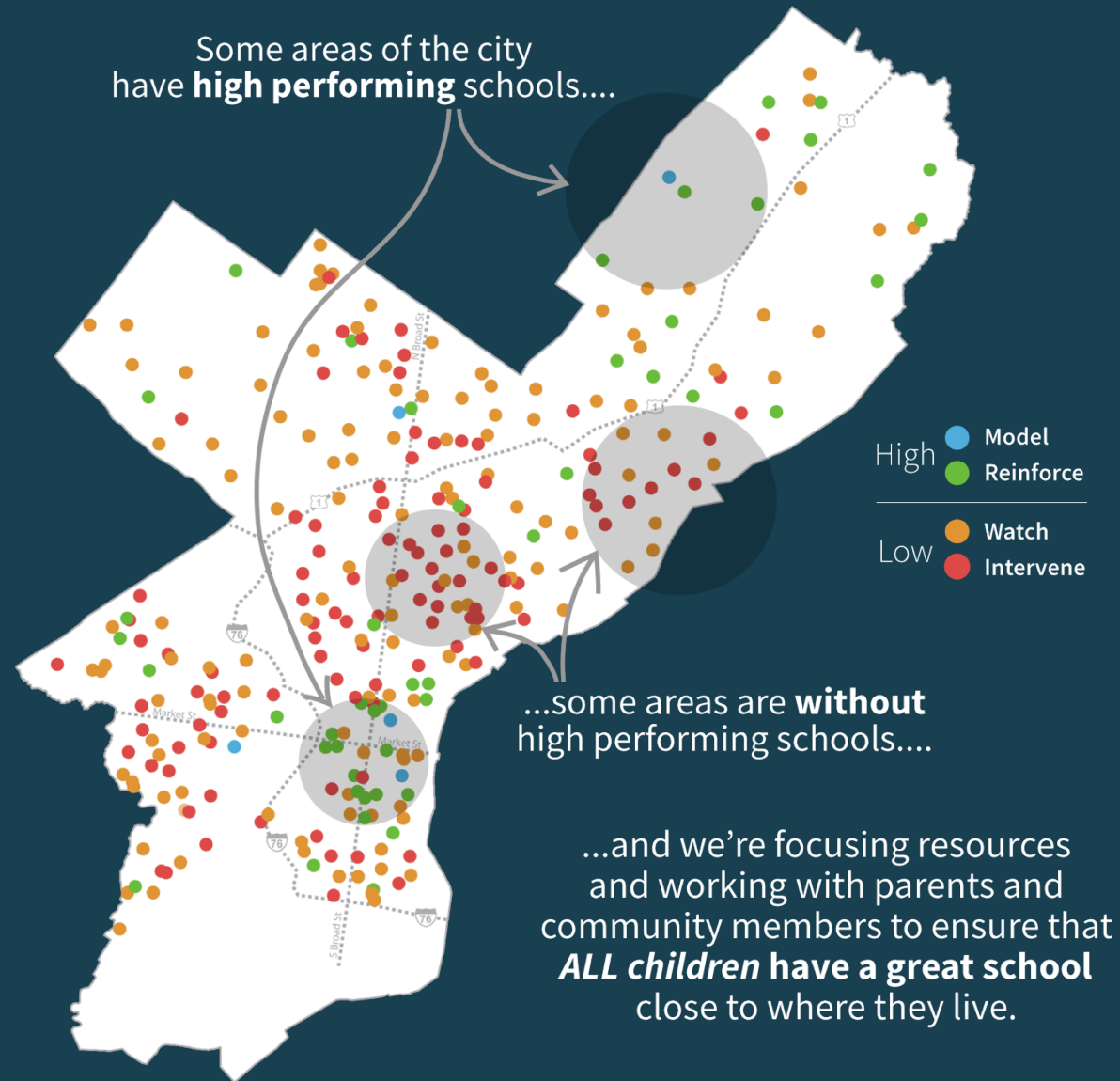


Feedback and Findings Meeting

Fels High School

December 6, 2016

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





Agenda

- Why We're Here
- School Quality Review Findings
- Stakeholder Feedback
- Additional Ideas
- Next Steps

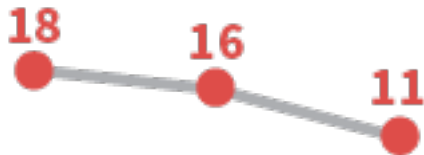


Why is my school being considered?

Fels High School

SPR

3-year SPR trend
2012-13 2013-14 2014-15



3-year SPR
average

15

Key Data

2014-15
Performance

Reading
Achievement*

16%

Math
Achievement*

4%

Attendance
≥ 95% days

14%

4

* School Year 2014-15 performance for achievement equals the school's first time pass rate for literature and algebra I keystone 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)



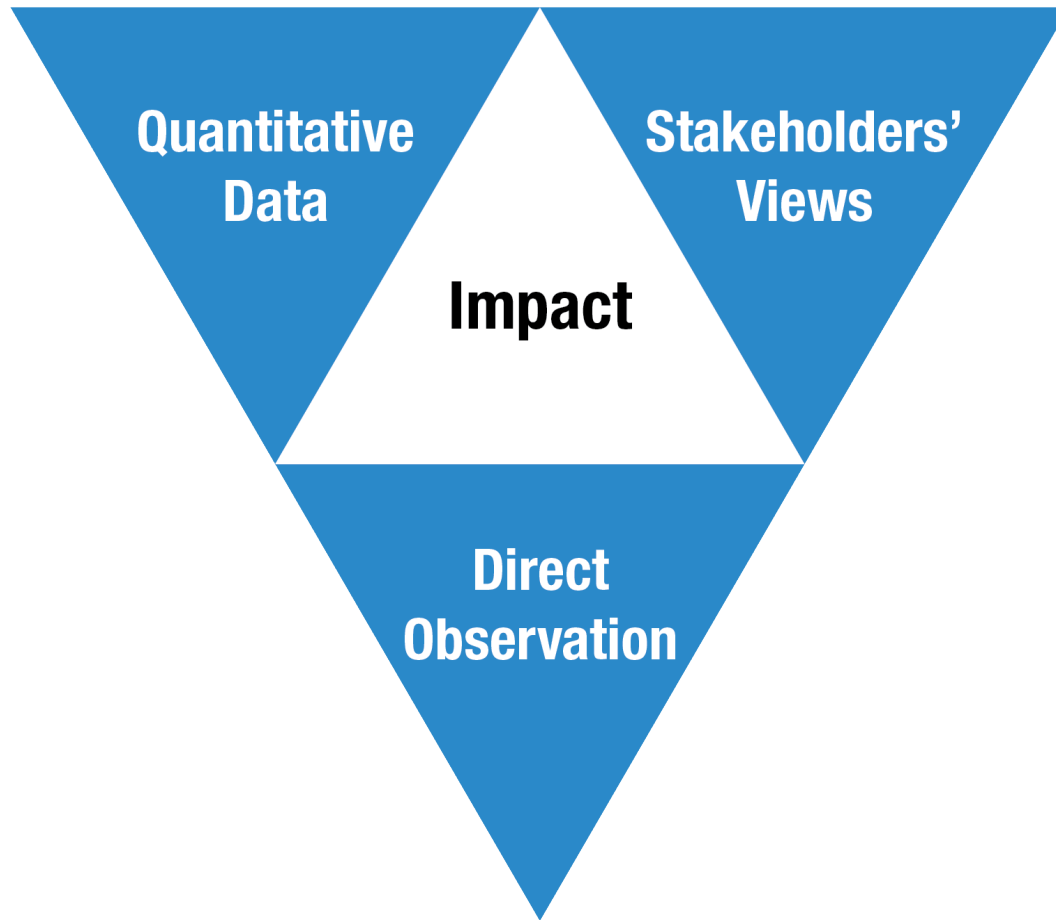
School Quality Review

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:

- **School leaders have established a school-wide discipline policy that has decreased off task and disruptive behavior**
 - Staff, parents, and students all agreed that the school environment is less disruptive than it has been in past years.

- **Technology is widely used**
 - A Smartboard or projector was being utilized in 16 of the 21 traditional classrooms observed and as a result, students were more engaged in their learning.

- **School-wide arts and sports programs increase student engagement**
 - Parents, students, and staff members all spoke to the increased level of school pride and student engagement that the Arts program has provided.
Many students and several families mentioned that the sports program was why they chose to attend Fels.



School Quality Review

Factors that limit learning:

- **There is a lack of rigor in most lessons**
 - Inconsistent use of data; inconsistent explaining of lesson objectives; high achievers are not challenged enough to ensure they are reaching their maximum potential.
 - “The work is too easy, except for some of the honors classes.” - student
- **School vision is not clearly communicated and understood**
 - Staff responses when asked about the vision included: “improve instruction, instructional coaching, raise Keystone scores”. But they were not sure about improvement targets or strategies and some stakeholders were completely unaware of any vision.



School Quality Review

Factors that limit learning:

- Teachers do not receive constructive feedback on lesson plans

→ Feedback from teachers was that school leaders do not regularly monitor their lesson plans and that any feedback they receive does not help them to improve their instructional planning and delivery.

- Communication with parents is not consistently effective

→ Feedback from parents included:

“The principal does his best to reach out to parents.”

“We made requests to meet with the principal and we were ignored.”

“Some teachers keep me informed but I usually have to initiate it.”



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 school is much safer. Violence has decreased.**
 - Parents and community members stated that the school is safer now than it has been in the past two years.
- **The arts program is dynamic**
 - A wide range of stakeholders, students, parents, and community members commented on the arts program, including dance, music, and choral instruction. Parents, students, and staff members all spoke to the increased level of school pride and student engagement in the program and that the band has won numerous awards.



Stakeholder Feedback

Things people like would like to change about the school:

- **Communication between the school and families is often limited**
 - Parent and community comments included:
 - “We receive emails and robo- calls, but often it is too late (to take action).”
 - “Teachers reach out when they encounter discipline issues with students. But we do not get the same level of communication about academics.”
 - “It’s very difficult to speak to anyone on the phone, especially first thing in the morning; you get put on hold.”
- **Negative behaviors are still present, but are getting better**
 - “Some teachers can’t control their classes” - parent
 - “The same kids keep disrupting class so the teachers spend their time trying to deal with them and then I don’t get to learn.” - student
 - Students and parents indicated that students do not always feel safe in the cafeteria. Inappropriate behaviors such as throwing food, milk cartons, running and occasional fighting deter some students from going to the cafeteria.



Stakeholder Feedback

Things people would like to change about the school:

- New families do not know how to get involved or access information
 - “The only way to access information is on the website” - parent
 - “Need an active Home and School Association.” - parent



Stakeholder Feedback

Stakeholder ideas for improvement:

- Use additional methods to ensure parents receive information and can get engaged
 - “All teachers to use text messages....all communications / newsletters in dual languages.” - parent
 - “School should be more open to community partners.” - parent
 - “We would like to know how we can help. We offered to volunteer in the after-school program and in the cafeteria and we were turned down.” - community member

- Host cultural programs
 - “I don’t see my culture represented here.” - student
 - “Host more community events and activities in the school building, once a month.” - parent
 - “Invite well-known public speakers and hold cultural activities.” - parent



Stakeholder Feedback

Stakeholder ideas for improvement:

- List resources for help with subjects on the school website
 - Suggestions for information to be included on the website: how to access tutoring for their child, and helpful websites that could help students with homework problems.
- Provide parents with specific information about students' academic needs so they can help
 - “Some teachers keep us regularly informed on academic progress and how we can help.”
- parent
 - “All teachers should keep portal up to date and not wait until the end of the grading period and then rush to put in the grades” - student



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