



Feedback and Findings Meeting

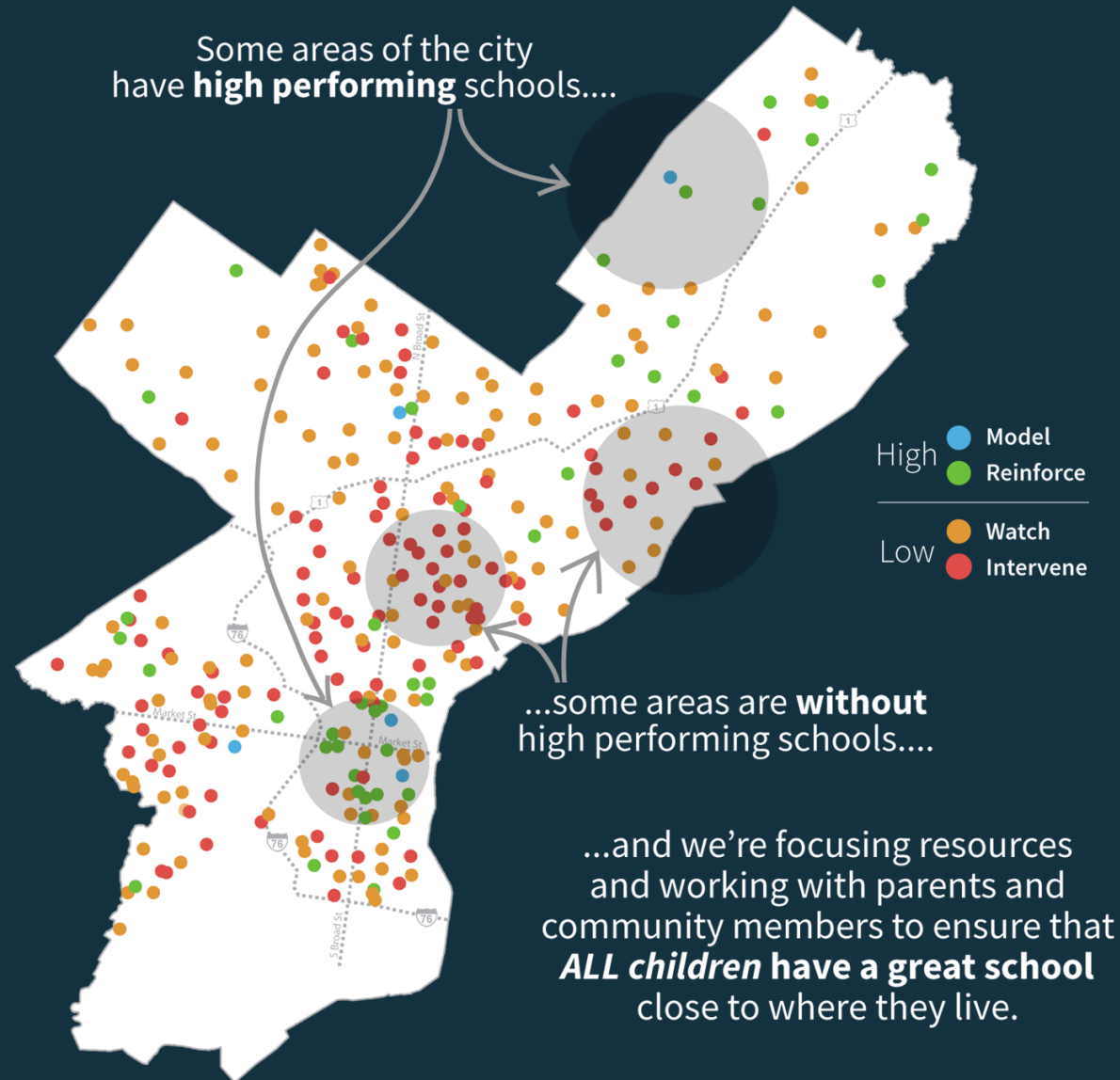
Feltonville School of Arts and Sciences

November 20, 2017



THE SCHOOL DISTRICT OF
PHILADELPHIA

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





Agenda

- Why We're Here
- Feedback and Findings
- Questions
- Additional Ideas
- Next Steps



Why is my school being considered?

Feltonville School of Arts and Sciences

SPR

3-year SPR trend

2013-14 2014-15 2015-16



3-year SPR average

11.7

Key Data

2015-16 Performance

Reading Achievement*

20%

Math Achievement*

6%

Attendance^

34%

* School Year 2015-16 performance for achievement equals the percentage of students scoring proficient or advanced on the English language arts and math PSSA exams. ^Attendance equals the percentage of students attending school 95% or more of school days.



Important Notes

- Becoming a charter school is not an option in this process
- Closure is not an option in this process.



Overview of Main Findings from School Quality Review

Strengths

- Clear and shared vision
- Consistent instructional monitoring and feedback
- Welcoming environment
- Use of data
- Use of technology

Growth Areas

- Challenging instruction
- Daily formative assessment
- Clear discipline policy
- Differentiation in instruction

Please record feedback on the cards you were given:

- 1) Which findings and feedback matched your experience, and which ones surprised you?
- 2) What else do you think would help improve students' academic performance?
- 3) What are other ways in which the school could involve parents and the community?



Overview of Main Findings from parents and community members

Strengths

- School climate
- Discipline and safety
- Communication with families
- Principal
- Teachers

Growth Areas

- Academics
- Technology
- Staff diversity
- Resources
- Safety around school

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School Quality Review

Purpose:

Identify main factors that support learning or limit learning

Process:

- 2 day site visit
- 15-20 classroom observations
- Meetings with the school leader
- Student, staff, parent focus groups
- Staff survey



Stakeholder Feedback

Forums and participants

In addition to the School Quality Review focus groups led by Cambridge, Temple facilitated:

Kickoff meeting

Community input and ideas meeting

Three parent/family focus groups

135 Parents, students, family members

44 Staff members

31 Community members



Feedback and Findings

Please record feedback on the cards you were given:

- 1) What did or didn't surprise you?
- 2) What else would help students?
- 3) How else can we involve families?

Strengths:

- All staff members have created an environment where all students feel welcomed and embraced through culturally relevant supports and opportunities to express their diversity
 - a. Teachers in focus groups spoke to the positive culture that exists in the building. Teachers mentioned that they consistently work to support each other with school-wide academic and social initiatives.
 - b. Parents in focus groups stated that teachers often reach out to them with positive phone calls and that teachers work hard to support their children



Feedback and Findings

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Strengths:

- Parents see the school as a caring place where students and their families are welcomed, known, and respected.

"It's so much love and compassion, and they really care. Like these are their own children." -- parent

"There are staff members in this corner when the kids are coming in or out. Basically at dismissal there are more staff outside and they get involved and they sometimes even walk them like half a block like when they see any trouble." -- parent

"I feel welcomed when I first came to this school [by] everyone from the secretary to the staff. Everybody is respectful and I feel at home." -- parent

- Parents appreciate how the school addresses discipline and other issues-- both in terms of speed and general approach.

"It's like they're trying to help the children so they won't continue to be like that. Like get to the root of the problem basically, it's not just oh, you know what, you cussed in class we're going to suspend you.... They want to know what's causing this and how can we fix it and how can we make it better so we can make this a better child growing up in the community." -- parent



Feedback and Findings

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Strengths:

- Parents believe the school, especially the principal, goes above and beyond in communicating to families.

“We get calls every Friday like in Spanish and English, so whenever, any kind of language, letting me know, ‘look it's Friday, have a safe weekend, I hope everything is fine.’ And then on Sunday we get another phone call, a message saying, ‘look, don't forget that tomorrow is Monday and you have to send your kids in uniform and don't forget that we need to keep our average up for absences.’” -- parent

“The teachers are very open, they always have a line of communication open.... They let parents be aware, if you're not getting a memo you're getting a call, but you're always informed of what's going on in the school....You're always able to talk to somebody to address your needs or issues.” -- parent

- Parents are very enthusiastic about the principal, seeing him as caring, responsive, skillful, and hardworking.

“He's a very good leader. This is why I've been saying and I continue to say ... He cares for the children academically, socially, and [their] safety.” -- parent

“Another thing I noticed of him: I don't know how he does it, but he knows every student's name. “ -- parent



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Strengths:

- The school leader has developed and communicated a clear strategic vision for the school and is committed to the academic and social success of all students.
 - a. The principal clearly outlined his five-year plan to get the school from “red to green” by the 2018-19 school year.
 - b. Teachers in both focus groups spoke about the school plan and could articulate the goals for this school year.
- The school leader monitors the effectiveness of learning and teaching through frequent observations and effective feedback.
 - a. Every teacher in the building had been observed and provided with constructive feedback at least once before the review. The principal oversees a staff of 42 teachers.
 - b. In both focus groups, every teacher reported that they had received feedback on their lesson plans from the principal, electronically.



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Strengths:

- Parents are also enthusiastic about the teachers, describing them as hardworking, caring, willing to provide extra academic and emotional support, and connected to their students.

"I feel like the teachers are doing everything in their power to help the students." -- parent

"What I like about the teacher is they are always willing to help the students. Willing to stay after school. I like that." -- parent

"This is the first year for my child. I've had some problem with English, I'm not able to help him with his homework very much. She liked that the, that the math teacher actually called her to talk a little bit about the maps and to go over a little bit so she appreciated that." -- parent



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Strengths:

- The school leader and teaching staff collect and analyze data and develop strategic steps to positively impact attendance, student behavior and academic achievement.
 - a. Teachers use this data to group students by achievement level and engage in three to four weeks of targeted instruction.
 - b. The school has displayed consistent, incremental growth on the district-wide assessments since implementing the six-week, in-school, assessment cycle.



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Strengths:

- The school has increased and effectively integrated technology throughout the building to enhance instruction and increase student engagement.
 - a. The principal has trained all teachers in the use of the ZipGrade app which is used to assess hundreds of multiple choice documents in less than a minute's time.
 - b. Computer-based programs like Achieve 3000, Imagine Math, and Active Expressions are used to support students in their learning. Teachers reported that they use data to determine which students should use these online programs for support. Students in focus groups shared that Achieve 3000 helps them in reading and math.



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Challenges:

- A number of parents expressed concerns about technology, namely the expectation that all children would be able to access it for their homework.

"They should have more access like to internet or laptop due to now everything is Google, everything is online. I had to purchase one. Not everybody can purchase one. But whoever doesn't, let them have access, take them home from school, or something.... I think that would improve them... because some of the are not doing it because of that." -- parent

"Yeah that's another thing. Not all parents, you know... their situations at home, some of them don't even have internet. Some of them don't have laptops. Some of them do have phones, but it's not the same on the phone." -- parent



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Challenges:

- Teachers do not consistently apply questioning and discussion strategies to check for understanding and to promote higher order thinking.
 - a. In 15 out of 18 classrooms observed, teachers' questions were not prompting higher-level thinking. In these classes, the questions were predominantly on the recall level.
 - b. In 16 of the 18 classes, students were not asked questions that required them to apply previously-learned knowledge, construct new thinking, or analyze an issue.
 - c. In student focus groups, only five of the 25 students interviewed believed that they were being challenged in their classroom instruction.
- There is little evidence of daily formative assessment and analysis of student work.
 - a. Reviewers witnessed only one daily exit ticket (formative assessment) in the 18 classes visited.
 - b. Teachers in both focus groups stated that they do not consistently require daily formative assessments at the conclusion of each lesson.



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Challenges:

- While many parents believed their children were getting a good education, they wanted teachers to push them more.

"The only thing that I feel is that the curriculums could be just a little harder." -- parent

"I think that they should push them a little bit more. Some of them get it like this. They just need to get pushed because it will mean so much for them later on. If they are getting bombarded with stuff ... sure they might have a lot of homework or they might be struggling but at least they will get it. I don't think they should be scared to push our kids." -- parent

- At the same time, parents worried that children who needed extra help were not getting enough targeted support, especially those who were learning English.

"Because there is not much help here from the teachers for Hispanics. It is my son's second year here. Sometimes he has homework and I ask him and, 'I don't know.' He doesn't understand anything." -- parent



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Challenges:

- Although the principal has created policies and practices that enable the school to run smoothly and provide a climate that supports learning, there is no clear discipline policy.
 - a. There is currently a dean of discipline for each grade but each dean addresses concerns in their own manner.
 - b. There is a reflection room used for students who are disrupting the learning environment, but teachers in focus groups shared that there is no clearly-defined policy for sending students to the room or sending them back to class.

- Differentiation in instruction was not observed in most classes.
 - a. Of the 18 classes observed, 14 classes consisted of the whole class engaged in the same activity.
 - b. Students in focus groups disclosed that they all receive the same classwork



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Challenges:

- Parents expressed frustration with the lack of resources at the school, especially when it came to instructional materials and school supplies.

"It's not the things that they ask for, it's just the books that they need to do the homework. They don't have it. They don't have it up, so the teachers have to make a copy of the only book that they have....Make a copy, and then give it to the rest of the kids. I don't think that's fair. That's why we have to buy the copy paper, because they don't have it.... I'm saying that the district should be the one providing the tools, or the supplies...." -- parent

"Why are the parents always supplying all this other stuff? Like, I understand, parents, yeah, we need to buy books. I mean notebooks and pens and pencils. But it's like all this other stuff is coming extra." -- parent

"I found myself spending \$200 at Staples!" -- parent

- While parents appreciated the staff's effort to keep the children safe at dismissal, they still worried about traffic near the school and fights in the neighborhood.



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Challenges:

- Parents were concerned that so few staff-members were Latino and/or Spanish speakers

“And something that I've always felt in this school is that we need more Latino teachers. Because I say that the students feel more comfortable with teachers they can communicate with in their language. Especially students who are new arrivals from other countries. “ -- parent



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Suggestions:

- Hire more Latino and Spanish-speaking staff members.
- The SGS process should be transparent, supportive, and provide needed resources.
- Increase communication with parents about children's academic progress.
- Provide more supports for parents around technology, homework, and other issues.
- Provide more academic supports, such as tutoring, for children who need it.
- Provide more supports for English Language Learners.



Questions

10-15 mins

Norms for questions:

- 1) Ask questions that benefit the whole group (we are happy to address individual questions after the session).
- 2) Please be mindful of your talk time so that all voices can be heard.
- 3) Please be respectful of differences of opinion.



Additional Ideas

Other Feedback:

1. Which findings and feedback matched your experience, and which ones surprised you?
1. What else do you think would help improve students' academic performance?
1. What are other ways in which the school could involve parents and the community?

When prompted, please move to the charts to provide your feedback using the cards that were handed out.



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)

**January -
February**

**Recommendations for improvement
shared with community**

philasd.org/greatschools/investmentsandinterventions