students				
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics											
	American Indian or Alaska Native					X	Black or African American				
	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander				
	White						Multi-racial				
X	Students with Disabilities						Limited English Proficient				
X	Economically Disadvantaged						All Students				
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:											
<ol style="list-style-type: none"> 1. Prioritize planning for effective questioning and student engagement. 2. Implement data-driven instruction. 3. Ensure International Baccalaureate and Common Core Learning Standards planning alignment. 											

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

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

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
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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:				D	

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: School leaders, with teams of teachers, are working to create a school culture that leads to increased student achievement and personal development. School personnel enthusiastically communicate the school-wide vision and commitment to the International Baccalaureate (IB) program across the school and community. However, school documentation does not set out how this demanding program will become an effective curriculum for all students. School Comprehensive Education Plan (SCEP) developers did not express targets in succinct terms that explicitly set the overall direction and pace for improvement. The priorities selected by school leaders to drive improvement are imprecise and do not include the specific actions necessary to drive the implementation of new learning. Consequently, actions do not consistently accelerate student achievement and school improvement.

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:

School leaders share the school’s IB World School vision and goals with the school community through a number of routes; however, the SCEP lacks Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals to secure alignment with the Common Core Learning Standards (CCLS) and associated assessments.

Evidence/Information that Lead to this Finding:

- Although the school’s long-term vision and core values are explicit, there are no SMART goals driving the school’s vision and mission into action. Leaders are using reflective methods and recommendations from a previous review report to steer the school forward, and openly share the direction and mission of the school with stakeholders. However, the length of the SCEP makes it an ineffective document to direct the current work of the school; emphasis on action is lost in a plethora of procedure and protocol. Integrated Intervention Team (IIT) discussions with school leaders, staff, parents, and students showed enthusiasm across the school community for school success, and consistently revealed stakeholder support for the school mission. Forums, faculty and grade-level meetings, school based management team meetings, and staff coaching sessions are

moving the agenda forward; however, without sharply stated goals, good intentions are not translated into effective action.

- Because SMART goals are not in place, analysis of school performance and data-driven instruction (DDI) processes at grade level meetings is limited, although reviewers found evidence of successful DDI practices in about 15 percent of reading and mathematics classes. School leaders are not using a focus on the CCLS to drive the school forward as a whole. In discussions with reviewers, school staff demonstrated a wide range of awareness and professional perceptions about degrees of congruence and variation in CCLS and IB program expectations. Materials and assessment methods are not CCLS-aligned to inform staff decisions about transforming the school's IB program, the Primary Years Program, into daily learning in classrooms. Many stakeholders understand the school's long-term vision involving the IB learning experience, but school leaders have not recast this vision into short-term action steps that incorporate student achievement and personal development, as required by the CCLS.

Impact Statement:

Without clear SMART goals, there is a consequent lack of action to bring about sustained school improvement by raising levels of student achievement and personal development.

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 SCEP for 2014-15, in line with the District's Strategic Plan 2013-18, with SMART targets and succinct content that is fit to drive IB development in the specific context of the CCLS.

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:

School leaders use resources to ensure routine instruction in classrooms school-wide, but the resource distribution is less than effective in securing improved levels of student academic success.

Evidence/Information that Lead to this Finding:

- School leaders do not base the programming of resources on distinct, prioritized targets that staff and stakeholders understand. Staff and parents reported little to reviewers that showed the school has placed any priority on involving them in guiding school expectations for raising student achievement. Strategies to organize human capital tend to be overly cautious, rather than decisive in securing improvement goals. School leaders have actively taken steps to develop personnel to meet the academic and social needs of students. These steps include the establishment of the instructional support team, which has secured lead teachers for curriculum, English as a second language (ESL) teachers, and student support staff.
- Reviewers found that fiscal spending is focused on meeting specific academic and curriculum development needs, rather than following explicitly stated school-wide goals. Most spending decisions are made centrally at the district level and relate directly to staffing, so fiscal opportunities to work strategically at the school level are limited. Spending patterns tend to be viewed "in silos,"

rather than across the wider context of the IB curriculum. Strategies are beginning to be developed that seek to produce a positive impact on student outcomes, staff development, instruction, and the school environment, so that CCLS and IB curriculum expectations can be met.

Impact Statement:

Explicit plans are not in place to bring about timely school improvement and increased opportunities to raise student outcomes.

Recommendation:

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

- Use the 2014-15 SCEP, as recommended in Tenet 2.2, to plan and direct resources toward achieving the specific identified targets, particularly those that prioritize raising students' functional proficiency in reading, writing, and numeracy.

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:

School leaders regularly observe teachers' instructional practices and use of DDI processes. Observation findings are used during individual and grade level meetings to promote teacher improvement; however, the effect of feedback does not change instructional practices quickly enough to raise student performance from an inherently low base.

Evidence/Information that Lead to this Finding:

- School leaders provide an observation timetable, which includes pre- and post- conferencing, to all staff in line with Annual Professional Performance Review (APPR) requirements; observations are followed up with appropriate feedback to teachers. In addition to the formal APPR process, the school works closely with the district-assigned Chief of School Leadership, instructional coaches, and lead teachers to undertake "learning walks" to evaluate the quality of curriculum and lesson planning as developed and delivered in lessons. Reviewers scrutinized a full collection of completed walkthrough templates, which school leaders reported using more frequently than the formal review process to gain a common understanding and comparison of instructional practices. Generally, the commentary recorded on the reviewed templates was pertinent and helpful; however, when reviewers checked feedback advice against current performance in classrooms there were numerous examples where many of the teaching team members had not adopted the feedback advice from APPRs and walkthroughs into routine classroom practice.
- Reviewers found the calendar developed and used by school leaders to coordinate APPR and professional development (PD) was a useful tool that informs the "system" of staff PD needs. The calendar is created with a connection to the school's interim walkthrough assessments and district assessments. The use of a coordinated "staff voice" reportedly forms part of the input, but many staff describe only peripheral input. Many teachers receive training inputs, rather than themselves

being active contributors in the school community's learning program at levels appropriate to them, such as sharing reflections of their own practice where students have or have not made expected progress. Reviewers noted staff responses that implied some see APPR feedback as not moving beyond conversations and the collection of recorded notes. These staff regarded feedback from walkthroughs as potentially more helpful in adjusting practices, although reviewers saw few examples of impact.

- School leaders and teachers reported that the process of staff support provided by the IB coordinator, instructional coaches, and lead teachers was proving to be valuable, and teachers expressed appreciation for the efforts made by staff who led these initiatives. School leaders explained that expectations for the pace of expertise development across team members are varied, and based mainly on the leaders' judgment about individual staff member's readiness to adapt to changes. Reviewers found that the impact of this work across teams is restricted when the "team strategy" approach gives way to a series of individual staff efforts at the implementation stage. Teams use common planning time to plan common instructional strategies, but reviewer observations revealed a loss of cohesion in team approaches during instructional delivery in about two-thirds of the lessons observed. Instructional planning is moving toward the alignment of IB and CCLS shifts, but in practice, criteria required in both are often missed. The system at present lacks rigorous tracking of individual teacher and teaching team progress based on classroom practices and the use of student data to inform instruction.

Impact Statement:

A lack of accountability for ensuring continuous improvement in instructional practices drawn from evaluative feedback is limiting the rate of progress the school is making, and the academic 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:

- Ensure that feedback from APPR and learning walks immediately influences curriculum content and modifies instructional practices so that improved student outcomes result.

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

Overall Finding:

Systems of monitoring and evaluation are in place to inform school leaders of school-wide practices, but decision making and action to bring about necessary improvements are not pursued with sufficient speed and rigor.

Evidence/Information that Lead to this Finding:

- The absence of SMART goals in the SCEP leads to a lack of clarity about the actions required to remove inconsistencies across teacher performance and quickly correct deficits. Staff members are encouraged to use interconnected systems, such as observation templates and the instructional planning and monitoring tool. Teachers reported that they use these with the school calendar in

determining when curricula should be delivered; however, the inconsistent quality of instructional practice observed by reviewers across classrooms points to disjointed results.

- School leaders are developing and implementing evidence-based systems to monitor school performance and staff practices, but there is little evidence to show that actual practices have been revised or developed in response to the monitoring. Reviewers found that leaders use information gleaned from this process to inform PD opportunities, but the length of time needed for PD in instructional improvement in classrooms across the school is limiting the performance of groups of students.

Impact Statement:

The development and use of systems are informing leaders about school-wide practices, but insights are not informing decisions and actions to move the school and staff practices forward quickly enough.

Recommendation:

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

- Use the information drawn from monitoring, evaluation, and evidence-based systems, to revise and develop staff member practices to accelerate student progress and academic achievement directly connected to explicit priorities stated in the SCEP.

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

Tenet Rating

D

Debriefing Statement: The school is in the beginning stages of developing curricula and assessments reflective of the CCLS instructional shifts. Time has been allocated for teachers to collaborate in developing instructional plans. However, meetings are not consistently used to address the implementation of CCLS or to create cross-curricular activities inclusive of IB components. Some teachers review data to adjust curriculum as needed; however, differentiation is not practiced in all classrooms. As a result, the rigor within CCLS-aligned assessments is not matched within curricula and, therefore, the school's curriculum and instruction do not meet the needs of all groups of students.

Strengths:

All ratings for this Tenet are **Developing** 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:

School leaders expect that teachers implement the CCLS; however, the rigor of the taught curriculum is inconsistent and most teachers are not differentiating curriculum planning to meet the diverse needs of their students.

Evidence/Information that Lead to this Finding:

- Staff members are encouraged to use comprehensive curricula that have been developed to align with CCLS and NYS standards, and include IB program requirements. However, reviewers found few indications that teachers are provided with the necessary supports to improve their practice; for example, opportunities for guidance in how the instructional monitoring tool should be properly completed or used in practice to guide instruction. Staff reported that differentiation is a particular area of challenge. Reviewers found evidence of this in the reviewed contents of many of the completed instructional planning and monitoring tools and 36 lessons observed by reviewers, in which 85 percent of lessons or planning contained little or no differentiation.
- Staff members explained that the school is transitioning to CCLS curricula aligned to the IB program, and will be implementing CCLS mathematics modules in the next academic year. Consequently, grade level meetings are starting to focus on expanding teacher knowledge of the modules. Teachers stated that they continue to work with instructional support staff to ensure that IB curricular goals are aligned with the CCLS for English language arts (ELA), mathematics, social studies, and science, with connections and overlapping concepts and skills explicitly defined. Developments are at different stages for different groups and subjects. Key staff, such as teachers of students with disabilities and limited English proficiency (LEP), have had additional training and targeted information on planning strategies. According to staff, the implementation of CCLS- and IB-aligned curricula are developing; however, review evidence confirmed that curricula does not yet meet the needs of all subgroups of students.

Impact Statement:

Students are not being taught using curricula consistently aligned to CCLS and IB components and designed to meet their individual needs, which limits students' 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:

- Accelerate implementation of the CCLS with required IB components, and develop and adjust curriculum planning to ensure that staff routinely address the different needs of individuals and subgroups of students in the planning and practicing of instruction.

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 identify groupings, but do not consistently use DDI to ensure instructional plans include differentiated activities that these groups will be working on.

Evidence/Information that Lead to this Finding:

- The instructional planning and monitoring tool that teachers are expected to use includes a component for group differentiation; however, reviewers found that the listed activities are often not differentiated. Activities are frequently generalized comments, such as “small group instruction,” “bell-work,” “homework,” or “intervention book.” Reviewers examined one instructional planning and monitoring tool completed for two weeks of work in grade three mathematics. While the teacher had indicated domains, standards, shifts, practices, skills, evidence collection, and assessment opportunities, the entries for “differentiated strategies and activities” were the same for each of the three groups and identified by prior learning rated at above the standard, meeting the standard, and below the standard.
- After studying many teacher completed instructional planning and monitoring tools, reviewers found that plans did not pinpoint the required IB and CCLS content or show how concepts were to be differentiated for different groups of students during instruction. The plans often restated phrases contained in the modules or IB curriculum out of context. Reviewers found that the demand on teachers to fulfil this level of detailed planning was unrealistic, given the practical expectations of leading lessons that routinely raise student achievement.
- The school is implementing the Investigations program for mathematics and the Journeys Common Core reading program for Kindergarten to grade four in ELA. There is consistent implementation of the mathematics curriculum from Kindergarten to grade two; however, grades three and four are required to adjust planning to ensure that instruction covers all tested materials. The school is transitioning to CCLS mathematics modules in the next academic year, and schedules time for training and adaptations to the curriculum based on CCLS and NYS instructional shifts. Teachers use templates to ensure alignment between lessons, units, and the CCLS. Although this ensures a level of interdisciplinary curricular planning, the practice is not consistent across grades, subjects, or teams. The school is attempting to use a rigorous method for curricula development to ensure alignment with CCLS and NYS standards, while incorporating IB components; however, reviewers observed a limited use of complex materials, higher-order questioning and planning for differentiation throughout the school.

Impact Statement:

Curriculum planning and lessons that are CCLS-aligned and use DDI are not routinely developed and used across the school; teachers are not following sustainable protocols to ensure that lessons meet 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:

- Streamline the demands of the instructional planning and monitoring tool so that teachers can focus on learning objectives for the CCLS and IB curricula and differentiate these in terms of planned protocols and resources for different groups of students in sustainable ways.

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 time is allotted for collaboration in the master schedule, and some interdisciplinary instruction is planned, there is a lack of consistent implementation of successful interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- All grades have an IB block built into their schedule, which is used to make connections between multiple content areas. School leaders expect teachers to make connections between IB program components, and the instructional planning and monitoring tool has components for IB integration that facilitate this type of planning. Reviewers found that teachers use the same processes and templates to deliver lessons and units aligned to the CCLS across subjects in ways that increase student engagement; however, they do not work together in planning interdisciplinary topics, units, and lessons.
- There are occurrences of planned interdisciplinary collaborations and partnerships between groups of teachers. Although school leaders reported that staff are beginning to discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology and other enrichment opportunities, reviewers found limited instances of plans being developed or delivered effectively. Through discussions with teachers, review team members discovered that individuals develop and deliver interdisciplinary curricula, but found they do this in isolation and not as part of a planned collaboration intended to address horizontal consistency across grade levels and vertical progression throughout the school.

Impact Statement:

Planning for interdisciplinary curricula activities is not systematic and provides few opportunities for students to increase their academic success.

Recommendation:

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

- Collaboratively determine cross-curricula content themes to be taught across classes within grades through interdisciplinary IB and CCLS strategies; ensure they are linked from grade to grade to demonstrate a clear progression through the school.

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:

Data points are not consistently used to drive short- and long-term planning and lesson delivery, or to provide rigorous, informative feedback to students and parents.

Evidence/Information that Lead to this Finding:

- The school is using many assessments to guide and inform curriculum planning, and teachers have access to many data points. District developed common formative assessments (CFAs) are aligned to the CCLS modules; however, reviewers found that CFAs created by the school and aligned to the Investigations mathematics program, rather than the CCLS, tended to show students performing at higher levels. Although Kindergarten to grade two is implementing the Investigations curriculum with fidelity in its differentiation, most instructional planning and monitoring tool documents showed student groupings with planned activities that were often general strategies, rather than specifically defined and differentiated activities for subgroups of students.
- There are protocols, such as agenda development, the documentation of meeting minutes, and follow-ups to decision making, that are in place at grade level meetings for analyzing and using data to inform curricular decisions. Assessments are set by school leaders, rather than by teachers or at grade level, although a number of assessment methods are used across the school. From discussions with teachers, reviewers determined that staff are beginning to establish ways to provide data-informed feedback to students that allows them to take ownership of their own learning; however, adopted methods are neither consistent, nor school-wide.

Impact Statement:

Students are not receiving adequate feedback from assessments to ensure ownership of learning and an acceleration of progress.

Recommendation:

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

- Use access to data points to track formative and summative assessments and plan students' next steps, so that these can be shared with students and parents to make rates of progress explicit and actions for improvement clear.

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: The quality of instruction is inconsistent and frequently not aligned to the CCLS shifts. Occasionally, effective practices are used where students respond well to higher-order questioning and the challenges of working with appropriately complex materials. More often, instruction is less than effective. Practices that ensure high levels of engagement and achievement by all groups of students are not systematically implemented. Too often, practices do not provide multiple points of access for different groups of learners. Although data sources exist to inform instructional decisions, there is an uneven use of data to drive instruction across the school. These inconsistencies limit student access to learning and, consequently, their rates of progress and levels of achievement.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

School leaders and teachers have access to a range of data sources to inform instructional decisions about lesson and unit planning, but they are not used consistently to form instructional groupings or to set appropriately challenging goals for students.

Evidence/Information that Lead to this Finding:

- School leaders and teachers use protocols and processes that require data use to inform their alignment of the IB curriculum with the CCLS. However, reviewers found the design of instructional delivery is not fully meeting student needs, mainly because the alignment of curriculum planning has not gone far enough in setting the parameters for instruction. School leaders and coaches support teachers in developing instructional practices aligned to plans to provide instructional interventions to students. However, evidence from lesson observations showed that in over 80 percent of cases, practice is beginning to develop, but is less than effective.
- School leaders reported that teachers incorporate student reflection, student self-tracking, and goal setting into their instructional practices based on feedback, but further discussions with teachers and students revealed that reflective processes are not sufficiently informed by rigorous and realistic tracking data, feedback information, or substantial collections of student work. When reviewers examined the recommendations given to teachers via learning walk feedback against their current classroom performance, they found that many teachers had not incorporated feedback suggestions into their routine classroom practices. Of the samples reviewed, less than half the teachers were found to be applying the advice received from evaluative feedback and using the student data available to make learning appropriately challenging. This was particularly apparent in planning and setting expectations for groups of students with differing ability.

Impact Statement:

Instructional plans and practices are not sufficiently informed by student progress data or feedback from the monitoring and evaluation of instruction. Therefore, they do not adequately contribute to meeting the needs and goals of students or to increasing their levels of 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 establish short- and long-term goals for students based on data related to individual student performance and grade-level benchmarks.

- Use teacher feedback about the quality of instruction to improve personal practices.

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 some lessons are CCLS-aligned, differentiated for student needs, and incorporate appropriate levels of access and challenging questioning, most lessons are not and provide only a single point of access for learners, regardless of prior learning or ability level.

Evidence/Information that Lead to this Finding:

- Teachers and school leaders are not consistently developing the school’s collection of instructional planning and monitoring tools to create a set of lesson plans appropriately aligned to CCLS and IB curricula. Plans are not sufficiently reflective of CCLS shifts and do not include clearly defined learning targets and differentiated content. Higher-order questions and high levels of content and text complexity are not always used to maximize student learning or provide more than a single point of access for students. Across the school, reviewers found that plans mainly communicate overarching statements of practice and reference standards. Teachers generally acknowledged the need for differentiated instructional delivery methods that incorporate varying degrees of difficulty in student work depending on prior learning and needs, rather than classroom organizational arrangements.
- Reviewers observed a successful ELA reading lesson in grade four, in which students had been regrouped out of their standard mixed ability classes and placed in temporary groupings based on similar reading abilities. This had the effect of narrowing the range of reading abilities across the group of students. The teacher conducted a class commentary around the reading that was accessible to students and made good use of higher-order questions and complex content. Students gave extended answers to the questions posed and provided justifications by referring to textual evidence. Reviewers found this to be an effective lesson for the 26 readers grouped together for this session. However, in other sessions where students were of lower ability, the teaching did not have the adaption to meet student needs. While grouping students by ability is one way of narrowing the range of differentiated needs across a group of students, as observed in this situation, it is not always a successful strategy for all students. The difference in performance between these “grouped by ability” classes in reading illuminates the need for actively differentiated instruction in classes of students of mixed ability. Such differentiation was not generally observed by reviewers in over 80 percent of classrooms where lessons were delivered at one level.

Impact Statement:

High levels of student engagement and achievement are not reached because instructional practices tend to provide a single point of access for all students.

Recommendation:

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

- Ensure that teachers provide CCLS-aligned lessons and engage students with interesting materials

and high levels of text and content complexity presented in differentiated ways to match students' abilities, needs, and stages of learning.

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:

When developing and implementing plans and programs, student voices and perspectives are not always considered concerning their learning environment, which limits opportunities for students to engage in an intellectually safe and stimulating environment.

Evidence/Information that Lead to this Finding:

- Some teachers have established norms of acceptable expectations for students; however, reviewers discovered through discussions with staff and classroom observations that there is limited data used to inform expectations in academic terms. In about 80 percent of the lessons observed by reviewers, expectations were more about social behaviors than academic success. Although data is collected and teachers look at student work to evaluate student progress, there was little evidence of data being used to inform strategies that acknowledge diverse groups of students and their needs.
- Teachers reported that they implement strategies that address the changing needs of students, such as creating grade-level, school-wide, and student-friendly rubrics for reading, writing, and mathematics. Although reviewers found elements of explicit instruction evident in all classrooms, few instances were observed in which students understood the learning objectives. As a result, students were not as engaged in learning as they could be. Observed lessons were often slow in getting started. In one lesson observed by a reviewer, it took 18 minutes before the lesson actually began.
- Reviewers found that most teachers did not continuously check for understanding during different phases of observed lessons. Reviewers observed a significant amount of student time off task in many lessons. Reviewers noted that time off task is not closely monitored by teachers, or school leaders. Students are not learning as well as they could because they are not persevering with assigned tasks. In some cases, this occurs because the tasks are not set at the correct level of challenge; and in other cases, because student work habits are poor and teacher expectations too low.

Impact Statement:

The learning environment is physically safe, but intellectual safety and the routes of inquiry that encourage all students to develop independent learning habits are limited.

Recommendation:

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

- Devise strategies to secure thoughtful learning environments that acknowledge and address student

voices, keep students on task and engaged, and ensure that high expectations are explicitly shared.

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:

The school has ample data for teachers to refer to when making decisions and planning instructional strategies to meet student needs; however, little use is made of this data to create appropriate groupings to increase student achievement in line with different levels of student ability and academic potential.

Evidence/Information that Lead to this Finding:

- Reviewers found that teachers are in the early stages of using data to adjust plans for student groupings and modify instructional strategies. Theoretical plans are in place to review and develop processes using data; however, data sources are not yet agreed upon, with reviewers noting only ad hoc action occurring at the time of the review.
- Coaches work with teachers to strengthen their use of summative and formative data assessment results to inform instructional decision-making. Reviewers found ample amounts of student performance data available for staff. Teachers reported that they discuss progress with students individually, and are developing a student-friendly rubric for reading, writing, and mathematics to give students a better understanding of what they need to do to succeed. However, the process of systematically planning and using data to foster student engagement and participation, and inform students of academic progress and next steps is underdeveloped.

Impact Statement:

Most instruction is not regularly based on data, which limits student participation in their own learning and consequently, limits 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 tracking system that frequently and regularly measures student progress so that both formative and summative assessments inform and adjust student groupings and instructional practices.
- Ensure students are provided with feedback that helps them improve their academic performance.

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
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Debriefing Statement: Although teachers are responsive to student needs and concerns, no intentional system is in place that allows each student to be known well by at least one adult in the school. There are referral and support systems in place that include an on-site medical care clinic, mental health services, and

other intervention programs. Specific data points are reviewed to monitor student behavior. However, the vision, policy, and curriculum do not ensure that all learning experiences take place in a socially and emotionally healthy environment for families, teachers, and students.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

School leaders are developing a tiered approach to addressing the social and emotional developmental health needs of students; however, this approach is more reactive to student needs than an intentionally proactive system.

Evidence/Information that Lead to this Finding:

- A system for allowing each student to be known by an adult is not a stated priority of school leaders, although staff expressed an awareness of the need for such a system. School leaders implemented a tiered system of Positive Behavioral Interventions and Supports (PBIS) to facilitate staff referrals of students with specific social and emotional developmental health needs. The system includes the “Check-in Check-out” intervention strategy for identified students. School leaders have begun to provide limited staff PD on this strategy; however, not all tiers have been defined in ways that proactively deliver supports.
- There are loosely formed procedures and assessments to collect data on social and emotional development health needs. School leaders have not defined precise criteria for adding at-risk students to the system. Staff reported that “Check-in Check-out” data are collected and behavioral flow charts produced; however, some of the links between student need and service delivery are less than systematic, especially in regard to social and emotional supports for securing academic success. There are disciplinary problems that continue to recur with largely the same students, and parents reported that the systems adopted to deal with these few cases are not sufficiently successful.

Impact Statement:

There are limited systems in place to address the social and emotional developmental health needs of students, and little staff guidance about how to proactively link supports to 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 clear guidelines for an overall support and referral system that ensures all students are

known by an adult; implement the system to address students' social and emotional health needs in relation to their academic progress.

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

Overall Finding:

The use of a curriculum, programs, and materials to address the social and emotional developmental health of students is not established, and staff across the school do not receive targeted PD to develop their capacity in this area.

Evidence/Information that Lead to this Finding:

- School leaders reported that the school is developing a system to support the teaching of social and emotional developmental health, although it is not yet integrated into the curriculum. Reviewers found that stakeholders are given limited support and information about student needs from the school. Staff reported that student support teams meet to discuss student needs and special circumstances, but there is little support for teachers and instructional staff in ascertaining student needs, identifying those who need to be placed in the tiered PBIS system, or ensuring instructional practices are targeted and differentiated to match student needs.
- There is no PD plan in place to build staff capacity to integrate students' social and emotional developmental health needs in ways that support their personal development and learning. Monitoring adult capacity to support students' social and emotional developmental health is lacking. While the student support team has the skill to provide the necessary supports to students, the arrangements for school-wide PD are inadequate. Reviewers observed a session where a module was used to prepare teachers in grade one on the instruction of "deep understanding of number bonds to ten." This was documented in a thick binder with extensive academic detail. By contrast, material to help teachers support students in their speaking and listening, reading, writing, and numeracy in an applied context was barely in evidence. Documentation to guide PD is not being interpreted in ways that provide well-balanced support to help teachers address the urgent and high priority needs of students. Plans for PD lack a content analysis element of PD programs to gauge the relative emphasis placed on academic subject matter in relation to the social and emotional needs of learners. Reviewers found that the school is not determining the relative balance needed in PD or subsequent actions to address the needs of students so that they develop as rounded, educated individuals.

Impact Statement:

There are limited arrangements in place to ensure that learning is provided in an environment that is healthy and safe for all students and stakeholders.

Recommendation:

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

- Tie the curriculum to improving students' social and emotional developmental health.

- Create evaluation and monitoring processes to check the balance and effectiveness of PD in helping teachers identify and meet the personal development needs of 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:

The school has not organized its work with school stakeholders to ensure students’ social and emotional developmental health needs are met in relation to academic learning and experiences beyond the school.

Evidence/Information that Lead to this Finding:

- The school community has protocols and processes for stakeholders to discuss their roles in providing supports for students. Staff cited a number of formal opportunities for discussions, such as parent orientations, parent-teacher conferences, and Parent-Teacher Organization (PTO) meetings, which reportedly receive good support. Events organized by the PTO include curriculum enrichment for students and their parents, with fun elements such as mathematics activities incorporated into “Spaghetti Night” or reading included within “Village Night.” However, a formal system for monitoring and responding to students’ social and emotional developmental health needs is not well established, as acknowledged by groups of staff in discussions with reviewers.
- The school is developing systems and facilities to support students. The school-based Kaleida Health clinic is located on site and is staffed by medical professionals who serve students’ medical needs. The clinic is integrated into the social and emotional developmental health program provided by the school. The school also has links with the Hope Program to support family needs.
- The services of a newly appointed “Say Yes to Education” site facilitator is a positive development stemming from the school’s partnership with the Catholic Charities organization. Staff reported that the facilitator was beginning to work within the three-tier framework of PBIS. Although there is potential for this work to move student learning and development forward, the system is only in the beginning stages.

Impact Statement:

In spite of the introduction of potentially useful initiatives, school constituents are not yet able to respond in ways that meet students’ social and emotional developmental health needs.

Recommendation:

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

- Involve stakeholders by routinely seeking representative input in initiatives to improve all areas of students’ social and emotional developmental health, and ensure the continued momentum of improvement efforts already begun.

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

to student social and emotional developmental health needs.

Overall Finding:

The school has a basic system for gathering limited data to analyze and use in identifying and addressing the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- School leaders and staff reported that they follow a plan based on PBIS to address the social and emotional health needs of students, although staff members are provided with opportunities to develop and implement their own action plans, as well. Student support staff reported that school staff recognize that data use is too limited. Reviewers learned that the school is trying to determine ways teachers can interpret data and use it proactively to more positively influence students’ social and emotional health.
- A number of outside agencies exist to support students identified in the PBIS classification as having the highest need, such as Catholic Charities, which provides the “Say Yes to Education” site facilitator.
- Reviewed documents showed that data use to assess student need or growth in social and emotional development does not reach all groups of students. Data is collected by the school community, but has little effect on addressing the social and emotional developmental health needs of all groups of students. Reviewers found the school has established ways to collect data, and is in the process of developing methods to address its interpretation and use in supportive actions.

Impact Statement:

The school is in the early stages of developing ways to address students’ social and emotional developmental health needs and increase opportunities for social, emotional, 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:

- Develop and implement a system to benchmark assessments for all students within the PBIS and academic systems to determine their social and emotional developmental health needs in relation to academic progress. Use these and other data sources to identify and create interventions that drive improvements in students’ personal development and academic success.

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

Tenet Rating

D

Debriefing Statement: The school is committed to building relationships with parents and families. Some family members feel welcome in the school and participate in school-wide activities that have an academic focus. While communication takes place to inform parents and families about raising student achievement, the school lacks a sustainable structure that engages and empowers all families to be partners in their children’s success. Because staff and parents do not consistently engage in reciprocal communication that is universally

understood, many parents do not see themselves as active partners in supporting their children's academic, and social and emotional growth.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader communicates with stakeholders positively and regularly but, without a specific communication plan, does not ensure that all students and families are aware of the high expectations required to achieve student success and the nature of help students need to succeed.

Evidence/Information that Lead to this Finding:

- The five parents and grandparents who met with reviewers generally expressed satisfaction with the school and the availability of teachers to communicate with them. One parent credited the education her oldest daughter received at the school to her acceptance at a reputable high school within the city. Parents stated that they like the PTO and the active role teachers play in the organization. They also reported they were happy with the services received from the school-based Kaleida Health clinic, a valued school partner.
- Reviewers learned of recurring disciplinary problems that primarily occur with the same students. Although the parents of these students were not available for discussion, other parents reported that school leaders, while aware of the problems, had not taken action to rectify matters. Reviewers found that while the PBIS process is understood within the school, without a firm plan to communicate actions and supports, it is not being fully used by stakeholders. Parents stated that the school offers a safe environment because of cameras, buzzers, and the welcoming feeling they receive. Conversations are readily held between staff, parents, and students, but these are not set within a planned framework that supports a close home-school relationship.
- The PTO encourages family volunteers to come into the school to assist students in achieving their potential through special events, such as Mathematics Night and the African American Read-in. There were some instances reported of teachers having conversations with students and parents about expectations.

Impact Statement:

The relationship between the school and families is making only a minimal contribution to raising 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:

- Use all available media, such as newsletters, the school website, and social media for sharing the school's 2014-15 SMART goals. Promote these across stakeholders, while taking into account different language requirements, where necessary.
- Build a plan of action for parents to be routinely informed about the ways in which the school's SMART goals are relevant to student achievement to encourage them to play a more active part in their children's education.

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

Overall Finding:

The school provides limited opportunities for reciprocal communication between staff and families to increase understanding about children's needs.

Evidence/Information that Lead to this Finding:

- The school has a plan for communication with families to ensure that parents understand student issues and concerns. School leaders have not prioritized the need to secure translating services in Arabic and other languages. While the school projects an international atmosphere with its impressive display of flags down the main corridor and cases reflecting different cultures in the hallways, the use of minority languages in displays of work are minimal. The parent facilitator has had letters and flyers translated from English to Spanish and works personally in ensuring that the channels of communication are kept open. Through discussions with the school leader and staff, reviewers found it apparent that sharing knowledge about student expectations is not commonly practiced. School leaders have informal plans to expand the information and methods used to improve the impact and quality of parent-school communications, so that parents are better able to support their children.
- There is little monitoring, and no intentional plan to create reciprocal opportunities for communication between parents and the school, although the newly appointed parent facilitator described current initiatives being considered to increase reciprocity.

Impact Statement:

Some families are able, in a limited manner, to support their children's academic and social emotional growth, but the school has been slow to develop a strategic plan to work in partnership with parents.

Recommendation:

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

- Define deliberate steps to provide multiple opportunities for systematic reciprocal communication

with families; use existing resources in planned, well-structured, and targeted ways, to support student achievement through a strong partnership involving school leaders, staff, and parents.

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

Overall Finding:

The school does not formally offer training for parents or staff on advancing home-school partnerships, although some staff members have discussions with parents on ways to assist partnerships.

Evidence/Information that Lead to this Finding:

- The school has no meaningful plan for training parents and staff about home-school partnerships. An ad hoc collection of papers and guidance exist. Parents have easy access to teachers, when needed, but this is not proactive enough to bring the improvements required in student achievement. Without proper planning, there is little intentional continuity. However, reviewers learned that leaders are creating a plan to provide PD for staff on ways to build better learning partnerships with the community and families. The appointment of the parent facilitator adds some impetus to this initiative.
- Some staff stated that they evaluate and adjust their efforts to communicate with students and families, although a large portion of communications are based on parents volunteering and being proactive, rather than the school taking initiative. Reviewers found there is limited communication from the school on how families can support students at home.
- School leaders have developed methods of linking the school and parents through programs such as the Gateway Dental Program and other partnerships across the community. Discussions between the reviewers and school leaders exposed a lack of awareness across the school of the potential strengths such partnerships could bring to raising student outcomes, both academically and socially.

Impact Statement:

The lack of strong home-school connections limits student achievement, both academically and personally.

Recommendation:

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

- Drive initiatives to engage families in student learning, through avenues such as adult learning classes and skills courses for parents to attend with their children. Circulate documentation and personal word-of-mouth messaging that gives information on helping students make accelerated progress in preparing for the next stage of their education.

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 currently share relevant data in a user-friendly manner that allows stakeholders to understand both student and family needs in ways that drive improvement. The school does not readily share information beyond the availability of services to support students' health and social needs.

Evidence/Information that Lead to this Finding:

- Reviewers found that the majority of parents are not engaging in a dialogue with school leaders and teachers about student data collected by the school. Consequently, it is difficult for the school to assure the empowerment of families to advocate for services that address their children's needs. Through discussions with staff, it was apparent that many recognized the need to make parents more aware of the data that underpin their children's performance. Staff are aware that there is a need to first share information and integrate systems within the school, and then move to include families, so that meaningful dialogue can be developed.
- At the time of the review, too little data was shared and meaningful guidance drawn from student data was sparse, both in school and for families. School leaders expressed general goals of using school data to achieve a better understanding of parent and student needs, but reviewers found little in place to structure the achievement of those goals. At best, school leaders, staff, and parents described an inconsistent sharing of data to reveal student learning needs. School stakeholders acknowledged that too little is in place for families to access and interpret to support and advocate for their child's progress and growth.

Impact Statement:

The limited data provided to families by the school does not engage or empower them to support their children academically or enable them to advocate for appropriate support services.

Recommendation:

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

- Produce and drive a plan that effectively promotes parental advocacy for their children's education.
- Communicate data in ways that are "parent-friendly," so that parent groups have useful data to ensure community service agency presence in the emerging processes.