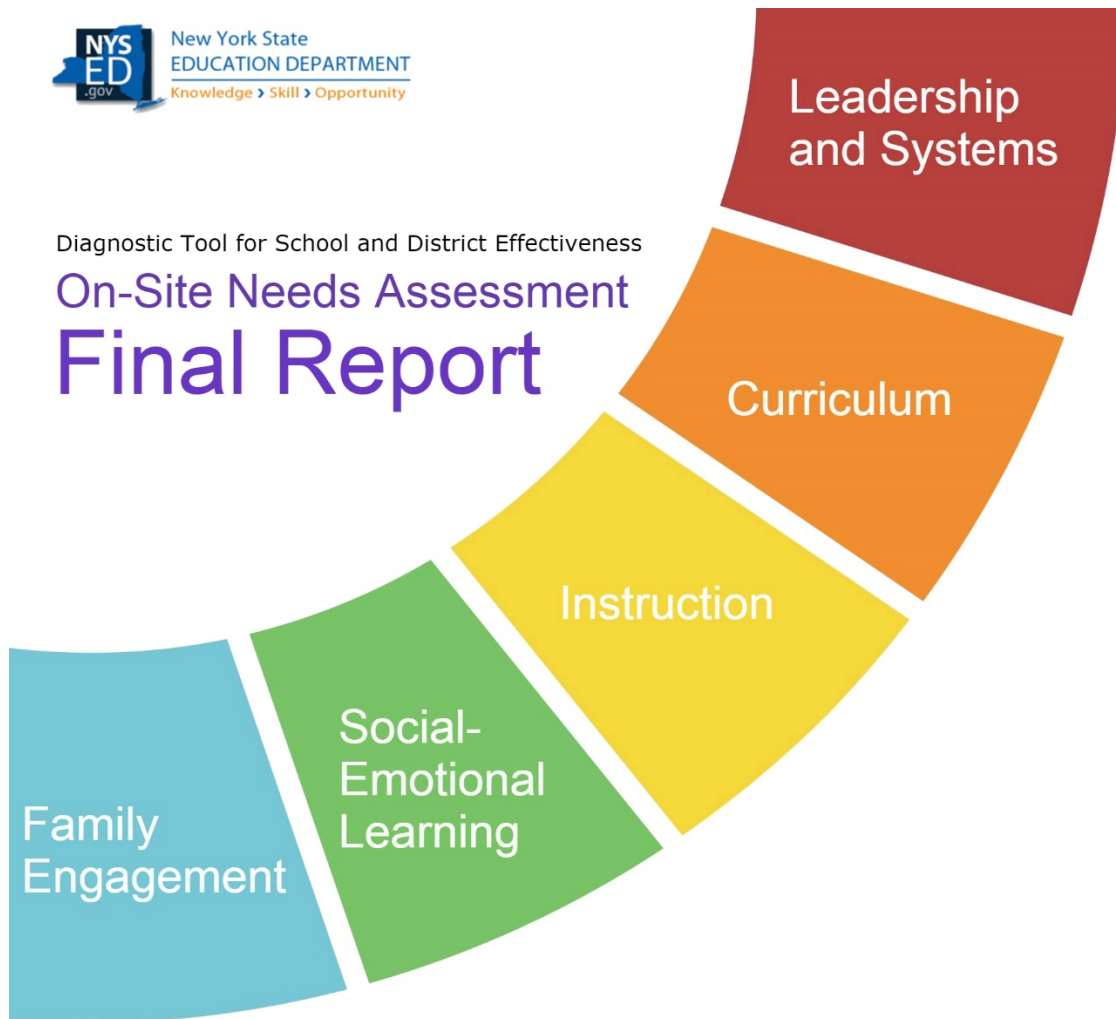


Diagnostic Tool for School and District Effectiveness

On-Site Needs Assessment

# Final Report



<b>BEDS Code</b>	260501060002
<b>School Name</b>	Longridge School
<b>School Address</b>	190 Longridge Avenue, Rochester, NY 14616
<b>District Name</b>	Greece Central School District
<b>Principal</b>	Kellie McNair and Jason Juszcak
<b>Dates of Visit</b>	April 23-25, 2019



## Purpose Of The Visit

This school was identified as needing additional support by the New York State Education Department (NYSED). Because of this identification, NYSED arranged for an Integrated Intervention Team (IIT) to visit the school. The visit is intended to help the school identify areas of need that are making long-term success a challenge and provide several visible Quick Wins that can be accomplished and demonstrate the school’s commitment to improvement.

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

## School Performance

New York State uses multiple indicators to determine the identification status of schools across the state. For each of these indicators, schools receive a number of 1 (lowest), 2, 3, or 4 (highest) that corresponds with how the school performed in relation to either other schools and/or performance targets. More information about how these levels are determined can be found at: <http://www.nysed.gov/accountability/essa-accountability-designation-materials>

The most recent results for the “All Students” group at the school are as follows:

### *Elementary/Middle School Performance Indicators*

Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level
2	1	1	1	2	2

Longridge School serves 791 students in kindergarten through grade five.

## Information About The Visit

- The visit was led by an Outside Educational Expert (OEE) and a representative from NYSED. The team also included a district representative, a Special Education School Improvement Specialist (SESIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The team visited a total of 54 classrooms during the visit.
- The OEE visited seven classrooms with the principal during the visit.
- Team members conducted interviews with students, staff, and parents.
- Team members examined documents provided by the school, principal feedback to teachers, and schoolwide data.
- In advance of the visit, 40 staff members (71 percent) completed a DTSDE pre-visit survey conducted by NYSED.

## Successes Within The School That The School Should Build Upon:

1. In 2018-19, teachers have been calling the home of each of their students who is absent from school. Teachers reported that this new process is helping to decrease the number of students who are chronically absent. The principals reported that the schoolwide percentage of students who have missed ten percent or more of the total number of school days has decreased from 20 percent in 2017-18 to 10 percent in 2018-19.
2. The school implemented restorative practices in 2018-19. Staff members have focused on building relationships with their students and teaching students how to engage in positive interactions with staff and their peers. All interviewed students stated that they like and respect their teachers and have an adult in the building they can go to if they need to speak to someone. Many students stated that their teachers regularly educate them about how to make good behavioral choices. While visiting classrooms and observing common areas, the IIT found that conversations between students and staff were appropriate and respectful. The principals explained that since the implementation of restorative practices, the number of office disciplinary referrals has decreased by ten percent as compared to 2017-18, the number of out-of-school suspensions is projected to be 34 in 2018-19 as compared to 61 in 2017-18, and the number of in-school suspensions is projected to be 28 in 2018-19 as compared to 84 in 2017-18.
3. During 2018-19, teachers have begun to use eDoctrina, an online curriculum and assessment platform, to analyze student assessment data by grade level, class, and individual student. Interviewed teachers stated that this program allows them to analyze student academic performance data against the State standards and they use this information to plan and deliver individualized academic supports to close the achievement gap in English language arts (ELA) and math. The IIT observed teachers meeting to discuss data and using the information to make decisions regarding which students would benefit from Tier 2 and Tier 3 Response to Intervention (RtI) services. The principals stated that these data are also used to determine which students no longer need RtI services or are ready to transition to a lower level of support.

## Areas Of Need To Be Addressed For Long-Term Success

### Systems for Improvement

- **The principals should collect and analyze teacher practice data to identify areas of need and inform school improvement decisions.** The principals stated that while they visit classrooms to evaluate teachers as part of the Annual Professional Performance Review (APPR) process, data has not been analyzed from these evaluations to determine the school's areas of pedagogical strength and areas of need. Additionally, the principals reported that teacher practice data is not collected through informal, non-APPR class visits to identify schoolwide trends. As a result, the school lacks critical information to help identify areas of need to be addressed in their 2019-20 professional development (PD) plan as well as the 2019-20 School Comprehensive Education Plan (SCEP). In the future, the principals should regularly conduct informal class visits and gather data related to the school's current pedagogical trends. They should use this data to inform future school improvement decisions.
- **The principals need to establish quantifiable goals related to the school's current instructional priorities and monitor teacher practice to determine if instruction is improving.** The principals have identified student engagement strategies and the use of learning targets as instructional priorities. However, quantifiable goals

for each priority and a system to determine the level at which teachers are utilizing these strategies during instruction have not been established. As a result, school leaders have been unable to determine if the professional learning provided to teachers in both areas is leading to greater efficacy. In discussions with the IIT, the principals and teachers did not have any quantitative data to ascertain whether teacher practice in these areas is improving. In the future, the principals should establish quantifiable goals for each of their instructional priorities and monitor teacher practice related to those specific pedagogical areas to determine if feedback and professional learning support are having the desired impact on teacher practice.

## Leadership and Organization at the School

- **School leaders need to provide teachers with frequent feedback on their instructional practice.** The principals, assistant principals, and teachers stated that they only receive classroom visits and feedback on their instructional practice during the APPR process. As a result, many teachers were unable to identify the main instructional vision of the two principals and did not know if they were meeting the principals' expectations on a regular basis. Several teachers and the principals stated that they would know that teachers were meeting expectations if their students' achievement data showed improvement, but there was no ongoing method for monitoring implementation of instructional expectations. In the future, the principals and teachers should discuss ways for the school leaders to provide teachers with regular and ongoing feedback to help improve teacher practice.

## Learning at the School

- **Teachers should use professional learning communities (PLCs) to improve practices related to the school's instructional priorities.** The IIT learned from school leaders and teachers that PLCs are not used to discuss ways in which teachers can improve their instructional practices. Interviewed teachers stated that there is no expectation that they should use PLCs to discuss the school's instructional priorities of student engagement and the use of learning targets. The principals reported that they do not visit PLC meetings to ensure that teachers discuss and act upon the school's priorities, and during the PLC meeting observed by the IIT, these priorities were not discussed. In the future, teachers should use PLCs to discuss strategies related to the school's instructional priorities and plan ways to implement these strategies in the classroom. The principals should attend PLC meetings regularly to ensure that teachers are using this time to improve instructional practices.
- **Teachers need to plan and deliver lessons that include the level of rigor required to meet the New York State Next Generation Learning Standards.** Much of the instruction observed by the IIT did not engage students at deep cognitive levels. For example, in one math lesson, although students were grouped according to ability levels, each group completed tasks that only required them to think at the application and process level. The tasks were teacher prescribed and closed-ended, and students were not given opportunities to analyze or solve problems differently based on individual preference. In an ELA lesson, all students completed the same worksheet which only required them to identify the characters and setting of a story, and students were not asked questions that were open-ended or required higher-level thinking. In the future, the principals should provide staff with feedback and training on how to plan and deliver lessons that challenge all students at high cognitive levels.

## Stakeholder Perspectives on Areas of Need and Ideas for Improvement

- **Teachers would like the two principals to conduct walkthroughs together to develop a cohesive vision of what quality instruction looks like.** Although the principals have identified student engagement as a school priority, interviewed teachers explained that each principal has a different idea of what high-quality student engagement looks like. As a result, some teachers said that they don't have a clear understanding of the principals' expectations for student engagement.
- **Parents would like more information about how they can help to address areas of need identified in their child's performance data.** Most parents interviewed by the team said they believe that the school does a good job of keeping them informed of their child's academic progress through progress reports and report cards. However, some parents stated that they would like more specific information about strategies they can use at home to help address their children's areas of need.