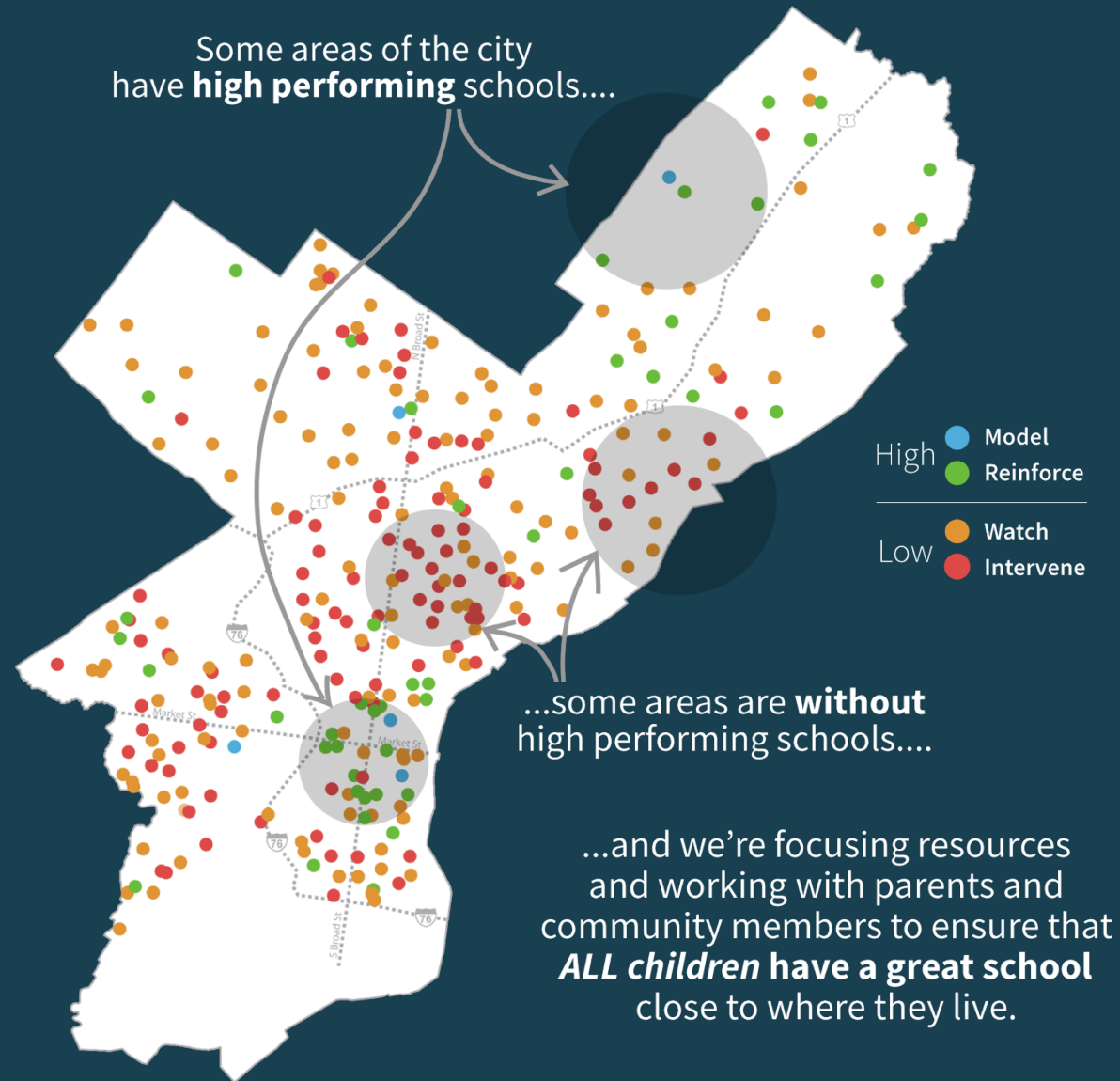


Feedback and Findings Meeting

Ben Franklin High School

December 13, 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?

Ben Franklin High School

SPR

3-year SPR trend

2012-13 2013-14 2014-15



3-year SPR average

7

Key Data

2014-15 Performance

Reading Achievement*

16%

Math Achievement*

3%

Attendance

11%

* 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)



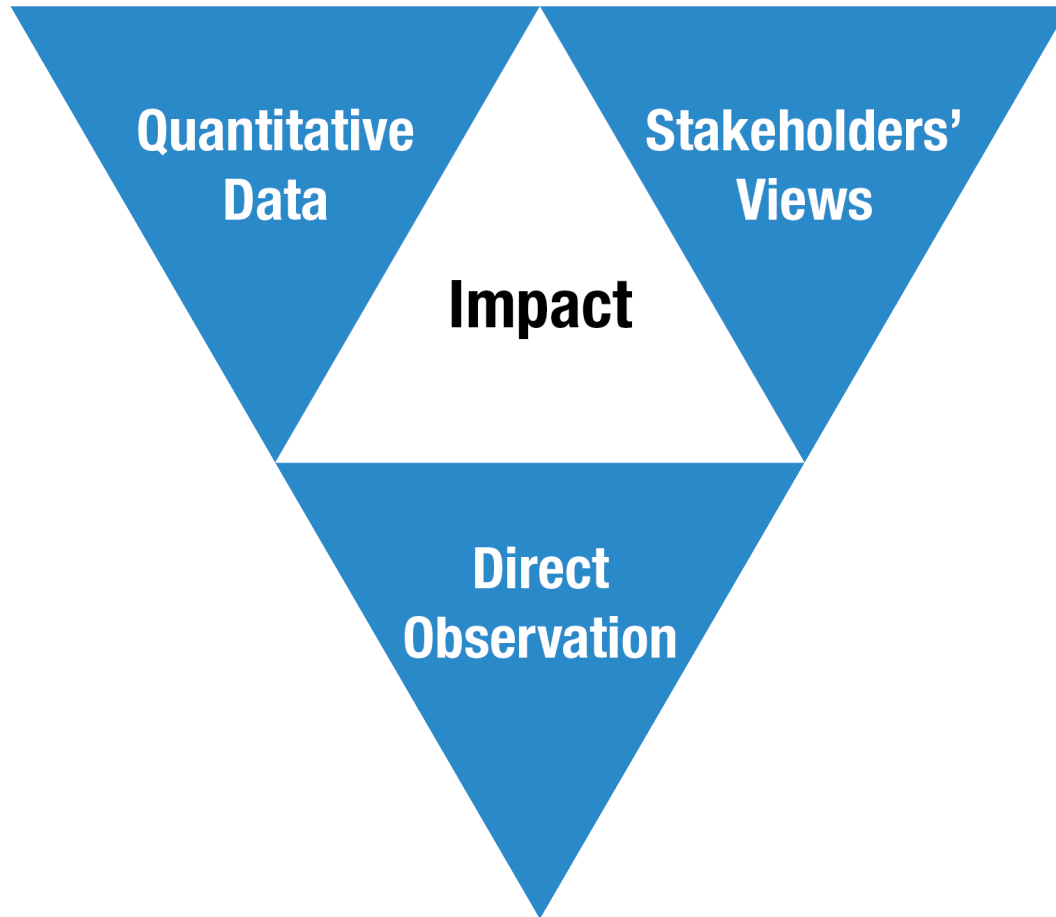
School Quality Review

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:

- **Students are exposed to a wide range of learning experiences**
 - JROTC, Culinary Arts, Welding, Precision Machinery, Engineering, Renewable Energy, Electronics, CADD, Mechatronics
 - “I joined JROTC to be around people who are focused and serious about school.” – student
- **School leaders promote high expectations. Staff are held accountable for students’ academic performance**
 - Teachers are charged with creating weekly grade level common assessments and updating the weekly on-line grade book to keep students and families aware of their progress.



School Quality Review

Factors that support learning:

- School leaders collect a wide range of data to assess the impact of learning and teaching
 - The leadership team can very clearly articulate data concerning student academic progress, teacher ratings, attendance, and suspensions.



School Quality Review

Factors that limit learning:

- **Instruction does not consistently meet students' academic levels**
 - Students in most classes receive the same work, which does not support the struggling student learner or challenge the proficient learner.
 - “We don’t have Honors or AP classes.” – student
 - “I don’t feel like I’m challenged in this school.” – student
- **Lesson do not address various learning styles to engage students**
 - In most lessons, students were working on worksheets. Only in a few classes, students were engaged in project and/or group work.
 - “Most of my classes are not interesting.” – student
 - “Teachers should not talk the whole time.” – student



School Quality Review

Factors that limit learning:

- **Students are not challenged with critical thinking and problem solving learning experiences**
 - Many lessons are worksheets that do not require students to use critical thinking and problem solving skills.
 - “Some teachers help us get ready to move toward our future goals, but not as a school as a whole.” – student
- **Students do not receive consistent meaningful feedback to help them improve their work**
 - Although students are allowed to make up work, teachers are not providing them with strategies on how to improve.
 - “Teachers don’t give tests back. How am I suppose to know how to get better?” – student



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:

- **The leadership is well spoken and always prepared**
 - “The principal is always readily available when I have questions or need support.” – student
- **Some teachers really care**
 - “There are teachers here who really care for the students.” – student
- **There are multiple programs to meet the needs of students (CTE, culinary arts, JROTC, etc.)**
 - “I’ve only benefited from my Mechatronics class.” – student



Stakeholder Feedback

Things people would like to change about the school:

- **Parents need to be more involved in the school**
 - “The Parent/Community Liaison works to reach out to parents and connect with local community organizations.” – parent
 - Parents do not feel that they are part of the decision-making processes of the school.
 - The focus group was the first time they had been asked to share their thoughts about the school.
 - A parent shared that, although she would like to volunteer in the building, she hasn’t been told how she could support the school.



Stakeholder Feedback

Things people would like to change about the school:

- **Need more outside companies to support the school**

Typical quotes from stakeholders included:

- “Bring in more outside companies to support school such as banks and outside job related fields which may be of interest to the students.”
- “Connect with more community organizations and smaller businesses to provide support to the school.”

- **Students are disappointed about the lack of advanced courses**

- “We don’t have AP or Honors classes.” – student



Stakeholder Feedback

Stakeholder ideas for improvement:

- Restore school supports that have been taken away
- Full time librarian wanted
- Connect with more community organizations
- Promote the school publicly to change negative image



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