

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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



2017-2018 School Year

School Report Written to the Tenet Level

| | | |
|---|--|--|
| BEDS Code | 421800010039 | |
| School Name | Nottingham High School | |
| School Address | 3100 East Genesee Street Syracuse, NY 13224 | |
| District Name | Syracuse City School District | |
| School Leader | David P. Maynard | |
| Dates of Review | February 14-15, 2018 | |
| School Accountability Status | <input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School | |
| Type of Review | <input checked="" type="checkbox"/> District-led Review | |
| Review Team | Name | Affiliation/Title |
| Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols | Dan Burton Kim Day | <input checked="" type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert |
| Additional members | | |
| Special Education School Improvement Specialist (SEIS) Representative | - | |
| Regional Bilingual Education Resource Network (RBE-RN) Representative | Mikian Royer | |
| Additional Team Members (Add rows as necessary) | | |
| Nate Franz | Assistant Superintendent of Teaching and Learning | |
| Dana Corcoran | Supervisor of Science and Technology | |
| Donna Vallese | Coordinator of Educator Effectiveness | |
| Sarah Gentile | Supervisor of Fine Arts | |
| Francine Grannell | Director of Professional Development | |
| Matt Williams | Assistant Director of Special Education | |

School Information Sheet for Nottingham High School

| School Configuration (2017-18 data) | | | | | |
|---|------|----------------------------|---|---|------|
| Grade Configuration | 9-12 | Number of Students | 1,235 | Number of Teachers | 81 |
| Types and Number of English Language Learner Classes (2017-18) | | | | | |
| # Transitional Bilingual | 0 | # Dual Language | 0 | # Self-Contained English as a Second Language | 25 |
| Types and Number of Special Education Classes (2017-18) | | | | | |
| # Special Classes | 6 | # SETSS | 4 | # Integrated Collaborative Teaching | 0 |
| School Composition (most recent data) | | | | | |
| % Title I Population | | 74.0 | % Attendance Rate | | 79.6 |
| % Free Lunch | | 72.7 | % Reduced Lunch | | 1.3 |
| % Limited English Proficient | | 23.0 | % Students with Disabilities | | 19.7 |
| Racial/Ethnic Origin (most recent data) | | | | | |
| % American Indian or Alaska Native | | 0.4 | % Black or African American | | 54.7 |
| % Hispanic or Latino | | 9.6 | % Asian or Native Hawaiian/Pacific Islander | | 12.6 |
| % White | | 21.3 | % Multi-Racial | | 1.5 |
| Personnel (most recent data) | | | | | |
| Years Principal Assigned to School | | 7 | # of Assistant Principals | | 2 |
| % of Teachers with No Valid Teaching Certificate | | 1.2 | % Teaching Out of Certification | | 1.2 |
| % Teaching with Fewer Than 3 Years of Experience | | 14.8 | Average Teacher Absences | | 1.7 |
| Student Performance for Elementary and Middle Schools (2016-17) | | | | | |
| ELA Performance at levels 3 & 4 | | NA | Mathematics Performance at levels 3 & 4 | | NA |
| Science Performance at levels 3 & 4 (4th Grade) | | NA | Science Performance at levels 3 & 4 (8th Grade) | | NA |
| Student Performance for High Schools (2016-17) | | | | | |
| ELA Performance at levels 3 & 4 | | 66.4 | Mathematics Performance at levels 3 & 4 | | 75.2 |
| Global History Performance at levels 3 & 4 | | 53.4 | US History Performance at Levels 3&4 | | 61.2 |
| 4 Year Graduation Rate | | 67.4 | 6 Year Graduation Rate | | 77.1 |
| Regents Diploma w/ Advanced Designation | | 13.4 | | | |
| Overall NYSED Accountability Status | | | | | |
| Priority School | | | Local Assistance Plan | | |
| Focus School (indicate subgroups identified below) | | x | In Good Standing | | |
| Focus School Identified Subgroups | | Black | | | |
| White | | Economically Disadvantaged | | | |
| Identify the school's top priorities (no more than 5) based on the school's comprehensive plans): | | | | | |
| <ol style="list-style-type: none"> 1. Increased use of data for school- wide decision making 2. Implement a system in all classrooms where data determines how instruction will be delivered. 3. Emphasis on meeting students' socio-emotional needs so that those needs can be met and allow for learning to take place. 4. Increase collaboration among staff to perpetuate an environment where collaboration is the norm. 5. Create and maintain a rigorous academic environment where students leave prepared for success in the next stage of their lives. | | | | | |

| Schoolwide Data (use most current data unless otherwise indicated) | | | | | |
|---|--------------|---------------------------|--------------|--------------|----------------|
| Number of Teachers | 81 | Number of Students | | | 1,235 |
| Staffing Ratios | | | | | |
| Ratio – Teachers per Student | | | | | 1:15.2 |
| Ratio – Administrators per Student | | | | | 1:411.7 |
| Ratio - Guidance Counselors per Student | | | | | 1:247 |
| Ratio - Social Workers per Student | | | | | 1:1235 |
| Ratio - Librarians per Student | | | | | 1:1235 |
| Ratio – Nurses per Student | | | | | 1:1235 |
| Longitudinal Data | | | | | |
| HS ELA Performance Index | | | | | |
| | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 |
| School | 110 | 111 | 113 | 129 | 119 |
| State Avg HS | 156 | 154 | 158 | 162 | TBD |
| Difference btw School & State Avg | -46 | -43 | -45 | -33 | TBD |
| HS Math Performance Index | | | | | |
| | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 |
| School | 101 | 117 | 108 | 115 | 112 |
| State Avg HS | 136 | 138 | 141 | 142 | TBD |
| Difference btw School & State Avg | -35 | -21 | -33 | -27 | TBD |

Purpose of the visit

This school was visited because of its identification as a Priority or Focus School. The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the entire school. The report below provides a critical lens to help the school best focus its efforts.

Information about the review

- The review was led by Kim Day, Focus District Consultant, and Dan Burton, Project Coordinator. The team also included Nate Franz – Assistant Superintendent of Teaching and Learning, Dana Corcoran – Supervisor of Science and Technology, Donna Vallese – Coordinator of Educator Effectiveness, Sarah Gentile – Supervisor of Fine Arts, Francine Grannell – Director of Professional Development, Matt Williams – Assistant Director of Special Education, and Mikian Royer... - RBE-RN Representative
- The review team visited a total of seventy (70) classrooms during the two-day review.
- The lead reviewer visited ten (10) classrooms with the Principal during the review
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.

SUCCESSSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:

1. Nottingham High School has developed a positive culture and climate within the building that has set the foundation for learning. Students, parents, and teachers all echoed the same sentiment – they feel that Nottingham is a safe place to learn. Having a consistent leadership team has been key in establishing the positive culture and climate within the school. Additionally, the student-student, teacher-student, administrator-student, and administrator-teacher relationships are extremely positive and supportive. This is evidenced by the interactions and conversations witnessed by the school support visit team in both formal and informal settings throughout the building. The school community values the diversity within the building and feels that this is one of their strengths. The Nottingham High School staff is accessible to the students and students are beginning to benefit from these relationships.
2. Nottingham High School has recognized the need for students to understand the interdisciplinary nature of learning. The school has started to implement a Humanities project that involves both the social studies classes and the ELA classes. During these interdisciplinary courses, teachers plan instruction that fosters inquiry and pushes students to think at higher levels. School leaders, teachers, and students have been able to attribute improvements in student thinking and writing to the interdisciplinary nature of the instruction.
3. Nottingham High School developed a school support staff, both in house and community partners, that is cohesive and focused on the needs of the many students within the building. The school support staff has a “do what it takes” attitude and is willing to employ that mindset to make sure students’ needs are addressed. The school leaders have been strategic in housing all school support staff in one location which allows students to easily access the support staff when needed. The guidance staff has been spread throughout the building in order to foster relationships with both students and staff. The strong support staff is beginning to focus its support in order to meet both the social and academic needs of the Nottingham High School students.

Recommendation for Tenet 2 – School Leader Practices and Decisions:

The school leaders and instructional leaders of Nottingham High school developed a positive culture and climate for learning. The school leaders and instructional leaders have now shifted their focus to instructional practice. **Therefore, it is recommended that by March 1, 2018, the school leadership team, will (1) identify and evaluate current instructional systems/practices and their impact on student learning, (2) evaluate the instructional needs within the building, and then (3) generate a specific action plan that addresses anticipated student outcomes, includes a theory of action (how goals will be achieved), and a calendar to monitor progress which results in improved teaching and learning. (Example areas of focus personalized learning, professional learning, etc.)**

Rationale:

While school leaders are conducting the required observations of teacher practice, all teachers are not receiving consistent targeted feedback and support that will grow instructional practice to ensure that high-quality instruction is in place and positively impacting student learning. School leader and teacher interviews revealed that the Principal and Vice-Principals conduct the required observations. Vice-Principals conduct walkthroughs and debrief evidence collected with the Principal. Teacher interviews revealed that teachers received walkthroughs with specific timely feedback from district content supervisors and that specific, high quality feedback from building level school leaders was limited.

At the time of this school review, completion data on observations revealed the school was currently sitting at a 45% completion rate. The data also showed that 75% of independent observations had been completed and 15% of observations had been completed by school leaders.

The school leaders and teacher leaders are beginning to develop systems to track and monitor school-wide practices, instructional practices, and student learning in order to be able to make informed decisions about how these practices are impacting student learning.

Interviews with school leaders, teachers and students as well as classroom observations revealed that the school leaders are accessible and present within the school. This is also evidenced by the relationships between the school leader and student interactions within the building. For example, as the Principal traveled the hallways, several students stopped him to ask both personal and academically related questions. All the interactions were very positive.

Interviews, document reviews, and classroom observations revealed that some systems are in place to track and monitor both individual and school-wide practices. For example, the school has developed a professional development plan to provide a focus for the school.

The school community is beginning to implement practices that promote student ownership, student goal setting, and reflection. The school leaders built an extra five minutes into the schedule during third period to allow for these conversations.

Classroom observations revealed variations in scheduling. Some classes are large whereas others are small. For example, Algebra 1 math classes ranged from 8 to 24 students.

Interviews with the school leader and the instructional coach revealed that the instructional coach primarily focuses on ELA and Social Studies and other areas based on need (Ex. Living Environment). The instructional coach is engaging in coaching cycles and leading interim/data meetings which is helping those involved to focus on the data and specific next steps. The school has a large staff and the instructional coach cannot support all teachers at this level.

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.

Recommendation for Tenet 3 – Curriculum Development and Support:

The teachers at Nottingham High School have access to a variety of data connected to student learning. The next step will be for teachers to utilize that data in such a way to plan instruction that meets the specific skill needs of all students.

Therefore, it is recommended that by March 1, 2018, the academic leadership team will support teachers in analyzing available data to identify specific student skill weaknesses and provide teachers with support in utilizing that information to plan instruction, formative assessments, and feedback that is aligned to the lesson objective and that meets the individual needs of students resulting in students engaging in higher level thinking.

Rationale:

Teachers have access to a variety of assessment data and in some instances are beginning to utilize the data to inform instruction. However, teachers are not typically utilizing the data from formative assessments to assess student mastery of the lesson objective(s) and guide next steps for instruction.

Interviews with school leaders and teachers revealed that some content areas are using data, primarily benchmark data, to inform instruction.

Interviews with school leaders indicated a need to begin to utilize the data collected from formative assessments to make instructional decisions quicker so that student needs can be met in a timely manner

After conducting 70 classroom observations it was revealed that the school utilizes a variety of assessments. Examples include Canvas, self-assessments, whiteboards, oral speaking, and peer-to-peer feedback. However, the data is not typically and consistently utilized to inform instruction in a meaningful way. Art and music classes were the exception to this. In these classes, it was noted that teachers were utilizing real-time student work/data to determine next steps for students.

The school is administering benchmark assessments and they are collecting data. In the Humanities PLC, the team analyzed specific questions from benchmark assessments that students scored poorly on, analyzed misconceptions and discussed why students chose the answers. They then looked at trends and planned instructional strategies around how to attack those skills. However, observations and interviews revealed that these were not typical practices across the building.

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.

Recommendation for Tenet 4 – Teacher Practices and Decisions:

Overall instruction at Nottingham High School is teacher-driven and teacher-directed. The next step will be to shift to more student ownership by increasing opportunities for students to engage in productive struggle with content/concepts and to increase students’ opportunities to think. **Therefore, it is recommended that by April 18, 2018, teachers will utilize instructional practices that push student thinking and shift the locus of control to the students being responsible for their own learning (via student discourse, application of new learning, students questioning each other, students synthesizing information).**

Rationale:

Although the school has implemented the Humanities project, which is focusing on inter-disciplinary learning and increased student engagement through increasing the cognitive demand placed on students, teachers across the school do not consistently ask higher-order thinking questions or utilize multiple complex texts to engage students in higher-level thinking.

70 classroom observations revealed that teachers did not typically deliver instruction that placed significant cognitive demand on the students. Classroom observations revealed that students were not typically required to engage in activities that required significant cognitive demand. For example, classroom observations revealed a significant number of worksheets and assignments that required minimal thinking on the part of the student.

Parent interviews revealed that parents felt as though there were inconsistencies among classrooms with regard to academic rigor and engagement. Parents also communicated that they did not feel as if students were informed of options (as in what courses were available).

Students stated that the Advanced Placement classes were academically challenging but that the regular Regents classes were not. Students stated that not all teachers were present for the purpose of student learning.

School leaders and teacher leaders have implemented the Humanities project which has supported inter-disciplinary learning for students and resulted in increased writing scores for students. However, this practice is not school wide.

While students feel safe and supported in classrooms, instruction did not typically result in rigorous thinking and inquiry because instruction did not usually address the specific skill needs of students at all ability levels. In interviews, students stated that they felt both physically and academically safe in classrooms and the school building in general. The school's survey data indicated that students felt safe in the school building, and parent interviews revealed that parents felt as though their children were safe within the school.

Although some lesson plans indicated evidence of student groupings based on student needs, classroom observations revealed that teachers were typically utilizing the same resources for all students despite the skill levels indicated. Some exceptions were noted in ELA and Art.

Classroom observations revealed an inconsistent effort to differentiate for ENL students in regular/core content classes. One noted exception was in the Art classes. The teacher provides videos, pictures, and written directions to accommodate the needs of all learners.

Hallway observations and classroom observations revealed that students felt comfortable approaching teachers and administrators as needed as evidenced by the positive teacher-student, administrator-student, and student-student conversations.

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.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

The Nottingham High School community has been focusing on meeting the needs of students but recognizes that they are not reaching all students. The next step will be to refine the current systems and practices so that there is opportunity to meet the specific needs of all students. **Therefore, it is recommended that by May 3, 2018, the student support group, with administrative support, will (1) evaluate the students social, emotional, and learning needs, (2) identify and evaluate existing systems/structures, and then (3) develop specific action steps to refine the system in order to meet the social,**

emotional, and learning needs of ALL students.

Rationale:

Although there is a system in place, school leaders will need to further develop referral and support systems that address the emotional developmental health and academic success of students.

School support team interviews revealed that the school has a SIT referral process in place. Once teachers have tried to work with the student, they then submit a referral to the SIT team. Although there is a process in place, there is limited evidence to suggest that the needs of all students are being met.

During the school support visit, students offered help to visitors and guided them to where they needed to go without prompting. For example, students directed visitors to classrooms and assisted visitors as they entered through the front doors and metal detectors.

The school leader and student relationships were positive and supportive as evidenced by school leader-student and teacher-student interactions throughout the building- both in classrooms and in common areas.

The school leader has supported building relationships internally as well as with external stakeholder groups and supporting agencies as evidenced by the school support team member interviews. Examples include FSSS and CONTACT.

Student focus group interviews revealed that students feel as though they are working to succeed together. They value the diversity of the school and communicated that they get an education because of the diversity at Nottingham. They stated that they work to ensure that new ENL students are supported when they move into the area.

Both teacher and school leader interviews revealed that school leaders created a common space for all student support staff (with the exception of guidance counselors) so that students will have easy access to all resources. During interviews, students communicated that they felt as though they had an adult to connect to in the building.

School leaders distributed the guidance counselors throughout the building for the purpose of building a culture of collaboration with staff and easy access by students.

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

Recommendation for Tenet 6 – Family and Community Engagement:

Nottingham High School is currently offering general training sessions for parents. The next step will be to seek input from families and develop specific training opportunities that meet the needs of all families. **Therefore, it is recommended that by May 1, 2018, the school leadership team along with the appropriate school staff will differentiate parent and family engagement in order to meet their specific needs (1) by soliciting parent and family input and then (2) developing specific support/training opportunities resulting in parents being able to more actively support their students' education.**

Rationale:

While the school is currently offering parent training opportunities that focus on items such as the FAFSA and College Preparation, it will be necessary for the school community to implement training that meets the needs of all parents.

Parent interviews indicated that parents would like more information about graduation requirements, specific courses offerings, and course requirements. Parents discussed an example of a student realizing during his/her senior year that

he/she did not have all the necessary graduation requirements met. Parents reported that the school is hosting both on and off-site parent support nights. Topics included how to access the HAC.

Documents reviews revealed a course selection informational evening, a FAFSA night, 9th grade orientation evening aligned to soccer game, and the Nottingham Showcase. School and instructional leaders have planned and offered parent support meetings that focus on pre-determined topics such as providing lists of school wide expectations, FAFSA, and College Prep nights.

Interviews with school leaders revealed that teacher training was needed to further support teachers in how to sustain home/school relationships.

Interviews with school support staff revealed that they felt as though they needed to be more creative to get parents in that they really needed to see. They stated that they needed to get them in to the building so that they can feel as though they are an active part of the school.

Parents, teachers, and students discussed the use of the Home Access System (HAC). Parents suggested that the school/district could track access and target those not using to further support.

Parents and teachers reported that the school held parent conferences at off-site locations which allowed easy access for parents to be able to attend.

ADDITIONAL AREAS TO ADDRESS

- Area #1: Nottingham High School currently has one instructional coach that primarily supports and facilitates coaching cycles with ELA and social studies teachers along with others identified based on needs (Living Environment). Additionally, the instructional coach is leading interim/data meetings in which she guides teachers to review data, analyze trends seen in the data, and then determine how to plan for next steps of instruction based on the data. These sessions are primarily occurring with the Humanities teachers. This type of support would be beneficial for all teachers. In the future, it will be important for the school's instructional leadership team to analyze this level of support to determine why/how it is impacting both instructional practice and student learning. Then the team will want to develop a plan for utilizing their entire leadership team to provide highly specific and targeted support for all teachers.
- Area #2: As the Nottingham High School instructional leadership team begins to develop plans to support teachers in analyzing data to identify specific student needs, it will be important for the leadership team to also look at the data through the lens of the whole school. In the future, it would be beneficial for the leadership team members to look across data sources to identify trends and key problems of instructional practice (student skill need). Having an identified problem of instructional practice would provide the school community with a focus for improving instruction and student learning.

Report Quality Assurance from the District

I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

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|---|---|
| School Reviewed | Nottingham High School |
| Name of Lead Reviewer | Kim Day |
| Title | Focus District Consultant (OEE) |
| 2016-17 District Lead Credential status (choose one) | <input type="checkbox"/> Issued by NYSED on _____ <input type="checkbox"/> Pending -- The requirements have been fulfilled, but I have yet to receive word from NYSED <input checked="" type="checkbox"/> Pending -- I have not yet fulfilled the requirements, but plan on doing so by the June 30, 2017. I will be applying for: <input checked="" type="checkbox"/> an Initial Credential (I have received initial approval and when the assessment is available I will complete that requirement) <input type="checkbox"/> a Renewal Credential <input type="checkbox"/> N/A This is the only District-led review I am responsible for. |