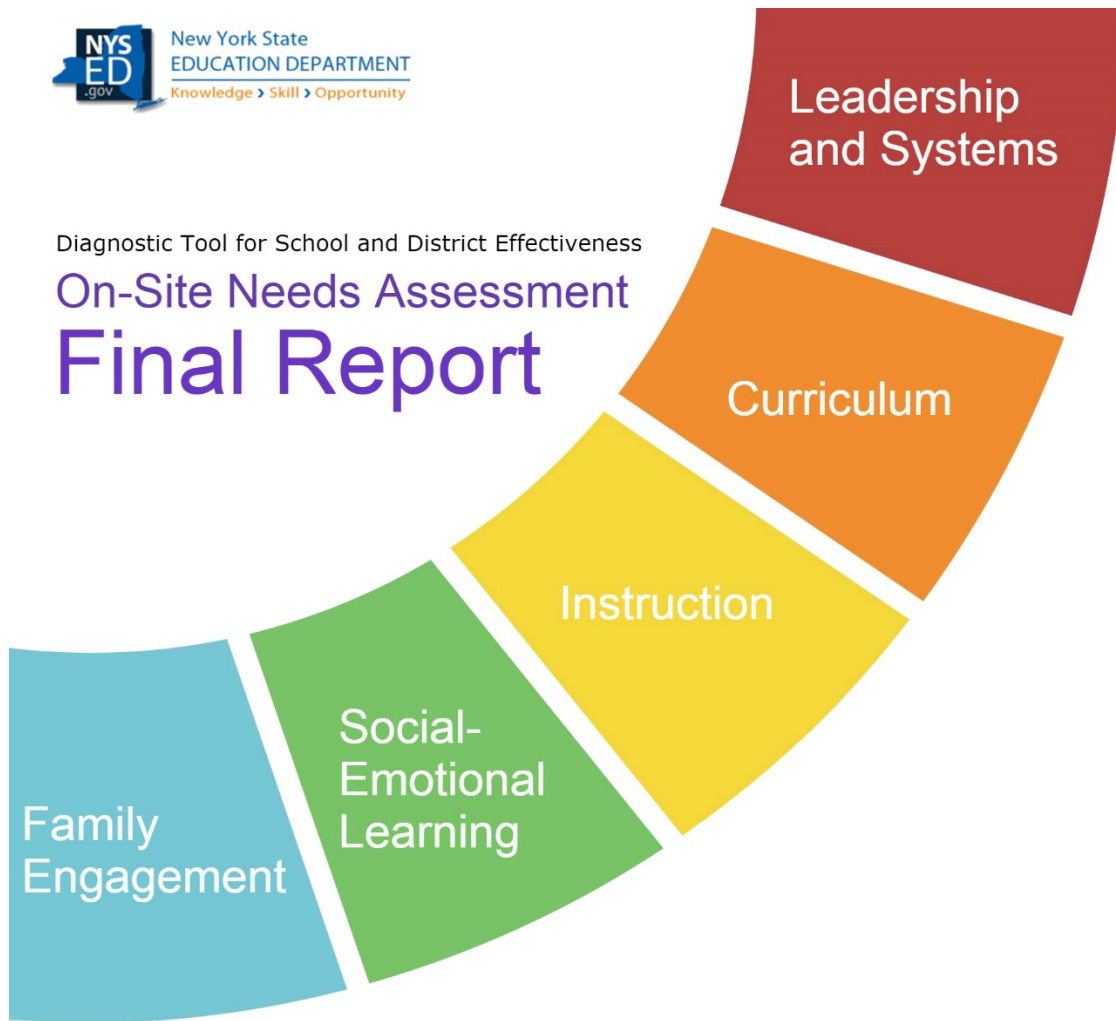


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

Final Report



BEDS Code	070600010019
School Name	Broadway Academy
School Address	1000 Broadway Street, Elmira, NY 14904
District Name	Elmira City School District
Principal	Robert Bailey III
Dates of Visit	December 11-13, 2018



Purpose Of The Visit

A team organized by the New York State Education Department (NYSED) visited the school to help the school identify areas of need that are making long-term success a challenge and provide actionable recommendations to direct the school's work in the immediate future.

The report provides a critical lens to help the school best focus its efforts.

Information About The Visit

- Broadway Academy serves 439 students in grade seven.
- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative, a district consultant, and a Special Education School Improvement Specialist (SEIS) representative.
- The team visited a total of 56 classrooms during the visit.
- The OEE visited eight classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- In advance of the visit, 29 staff members (73 percent) completed a DTSDE pre-visit survey conducted by NYSED.

Successes Within The School That The School Should Build Upon:

1. For the 2018-19 school year, the principal has emphasized that teachers should post learning targets in their classrooms to ensure that students understand what they are learning and why the material is important. In most classes visited, learning targets were posted, were well-written in child-friendly terms, and were reviewed at the beginning of the lesson to frame what students were learning during that period.
2. The school has fully adopted a co-teaching model for 2018-19, with all special education students being taught in regular education classes. Based on class visits, the IIT found that the process is working well, and the special and general education teachers are working together seamlessly. The planning and delivery of this approach is so effective that members of the IIT could not tell which teacher was the general education teacher and which was the special education teacher. This model enables special education students to remain in the least restrictive environment rather than being pulled out to receive additional supports.
3. In the fall of 2018, the school introduced Math 180 and Read 180 as part of their response to intervention programs, and the IIT found that both have been implemented with fidelity. The IIT observed that teachers using these models incorporated effective strategies such as unison call, visual demonstration, and peer modeling leading to high levels of student engagement. Read 180 student performance data showed that in the first two months of the school year, there have been significant gains in average Lexile scores, with an increase from 366 points to 538 points. These are the biggest gains achieved in all the schools in the district.

Areas Of Need To Be Addressed For Long-Term Success

Systems for Improvement

- **The School Comprehensive Education Plan (SCEP) should include indicators which measure progress toward achieving each goal.** In reviewing the 2018-19 SCEP, the IIT found that in some instances, there are up to ten leading indicators for a single goal, and many do not measure progress towards the goal. For example, the tenet two goal is for the principal to provide feedback to teachers through an informal classroom visitation protocol. To measure the progress towards this goal, the identified indicators include student survey responses, marking period pass/fail rates, staff survey responses, and discipline data. Most of these indicators are not measures of whether the school leader is using the visitation protocol to provide feedback to teachers. As a result, it is extremely difficult to use the indicators to determine progress towards the goal.
- **Action plans associated with SCEP goals need to contain activities that ensure the specified goals are achieved and maintained.** The IIT found that some of the action plans in the current SCEP did not include all of the activities that will be necessary to achieve the goal. In addition, most of the actions included were scheduled to have been completed by the end of the first quarter, with no activities identified to ensure that progress is maintained through the rest of the school year.
- **The components of the 2018-19 SCEP should be communicated to school staff.** Interviewed teachers reported that they have not received information regarding the current SCEP. As a result, many teachers were unaware of the 2018-19 SCEP goals, the school's progress towards each goal, or what they would need to do to help the school achieve these goals.

Leadership and Organization at the School

- **The principal should collect teacher practice data and provide actionable written feedback to teachers after visiting classrooms.** While the principal is able to use class visits to understand what is taking place in the school, teacher practice data is not collected or analyzed to determine if certain areas of pedagogy are improving or why. Interviewed teachers stated that although the principal may talk to them informally after he visits their class, they do not receive actionable written feedback. Some teachers stated that they would like to receive more personalized, one-on-one feedback and guidance on the specific strategies they could use to improve their practice.

Learning at the School

- **Teachers need to close each lesson in a way that allows the teacher and students to determine which students have successfully met the learning target.** The IIT found that while most classes have learning targets, students are not directed to check their work against these targets to determine if they have successfully achieved their goal. Some interviewed students and teachers stated that learning targets are generally not discussed after the lesson has begun.

Stakeholder Perspectives on Areas of Need

- **The school does not have a procedure in place to ensure that support staff inform teachers when they are meeting with a student during their class time.** Some teachers reported that support staff do not always

inform them when they are meeting with students during their class. As a result, teachers sometimes mark the child as absent or assume that the child skipped their class.