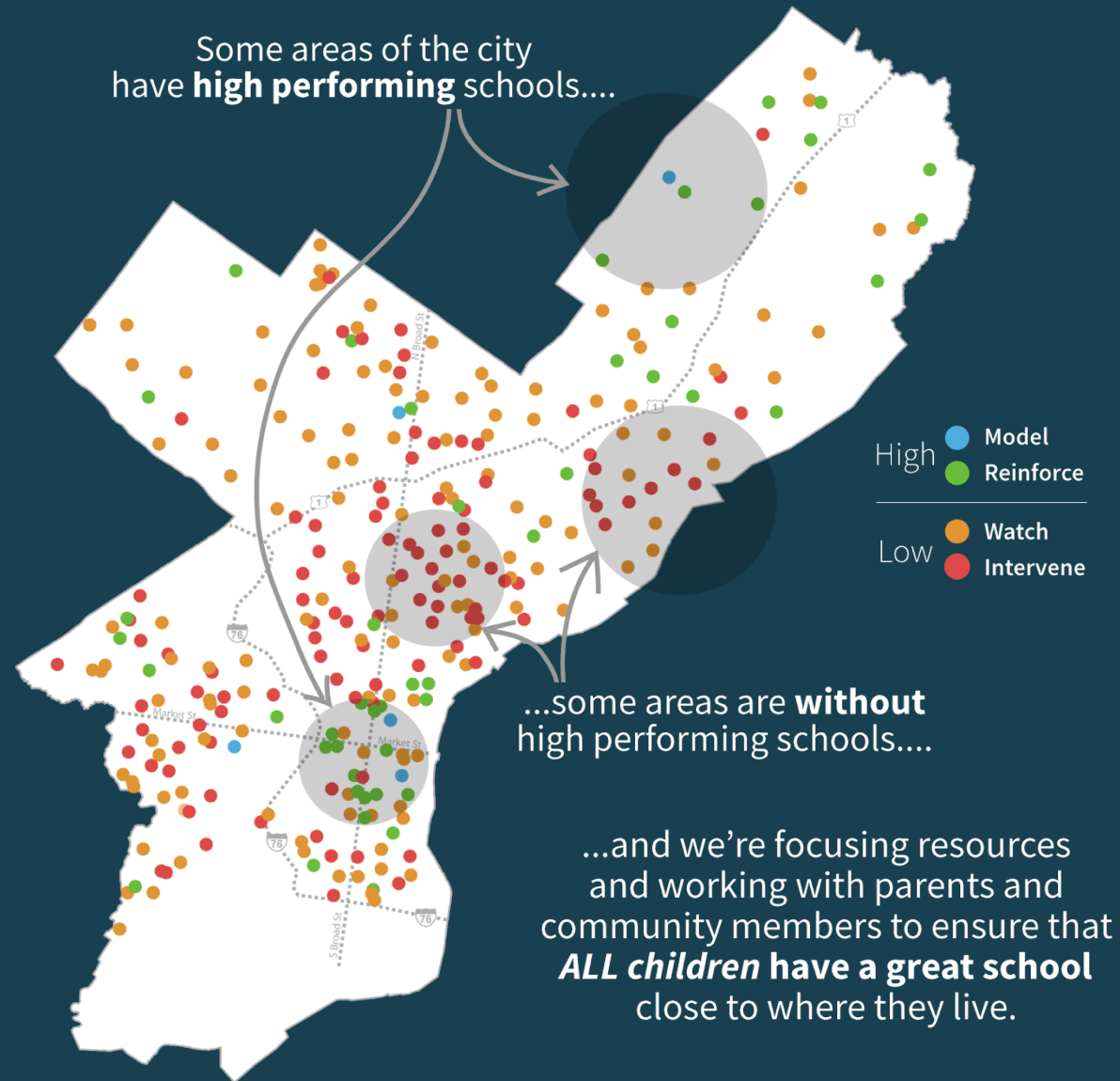


Feedback and Findings Meeting

Bartram High School

December 12, 2016

All children deserve a **great school** close to where they live.





Agenda

- Why We're Here
- Site Visit Findings
- Stakeholder Feedback
- Additional Ideas
- Next Steps



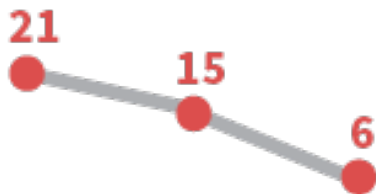
Why is my school being considered?

Bartram High School

SPR

3-year SPR trend

2012-13 2013-14 2014-15



3-year SPR average

14

Key Data

2014-15 Performance

Reading Achievement*	<u>8%</u>
Math Achievement*	<u>2%</u>
Attendance	<u>10%</u>

* School Year 2014-15 performance for achievement equals the percentage of students scoring proficient or advanced on the English language arts and math PSSA exams



School Quality Review

Purpose:

- Identify main factors that support student learning
- Identify main factors that limit student learning

Impact:

- Cause and effect



School Quality Review

Process:

- **Rubric: 5 Domains**
 - Quality of Learning and Teaching
 - Curriculum and Assessment
 - Leadership, Management, and Accountability
 - Culture of Learning
 - Family and Community Engagement (FACE)



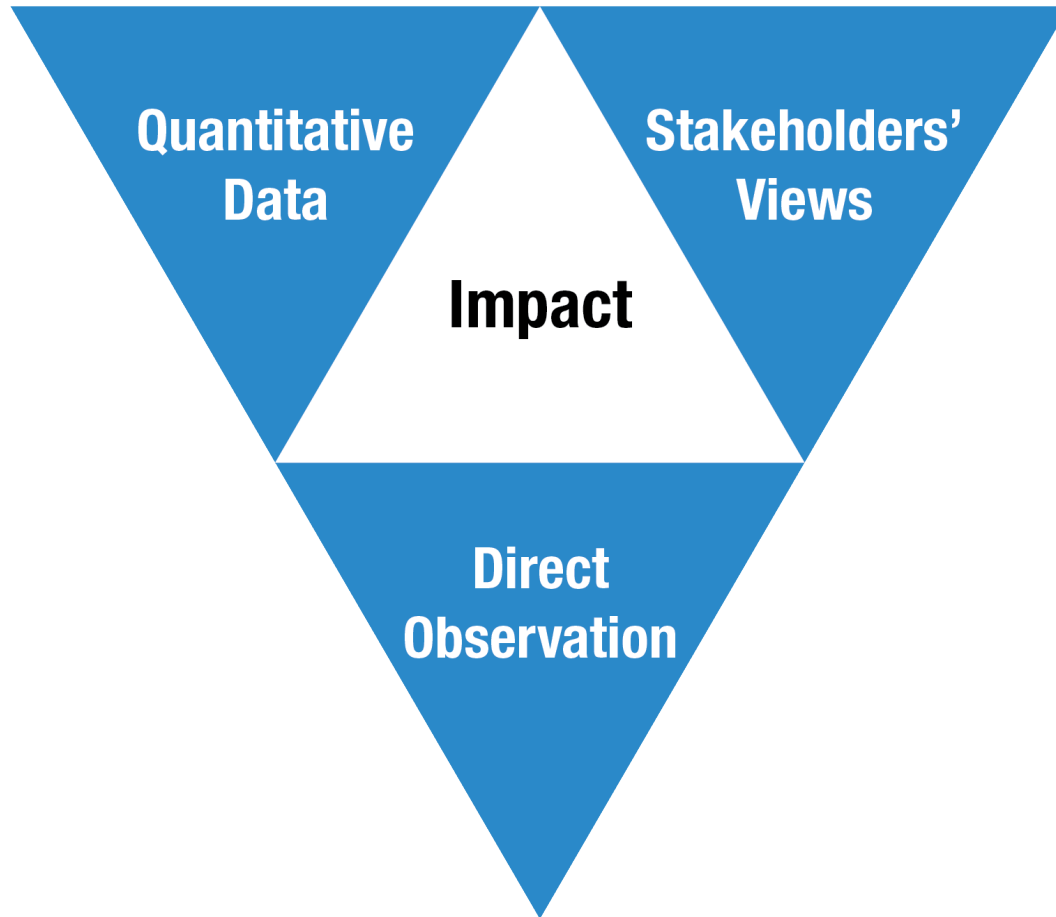
School Quality Review

Evidence:

- Actions by adults or students
- Statements or questions by adults or students
- Observable features of the classrooms or school
- Documentation



School Quality Review





School Quality Review

Factors that support learning:

- **Improved Climate**
 - Teachers, parents, and students describe the school environment as being relatively safe, respectful, and welcoming.
 - Students shared that in previous years "the school was wild" and that "now they have a school."
 - Though still a work in progress, all stakeholders recognize this as a marked improvement.
- **Vision of “education for liberation”**
 - The principal communicates a vision of education for liberation that is embraced by the various stakeholders of the school. This vision includes a focus on a culturally relevant pedagogy, and preparation for life beyond secondary education.



School Quality Review

Factors that support learning:

- **Positive relationships with principal and leadership team**
 - The principal and his leadership team promote and model high expectations for all staff and students.
 - Students and parents express that most adults in the building show care and respect for them.
 - Relationships between teachers and students and between teachers and other community members are generally respectful, and interactions are positive.



School Quality Review

Factors that limit learning:

- **Lack of effective planning**
 - Teachers do not effectively use a variety of assessments to guide the planning and execution of lessons that accommodate the different needs of students.
 - Learners, regardless of their levels of understanding, are exposed to the same instruction and tasks.
- **Lack of rigorous instruction**
 - Many teachers hold low academic expectations for students related to the deficits they exhibit.
 - Students reported that the work is too easy and that they are not being challenged enough.
 - “The only class I find challenging is Algebra 2.” – student



School Quality Review

Factors that limit learning:

- **Lack of opportunities for critical thinking, application of learning, and critical thinking**
 - Students are not exposed to learning experiences that challenge them, build their critical thinking or help them to overcome their shortfalls.
 - Learning experiences do not adequately promote student collaboration and discussion, nor do teachers employ effective questioning techniques to develop critical thinking skills.
 - Teachers most often lecture or speak back and forth to one student at a time, and students rarely engage with one another about what they are learning.



Stakeholder Feedback



Stakeholder Feedback

The process included:

- Student Focus Group
- Staff Focus Group
- Parent and Community Focus Groups
- Community Canvassing
- Community Partners Survey



Stakeholder Feedback

Things people like about the school:

- **Improved climate**

Typical comments from students, staff, parents and community members include:

- “The school is much better now.” – student
- “The culture is so much improved.” – parent
- “I used to be afraid to walk in the stairwells.” – teacher
- “Students feel safe.” – parent
- “There is order in the school.” – staff member

- **Supportive principal**

- The principal has made a great difference at the school.
- The principal is invested in the school and is bringing the community together.
- The principal can improve the school.



Stakeholder Feedback

Things people like about the school:

- **Vibrant alumni association willing to work with principal and climate manager who are both alumni**
 - “The principal talks to us and he respects us. He is like one of us. He went to school here.” – student
 - “The principal comes to our football games. He used to be a football coach here. He still tries to coach us on the side.” – student
 - “The alumni association is very supportive of the school. They want to partner with the school to have it regain its former glory.” – community member



Stakeholder Feedback

Things people would like to change about the school:

- **Lack of challenge in instruction**
 - “We have both dropped out of one of our honors classes because too many students in the class don’t want to learn. We are learning more in the normal class.” – students
 - “How much learning can be taking place, when my daughter can text me all the time when she is in lessons?” – parent
 - “Most of the teachers don’t teach us.” – student
 - “Most of the time my daughter seems to be copying things out or filling in worksheets. When she does bring work home it’s too easy.” – parent
 - “We work on the computer...the teacher sits at her desk doing other things.” – student
 - “The school needs help with interventions for students who come in with reading and mathematics skills on the third-grade level.” – parent



Stakeholder Feedback

Things people would like to change about the school:

- **Some ongoing health and safety concerns**
 - “Although things have improved my teachers have to spend too much time dealing with the same student who messes about.... she doesn’t have the time to teach us.” – student
 - “My parents won’t come to things at night because they don’t feel the neighborhood is safe.” – student
 - “The restrooms are a disgrace. My daughter won’t use them.” – parent
- **Lack of feedback from many teachers about student academic performance**
 - “Apart from report cards we never hear anything from teachers about how well she (her daughter) is doing in class.” – parent
 - “Some teachers care....they let me know how well my daughter is doing.” – parent



Stakeholder Feedback

Stakeholder ideas for improvement:

- **Additional academic support resources**
 - “More after school tutoring. Some teachers stay after school to help students with their work.” – parent
 - “Increase college counseling support for juniors.” – parent
- **Revamp CTE program**
 - “We would like a good current Art program. “ – student
 - “We would like more choice.....such as Health/Medical related and things like Engineering, Technical and Electrical.” – student
- **Live person to answer calls**
 - “Its hard to get to speak to anyone on the phone. Either no one answers and you get an answering machine or you get put on hold.” – parent



Stakeholder Feedback

Other Feedback:

- What else do you think would help improve students' academic performance?
- What are other ways in which the school could involve parents and the community?



Next Steps

December

Dr. Hite, Assistant Superintendents,
and other District leaders review

- 1) Stakeholder feedback
- 2) Site visit results
- 3) School input
- 4) New data (SPR)

February

Recommendations for improvement
shared with community

March - June

SRC approvals as needed