CAMBRIDGE EDUCATION

Client name	School District of Philadelphia
School name	Feltonville School of Arts and Sciences
Principal name	John Piniat
Review date(s)	October 12th & 13th, 2017
Lead reviewer	Chris Finn
Team reviewer(s)	Mark Clarke

School Quality Review Report
School District of Philadelphia

Feltonville School of Arts and Sciences

November 10, 2017

Contents

1   The School Context

1.1   Introduction

In October 2017, Cambridge Education was awarded a contract against RFP-499 to provide School Quality Reviews (SQRs) to six School District of Philadelphia (SDP) schools. The SQR program includes the following:

- a School Quality Review (SQR) orientation for principals
- a two-day SQR for each school
- a meta-analysis report of the school findings

The SQR report contained herein was prepared by the Lead Reviewer based on the evidence collected and the assessment made by the full SQR team (Lead Reviewer, Team Member Reviewer). Evidence was collected via classroom observations, interviews with the administration, and focus groups with students, teachers, parents, and other stakeholders.

1.2   Background information about the School

2015-2016 School Progress Report for Feltonville School of Arts & Sciences

School performance

Overall: 13% Intervene (increase from 11% in 2013-2014, and 11% in 2014-2015); City Rank-28th out of 37; Peer Rank-10th out of 14

Achievement: 1% Intervene (decrease from 13% in 2013-2014, and from 1% in 2014-2015); City Rank-28th out of 37; Peer Rank-10th out of 14

The Achievement domain measures performance on standardized assessments, including PSSA, Keystone Exams, ACCESS for ELLs, and reading assessments.

Progress: 7% Intervene (increase from 5% in 2013-2014, and equal to 7% in 2014-2015); City Rank-26th out of 34;
Peer Rank-9th out of 12

The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).

Climate: 32% Watch (increase from 19% in 2013-2014 and 25% in 2014-2015); City Rank-28th out of 36; Peer Rank-10th out of 14

The Climate domain measures school climate and student and parent/guardian engagement.

Comprehensive plan

The principal shared a detailed plan to move the school from "red to green" over five years. The plan outlines systems to decrease school suspensions and increase attendance and academic outcomes for all students. The school is in the third year of this plan and they have shown growth in all the aforementioned areas. The instructional foci for this school year include; continued use of data to inform instruction, increasing the level of differentiation in lesson planning and enhancing the rigor of questioning during instruction. There is also an initiative underway to make classroom instruction more student-centered across all grade levels.

Other contextual factors

The student population is very culturally and economically diverse and the school leadership is working on strategies to meet the needs of all of the families they serve. Some of these initiatives include; growing the Parent Advisory Council (PAC), providing translation services in multiple languages and offering after-school technology support for parents.

The principal is in his third year of leadership at Feltonville School of Arts & Sciences and an Assistant Principal was recently appointed to the school to share leadership responsibilities.

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1.3   School demographic and performance data

Feltonville School of Arts & Sciences
At a glance

Enrollment

Year	Enrollment
2013-14	595
2014-15	545
2015-16	519
2016-17	556
2017-18	574
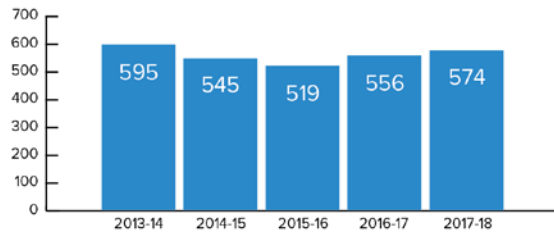
Race/Ethnicity Breakdown

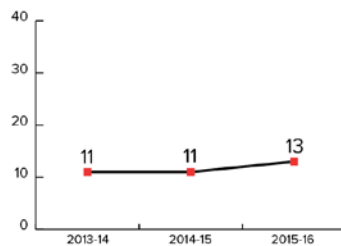|	
Black	23%
Hispanic	63%
White	3%
Multi-Racial	6%
Other	5%
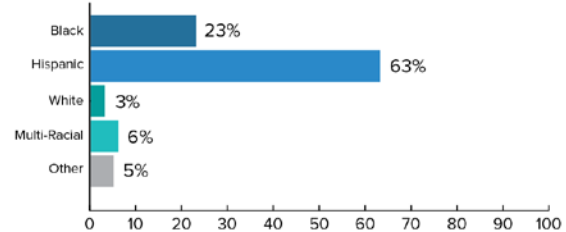
Students living in this catchment area choose to go to:

- Feltonville Arts and Sciences (63%)
- Esperanza Charter School (12%)
- Anonia Pantoja Charter School (4%)
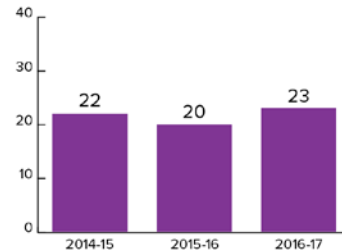- De Hostos Charter School (3%)

Students attending this school come from the following catchments:

- Feltonville Arts and Sciences (91%)
- Clemente (1%)
- Olney Elementary (1%)
- Universal @ Creighton (1%)

3-Year SPR Trend

Year	
2013-14	11
2014-15	11
2015-16	13

ELA Achievement

Year	
2014-15	22
2015-16	20
2016-17	23

Math Achievement

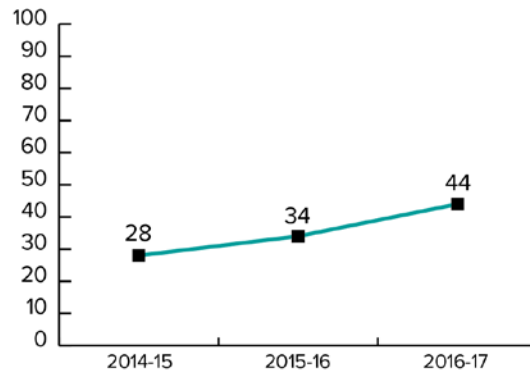| Year	
2014-15	5
2015-16	6
2016-17	9
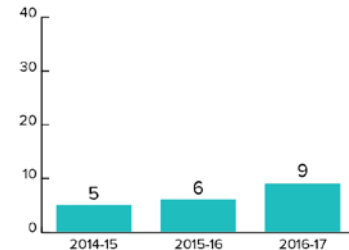
% students scoring proficient or advanced on state tests (PSSA and/or Keystones)

Attendance
% of students attending 95% or more of school days

Year	
2014-15	28
2015-16	34
2016-17	44

Suspensions
% of students receiving zero suspensions

Year	
2014-15	75
2015-16	84
2016-17	90

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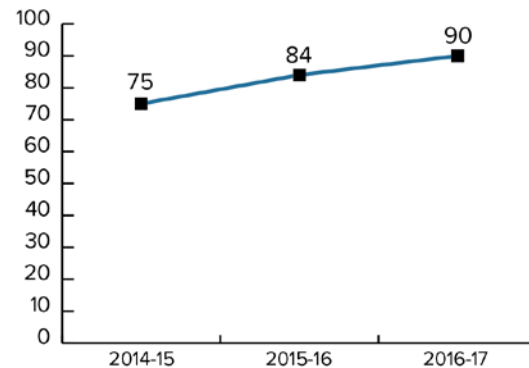
2   SQR Process and Details

2.1   Background on the SQR process

Meeting with the Principal

The SQR team consisted of two members – Chris Finn, lead reviewer and Mark Clarke, team reviewer. The SQR team began the process with a one and one-half hour meeting with the school principal. The principal provided background information on his history with the school, its current strengths and challenges, and the school's priorities for this year.

The principal shared the following priorities for the school: data collection and analysis, increasing the rigor of instruction and transitioning from teacher-led instruction to student-led instruction. To support these priorities, the school has a five-year plan to increase student achievement.

The school has trained all teachers to utilize the ZipGrade app, which shortens the length of time needed to assess student exams. This provides teachers with more time to use the data to inform their instruction.

Additionally, the principal developed a six-week interim assessment cycle that the teachers and students engage in with fidelity. This provides teachers four weeks' time to analyze assessment data and use it to engage in targeted instruction prior to the district exams.

Classroom visits

The SQR team visited 18 classrooms over two days. The average classroom visit was 18 minutes, with a maximum of 22 minutes and a minimum of 9 minutes. Two of the 18 visits were less than 15 minutes due to the fact that classes were transitioning (9 -minute visit and 10-minute visit).

The team observed lessons in English language arts, math, social studies, science, special education (autistic support), and enrichment. The team also observed 20 minutes of the school's after school program. The team visited classrooms in all grade levels.

Classrooms visited had an average of 20 students, with a maximum of 28 students and minimum of 16 students, not including the two autistic support classes, one of which had eight students and five adults while the other had three students and three adults. The ELL class had eight students and one adult.

Focus groups

The team conducted two student focus groups, two staff focus groups, and one parent focus group. The student focus groups consisted of a group of 16 students and a group of nine students, all of whom were chosen by the principal and/or the deans. The staff focus groups consisted of 15 teachers, across all content areas and grade levels, one dean and the School Based Teacher Leader (SBTL). All participating staff members were chosen by the principal.

The parent focus group included 14 parents who had students in grades six, seven, and eight. All school parents were invited to be a part of the focus group through flyers, emails, and robocalls.

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3   SQR Main Findings

In this section of the report, the SQR team provides an overview of the factors that are most significantly supporting and limiting effective student learning. (Please see the sections that follow for more details and descriptions of the evidence for each finding).

3.1   Factors that support effective student learning:

i.   The school leader monitors the effectiveness of learning and teaching through frequent observations and effective feedback. *(Domain 3, P. 9)*

ii.   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. *(Domain 3 P. 11)*

iii.   The school leader and teaching staff collect and analyze data and develop strategic measures to positively impact attendance, student behavior and academic achievement. *(Domain 1, P. 5)*

iv.   The school has increased and effectively integrated technology throughout the building to enhance instruction and increase student engagement. *(Domain 1, P. 6)*

v.   All staff members have created an environment where all students feel welcomed and embraced through culturally relevant supports and opportunities to express their diversity. *(Domain 4, P. 13)*

3.2   Factors that limit effective student learning:

i.   The level of instructional challenge is inconsistent across subject areas and grade levels, as evidenced by;
   a)   Teachers' use of effective questioning and discussion strategies was inconsistent throughout the building. We witnessed exclusive use of average and/or low-level questioning in 14 of 18 classes visited.
   b)   Differentiation in instruction was insufficient in most classes, as students were not being met on their individual level of academic challenge. Students shared that they are receiving the same work during classroom instruction and 5 out of 25 students shared that Math was challenging and 0 out of 25 said that ELA, Science and Social was challenging. *(Domain 1, P. 7)*

ii.   Although the school has a robust assessment cycle that is aligned to the district benchmarks, reviewers did not find evidence of daily assessment and analysis of student work that would ensure the creation of individual improvement goals and the setting of differentiated groupings on a daily basis*. (Domain 1, P. 7)*

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4 Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the SQR. The judgments have been broken down into Factors that Support Effective Student Learning and Factors that Limit Effective Student Learning.

4.1 Domain 1: Quality of Learning & Teaching

Quality of Learning & Teaching requires support in targeted areas

Factors that support effective student learning:

i. Teachers make use of data from the six-week, school-wide assessment cycle to better prepare students for the ten-week, district-wide interim assessments.
   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.

The in-school interim assessment cycle is implemented with fidelity across all grade levels and content areas. As a result, teachers have a four-week window where they group students and deliver corrective instruction to better prepare students for the district-wide interim assessments. The school could enhance this process by ensuring that the interim assessments mirror the rigor of the district exams, in order to build student stamina. The school could also increase its collection and analysis of data from daily formative assessments, which would give them daily feedback on which students mastered the skill for the day. With this information they could further tailor their daily instruction to better meet the academic needs of all students.

ii. Teachers use their knowledge and understanding of the subject-area content to plan lessons that are aligned with state standards and motivate students in their learning.
   a) Students in 13 of 18 classrooms visited were deeply engaged in the learning as evidenced by their level of participation.

Most teachers in the building plan and deliver engaging lessons for students. 15 of the 25 students in focus groups shared that they enjoy the lessons that their teachers provide for them and they are motivated to learn. The school is doing excellent work in this area, and could build on this even further by allowing those few teachers who are not as advanced in planning engaging lessons to observe and co-plan with their distinguished colleagues.

iii. Teachers manage student behavior effectively and support the social and emotional learning needs of their students. During classroom visits, the clear majority of students remained on-task for the entire time the reviewers were in the classroom. Most in-class transitions were completed in a swift and orderly fashion.
   a) There were only three disruptive incidents witnessed during classroom observations.
   b) Although the school does not currently have a detailed discipline policy, the deans work together with teachers to maintain order throughout the building.
   c) Reviewers observed 7 out of the 10 hallway transitions that were quiet and orderly.

Students who display behaviors that disrupt the learning environment are removed and taken to the reflection room. The reflection room is used for students to think and write about their disruptive behaviors. Students usually spend less than one period in the reflection room before returning to class. The discipline policy could be enhanced by clearly outlining the policies and procedures concerning the removal of students for disruptive behavior and the procedure for students returning to class from the

reflection room.

    iv.   Teachers provide students with some opportunities to work collaboratively in groups. This routine builds students' abilities to discuss learning with peers and work on problem solving skills.
           a)   Student grouping was witnessed in 9 of the 18 classrooms visited.

Students working in groups have a greater opportunity to discuss their learning. In some of the instructional grouping witnessed, students were working with each other to solve problems and moving to different stations in the classroom to discuss questions based on the lesson. In one science class, students discussed the findings from their "Bottle-flip" lab and analyzed why one flip technique might work better than another. In another class, students moved around the room to different signs that noted if they "agreed or disagreed" with statements concerning the content and when they joined their group they discussed why they chose each answer. Given that a significant number of teachers are effectively using collaborative group work, the school can build on this foundation to develop an instructional culture in which all staff members provide frequent time for student collaboration and conversation.

    v.   Teachers incorporate technology into their lessons, and teachers reported that the level of student engagement has increased as the infusion of technology in their instruction has increased.
           a)   Technology was integrated into the instruction in 10 of the 18 classes visited.
           b)   Every floor in the building has a Chrome Book computer cart that can be used by classrooms.
           c)   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.
           d)   Computer-based programs like Achieve 3000, Imagine Math, and Active Expressions are used to support students in their learning. Eight teachers reported that they use data to determine which students should use these online programs for support. Nine students in focus groups shared that Achieve 3000 helps them in reading and math.

Technology is incorporated into instruction throughout the building. The principal mentioned, "We are almost at a one-to-one ratio with students to laptops in the building." Many teachers mentioned that the ZipGrade app provides them greater time to use the collected data to inform their future instruction. The school is also working on the implementation of a VR (Virtual Reality) lab in the school with assistance from a Neubauer Foundation grant. The VR lab is designed to support student learning by increasing their engagement in science and providing them with opportunities to engage in experiential learning inside of the building. The school has a strong foundation of technology, and could continue to improve the impact of technology by investing in additional devices so that students can have access to devices and content at home. In addition, the school could examine further ways to bring online tutorial services to students who are struggling academically and include more technology to support ESOL students.

    vi.   Learning objectives are clearly posted in most classrooms. This procedure provides students with clear directions towards mastering the learning target for the day.
           a)   In 11 out of 18 classrooms visited, lesson objectives were clearly posted.
           b)   In 7 of 18 classes visited, the lesson objectives were in direct alignment with what was being taught in the classroom.
           c)   Reviewers witnessed the learning objective being referenced by the teacher in 2 of the 18 classes visited.

The posting of learning objectives ensures that students, teachers, and visitors are aware of what is to be learned in the lesson. The school can continue to improve the impact of this practice by ensuring that teachers maintain the alignment between their instruction and the learning objective and by referencing the learning objective during instruction and again at the end of lessons. The instructional leaders in the building could facilitate learning walks, where they maintain an acute focus on the development and consistent use of learning objectives during classroom instruction. While the school has done well to

establish the practice of consistently posting objectives, the impact on student learning will be greater when teachers are also developing daily, directly aligned formative assessments for each skill being taught. Teachers could join these learning walks and visit classrooms of teachers who facilitate this process in an exemplary manner.

Factors that limit effective student learning:

i.   Although the school has a robust assessment cycle that is aligned to the district benchmarks, there is little to no evidence of daily assessment and analysis of student work that would ensure the creation of individual improvement goals and the setting of differentiated groupings.
   a) Reviewers witnessed only one example of a daily formative assessment – an exit ticket - in the 18 classes visited.
   b) Teachers in both focus groups stated that they do not consistently require daily assessments at the conclusion of each lesson.

While the school has developed consistent data collection from the six-week interim assessment cycle, teachers are not consistently collecting daily assessment data. This would provide teachers with further data to tailor instruction to individual student needs on a daily basis. Teachers could enhance this process by providing students with meaningful feedback on the classwork and daily assessments that they have recently completed. This feedback could include noticing what students have done well and next steps to improve in areas of challenge.

ii. Teachers do not consistently apply questioning and discussion strategies that promote student critical thinking.
   a) In 15 out of 18 classrooms observed, none of the teachers' questions prompted higher-level thinking. In these classes, the questions were predominantly on the recall level. Some example questions of this type observed by reviewers included, "What state is this?"; "What landform do you see on the map?"; "What did the character do to help her friend?" In these classes, during the entirety of the reviewers stay, no students were asked questions that required them to apply previously-learned knowledge, construct new thinking, or analyze an issue. It should be noted that in two classrooms, reviewers did witness the teacher asking questions that required critical thinking and problem solving Some examples of these questions; "What strategies did you use to solve this problem?", "Can you support that theory with some textual evidence?",

The lack of higher-order questioning during instruction will not push students to think critically or solve complex problems, nor will this practice support students' abilities to respond appropriately on short-answer questions during the state exams. This lack of rigor will not effectively challenge students and they will not be prepared for high school and college. The principal recognizes this as an issue. When interviewed, he mentioned, "We're not at a 'four' in this area, yet. We are working on implementing the 'Total Participation Techniques' program that will lead to less teacher talk and more student voice during instruction." Teacher training in the area of questioning could support teachers in enhancing the rigor of their instruction. Teachers could begin by adding three to four higher order thinking questions into every lesson to push student thinking and enhancing their instructional delivery to include more student-led discussion and greater opportunities for critical-thinking and debate.

iii. Most classes did not demonstrate evidence of differentiation in instruction, as students were not being met on their individual level.
   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.
   c) In student focus groups, only 5 out of 25 students shared that math classwork is a challenge for them, and no students reported that ELA, science, and social studies work is challenging.

Instruction across the building is not consistently differentiated to meet students at their individual academic levels. In focus groups, five students shared that math work was too challenging and no students stated that they were challenged in any other subject area. The lack of differentiation means that students performing at lower achievement levels are not provided with appropriate entry points, and students at higher achievement levels are not provided the level of challenge they need to be successful. The principal mentioned that this is an area he is, "constantly working on", by sharing this type of feedback when he meets with teachers. He stated; "I am always pushing for more student groups that are created from the data." The staff could benefit from a school-wide professional learning session on differentiation. Teachers could further clarify their understanding of differentiation and enhance their lesson plans by designing these opportunities prior to instruction. Continuing to group students by academic level and creating tiered resources for each group could work to increase student learning.

4.2   Domain 2: Curriculum & Assessment

Curriculum & Assessment requires support in targeted areas

Factors that support effective student learning:

i.   School leaders and teachers align school curriculum to state and district standards.
   a) The school principal diligently monitors classroom instruction to ensure that teachers follow the district-provided scope and sequence.
   b) Teachers in both focus groups mentioned that they are using the district provided curriculum with fidelity.
   c) The district-provided curriculum was being implemented in most of the classrooms visited by the reviewers. Reviewers witnessed evidence of the district-provided curriculum in 10 of the classes observed.

The school could continue to engage in their in-school assessment cycle and research further resources that would support them in collecting daily assessment data that would enhance their ability to meet students on their own independent academic levels.

ii.   The curriculum is supported by periodic common assessments that are aligned to district assessments. Teachers use the results to identify student-learning needs and leadership uses the data to inform decisions.
   a) The principal clearly articulated the purpose for the six-week, in-school, interim assessment cycle.
   b) Teachers in both focus groups were well-versed in explaining the six-week, in-school, assessment cycle and how they use this data to better prepare students for the district-wide assessments.
   c) Students in both focus groups explained the interim assessment cycle and how it's used to better prepare them for the district and state exams.

The school is deeply committed to their interim assessment cycle and all stakeholders could speak to its procedures and goals. The principal mentioned that he developed this system to increase student learning. Although they have seen steady, incremental growth on the district-wide assessments, he was still looking for ways that they could see greater improvement in student results. When looking at the students that scored at least 50% on each of the three benchmarks for math and literacy, there was a 34% increase in students reaching this mark in math and a 42% increase in students reaching this mark in literacy. This translated to a 3-percentage point growth on the literacy PSSA and a 4-percentage point growth on the math PSSA. The principal also shared; "We are working to improve our performance in math. Our new teachers will receive EdConnective coaching to support their instructional skills on an 8-week cycle beginning in November." It is very imperative that the school has a robust assessment system that provides detailed, actionable, and normed data on all students' achievement levels and areas for growth.

iii. There is currently one group, the Episcopal Community Service Group, that provides students with a recreation period and assistance with homework after school.
  a) Reviewers met with the program leads for the Episcopal Community Service Group that provides after-school support for students. Reviewers counted 24 students in the program that day, who were engaged in an art activity around 3:45 pm.
  b) Four students in a focus group shared that they would attend the after-school program once their volleyball season concluded.

The leads for the after-school program said that they currently have 30-35 students who consistently attend the after-school program and receive assistance with their homework, although they have the capacity to serve 100. There are sports programs after school that students are engaged in that prevent them from consistently attending this program. Increasing the number of students in this program could help support students who are struggling with homework after school. The school could work to target students who would benefit from this extended day support and reach out to their parents to garner support in having them attend. This could work as a strategic academic support for students who are struggling in specific academic areas.

Factors that limit effective student learning:

i. The curriculum is not being taught with the sufficient level of rigor to challenge all students on their individual academic levels as evidenced by:
  a) Collaborative group work was witnessed in 9 of 18 classes visited.
  b) Higher order thinking was being applied with students in 3 of 18 classes visited.
  c) Differentiated instruction was witnessed in 4 of 18 classes visited.
  d) In student focus groups, 5 of the 25 students believed that they were being challenged in their classroom instruction.
  (see "Factors that limit…" Domain 1)

4.3   Domain 3: Instructional Coaching, Management, and Accountability

Instructional Leadership is Established

Factors that support effective student learning:

i. The school leader monitors the effectiveness of learning and teaching through frequent observations of lessons, regular analysis of student work, and systematic review of planning. He provides teachers with frequent, constructive feedback, sets performance goals for them, and consistently monitors the quality of their professional performance**.**
  a) The principal meets and exceeds the number of district required daily classroom observations.
  b) 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.
  c) In both focus groups, every teacher reported that they had received feedback on their lesson plans from the principal, electronically.
  d) All students in focus groups recounted classrooms visits by the principal, and that he observed instruction while taking notes on his laptop.

The principal is consistently in classrooms and has already exceeded the number of teacher observations that are required by the district. Teachers in both focus groups stated that they had received constructive feedback from the principal on both their classroom instruction and lesson plans. Students in both focus groups agreed that the principal was consistently visible in their classrooms and he would often ask them about what they were learning. The principal could enhance his level of feedback to teachers to ensure that lesson plans include higher order thinking questions, that learning objectives consistently match the

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lesson being taught and that teachers are effectively using data to group their students for differentiated instruction.

    ii.   The school leader collects and analyzes a wide range of data to assess the impact on student outcomes. He takes appropriate actions to ensure that all students make progress in each class, grade, and subject, and is committed to closing achievement gaps**.**

        a)   The principal consistently collects data concerning student achievement, attendance, and suspensions. He uses this data to set weekly, monthly, and yearly goals for improvement.

        b)   The principal shared current data in all of the aforementioned areas and discussed the periodic benchmark and yearly goals for each. Student achievement has consistently improved each year, but the school has not met all of the benchmark goals as prescribed by the district.

The principal routinely collects and analyses data to craft proficiency goals for the school. There are goals posted in his office, the conference room, in classrooms, and throughout the school. He speaks clearly as to how this data is collected and used to create goals for teachers, students, and himself. Although the principal has outlined a plan for achievement, the school has not yet made the academic improvement that he is working towards. The principal stated; "I'm constantly trying to determine why we haven't reached all of our academic goals and looking for ways to adjust our processes to increase student achievement."

Factors that limit effective student learning:

    i.   Despite consistent and actionable feedback from school leaders on lesson plans and instructional practice, this feedback is not yet producing consistent implementation of challenging instruction in classrooms.

        a)   In 15 out of 18 classrooms observed, teachers' questions were not prompting higher-level thinking.

        b)   Differentiated instruction was witnessed in 4 of 18 classes visited.

        c)   In 7 of 18 classes visited, the lesson objectives were in direct alignment with what was being taught in the classroom.

Although the principal is providing teachers with feedback on their lesson plans, it is not leading to consistent effectiveness in instruction across the building. The principal could enhance his lesson feedback to ensure that teachers are including higher order thinking questions and outlining their strategies for differentiation. He could also enlist the Assistant Principal and the SBTL to engage in frequent learning walks with teachers, where they ensure that all learning objectives are aligned to the lessons being taught and that teachers are referring to them during instruction and at the end of lessons.

Management and Accountability are Established

Factors that support effective student learning:

    i.   The school leader has developed and communicated a clear strategic vision for the school and is committed to ensuring that every student achieves academic and social success**.**

        a)   The principal clearly outlined his five-year plan to get the school from "red to green" by the 2018-19 school year which includes the following:

            • "At the school level, all staff meet at the start of each academic year and we discuss and set our 5 school goals for the year. We all collectively rally around these goals and push one another to ensure that we reach them together. In our two years together, we are 10 out of 10 and have met or significantly exceeded each goal that we set for our school."

            • *Attendance:* By June 12, 2018, at least 50% of students will achieve our 95%

attendance goal by having 9 or fewer absences.

- *Core Grades:* By June 2018, the percent of students earning A's and B's in their core classes will increase by 10%.
- *Literacy Benchmark:* By May 2018, the cumulative average of students scoring 50% or greater on the Literacy Benchmark will increase by a total of 10% from 42% during SY 2016-2017 to 46% during the SY 2017-2018.
- *Math Benchmark:* By May 2018, the cumulative average of students scoring 50% or greater on the Math Benchmark will increase by a total of 10% from 40.0% during SY 2016-2017 to 44.0% during the SY 2017-2018.
- *Climate:* By June 2018, we will increase the percent of students without an Out of School suspension from 90% in SY 2016-2017 to 92% in SY 2017-2018.

b) Teachers in both focus groups spoke about the school plan and could articulate the goals for this school year.

The principal has developed a clear plan for the school to increase academic achievement**.** Teachers and staff members have worked diligently to implement the plan and are working towards the goals. The school can continue to build upon its strong implementation by ensuring that all families and partners are also clear on the school's goals and are aware of how they can specifically contribute to the achievement of these goals. The school leader has implemented effective measures to promote good attendance and reduce truancy and tardiness.

a) The principal works with his leadership team each day to review absences and tardiness.
b) Weekly attendance data is posted in several areas around the school and incentives like pizza parties and trophies are awarded to classes with the best attendance rate.
c) The school goal is to increase the number of students who average 95% or higher attendance for the year. The current attendance data can be found below:

95% Attendance:

2014-2015	2015-2016	2016-2017	2017-2018
28%	34%	44%	Currently: 84%

The principal has implemented clear strategies to improve attendance. These strategies have led to increases in attendance each year and the weekly attendance average is currently at 84%. The school could build upon these strong practices by continually monitoring the efficacy of various incentives and choosing to invest only in those that prove to be the most effective. Students could also benefit by having a personalized attendance goal based on their past attendance record, complete with periodic reflections on their progress toward their goal.

ii. The principal consistently promotes and models high expectations for all staff and students. The principal is committed to ensuring that all staff members are highly effective, and he challenges and addresses poor performance and non-compliance**.**
  a) Teachers in focus groups shared that the principal "…makes decisions that speak to high expectations for teachers and students," that he "…is the most competent and professional principal I have ever seen," and that he "…creates an environment where people want to work. Our staff morale and attendance are up."
  b) Parents in focus groups mentioned that the principal; "…is respectful and a good communicator, "and "…has worked to decrease bullying across all grade levels."

When the principal was asked about how he models high expectations, he responded; "…by using data to drive my conversations and not excuses" and "…by always verbalizing that I want the best for the teachers, students and families of this school." The principal challenges poor performance and non-

compliance in his feedback sessions with teachers. A member of the instructional leadership team stated; "When he (the principal) sees that a staff member is not meeting the expectations, he holds a meeting and starts with questioning. He then clearly explains the goals and provides strategies to achieve the goals. He is not one to yell or get emotional. He just explains things in a clear, structured manner." If the principal continues to set this tone of high expectations in the building, and deliver feedback in a clearly articulated manner, the school will continue to improve. The school leader could also enlist the assistant principal in helping to hold staff accountable and consistently lift the rigor in instruction across the building.

Factors that limit effective student learning:

i.   Although the principal has created policies and practices that enable the school to run smoothly and to provide a climate conducive to learning, there is no clear discipline policy. The deans address student behavior issues, but there is no consistent policy that everyone adheres to.
   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.

Teachers and students mentioned that the deans address student behavior effectively, but there is confusion as to what the actual discipline policy is. Students stated that their peers have been removed from class for multiple reasons and some teachers mentioned that they are not clear as to when to remove a student or attempt to address a behavioral concern on their own. Developing and sharing a clearly outlined discipline policy would work to dispel any confusion by teachers and students.

ii.   The school leader could put more emphasis on developing teacher leadership in the building.
   a)   The school leadership team currently includes the principal, the assistant principal, the deans and just one teacher.

Teachers in the building who currently exhibit consistent, effective teaching could be enlisted to support with instructional leadership throughout the building. These duties could include; leading professional development sessions, modeling exemplary lessons for peers, having their classrooms serve as learning labs, facilitating learning walks, and leading formal lesson plan support sessions.

4.4   Domain 4: The Culture of Learning

The Culture of Learning is Established

Factors that support effective student learning:

i.   School leaders and staff promote, show respect for, and maintain positive relationships with all members of the school community.
   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.
   c)   Students in both focus groups all said that there was at least one adult in the building that they could go to if they had a personal or academic issue.

The school staff works together in a positive and supportive manner. Teachers and students referred to the school as having a "family-type" atmosphere. This type of school culture supports the social development of all students in the building, while also making it a place where educators want to work. The school could continue to enhance their school culture efforts by enlisting parents to serve as

volunteers in the school and support the school's decision-making processes.

   ii.   Most students feel safe at school.
   - a) In the student focus groups, 24 of the 29 students interviewed said they feel safe at school and that the school staff members work to keep them safe.
   - b) Reviewers witnessed eight to ten staff members patrolling the perimeter of the school during dismissal.

A few students shared that sometimes high school students come to their building after school to start trouble. Students also mentioned that the principal, deans, and teachers stand outside the building during dismissal to ensure that they are safe. Reviewers witnessed Principal Piniat and eight to ten teachers monitoring dismissal on Friday, October 13, 2017. These staff members came outside and watched as students walked home or were picked up by the bus. Several staff members walked down the surrounding blocks monitoring and re-directing student behavior. The school has taken steps to improve safety and can continue to look closer at dismissal procedures and enhanced safety measures around the building after-school. The school could reach out to school safety officers or the local police to patrol school grounds during dismissal. This would provide them with a formal police presence that could deter negative and/or violent behavior from older students and students from other schools.

Factors that limit effective student learning:

   i.   The work provided to students is not consistently challenging across the building.
   - 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.
   - c) In student focus groups, only 5 out of 25 students shared that math classwork is a challenge for them, and no students reported that ELA, science, and social studies work is challenging.

(See summary and suggested next steps in section 4.1, Factors that limit effective student learning: "iii")

4.5   Domain 5: Family and Community Engagement

Family and Community Engagement is Established

Factors that support effective student learning:

   i.   School leaders and staff place a high priority on regularly communicating with families to share academic and social information concerning their children. Teachers routinely provide information for parents and guardians about the academic and social progress of students
   - a) Parents shared that school staff members consistently communicate with them concerning grades, behavior, and attendance.

Parents in the focus group mentioned that the school regularly contacts them through robo-calls, phone calls and letters. Parents stated that they are made aware of events going on in the school and progress reports and report cards are periodically sent home to make them aware of their children's academic progress. The school could enhance this process by creating opportunities for greater two-way communication between parents and the school. The principal could facilitate a monthly forum, where parents have the opportunity to formally bring their concerns and opinions into the school.

   ii.   School leaders and teachers create collaborative partnerships with external agencies and community groups to support the academic and social development of the students, and to promote college and career readiness. Some examples of these partnerships are; The Episcopal Community Service (ECS) program, PAFA (Pennsylvania Academy of Fine Arts), Subaru, Philly Reality, WHYY, Neubauer Foundation, CADE Kids, Women Against Abuse, Need In Deed, Hair Cuttery, Prince Pizza, and the Big Brother/Big Sister Program.

a) The Need In Deed program provides an opportunity for students to recognize the impact each individual can have on their community, by facilitating discussion groups with students.
b) PAFA has strengthened the student's passion of the arts by providing them with greater exposure to the arts and increasing their engagement with art activities.
c) The Department of Education recently awarded longtime partner, DHS-OST Episcopal Community Services, with the 21st Century Grant to facilitate the after-school program.
d) Students in focus groups mentioned that they attend the ECS after-school program and receive homework help.

The school builds relationships with outside organizations to support the academic and social development of all students. ECS will continue providing an after-school opportunity to develop STEAM skills through this grant. The continued focus on incorporating STEAM throughout the building will have a major impact of the academic success of students.

iii. The school has created an environment where all students feel welcomed and embraced through culturally-relevant supports and opportunities to express their diversity.
a) Students in both focus groups spoke to the uniqueness of their school's cultural diversity and that there are celebrations for different cultural groups.
b) School counselors and deans are supportive of non-English speaking parents and work to solve issues that are sensitive to all cultures. The school works to provide translators at all parent meetings.

Parents and students in focus groups mentioned the vast diversity that was present in the school. One parent mentioned that her child was being bullied for being from Palestine, but the issue was quickly addressed by the principal and two teachers. She said that her child now feels welcomed, he loves coming to school, and he has made friends with many students from other cultures. The school has clearly placed an emphasis on celebrating the multicultural nature of their student body. This culture of celebration for diversity can continue to be strengthened by enlisting parents to help facilitate these cultural celebrations.

Factors that limit effective student learning:

i. Parents would like to have a larger role in the decision-making process in the school.
a) Although they could not speak to exact numbers, parents said the meetings at the start of the year were heavily attended but the numbers decreased consistently as the school year progressed.
b) 10 out of 14 parents interviewed mentioned they would like to be more involved in the school. They stated that they would be willing to volunteer in the school, if the opportunity was available.
c) 6 parents shared that they would like to support the decision-making processes of the school.

Parents interviewed in the focus group said that they would like to better support the decision-making processes of the school. If the school were to better promote the SAC meetings and include parents from every demographic served in the school, they could serve as the voice of the parents, which could help to impact school decisions. Parents could voice their opinions on school trips, school-wide celebrations and they could be enlisted as partners in helping to increase academic achievement and attendance. Parents who are consistently better informed can better assist the school in achieving their school-wide goals.

A. Staff survey results

# Philadelphia SQR Survey Fall 2017

Distribution of responses are indicated in a wheel chart (percentage) and a bar chart(count) for each question in the survey. The favorability score(the percentage of "Strongly Agree" and "Agree") for each question is presented in the center of the wheel chart.
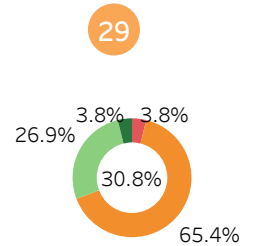
School Name
Feltonville

Number of responses

29

■ Strongly Agree   ■ Agree   ■ Neither disagre..   ■ Disagree   ■ Strongly Disagr..   ■ Null

Q1. The teaching quality in this school meets the needs of the student population.

25.0%
96.4%
71.4%

| 20 | 7 | 1 |
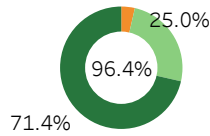
Q2. We receive the instructional resources and materials needed to support all our students in the classroom.

3.8%   3.8%
26.9%
30.8%
65.4%

| 1 | 7 | 17 | 1 |

Q3. The curriculum is rigorous and balanced and provides students with access to a full range of interesting learning experiences.

3.70%
37.04%
96.3%
59.26%

| 10 | 16 | 1 |
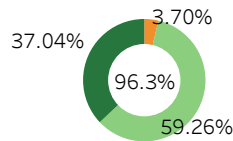
Q4. The reading and math curricula and assessments align with district and state standards.

0.0%
41.7%
100.0%
58.3%

| 10 | 14 | |
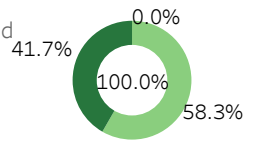
Q5. Teachers have enough flexibility to modify the curricula to effectively meet the needs of the students.

4.0%
32.0%
96.0%
64.0%

| 16 | 8 | 1 |
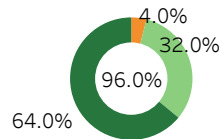
Q6. Students with special needs receive appropriate supports.

7.7%
15.4%
23.1%
69.2%

| 2 | 4 | 18 | 2 |
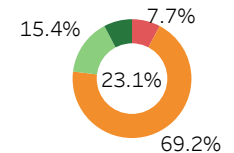
Q7. English language learners receive appropriate supports.

12.0%   12.0%
20.0%
68.0%

| 2 | 3 | 17 | 3 |
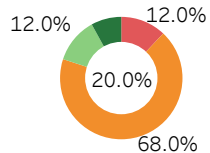
Q8. Students behavioral health needs receive appropriate supports.

8.0%   0.0%
24.0%
12.0%
64.0%

| 2 | 1 | 6 | 16 |
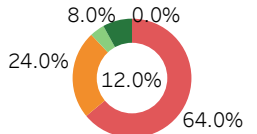
Q10. The school leader(s) care about me as a person.

6.90%
93.1%
86.21%

| 25 | 2 | 1 | 1 |
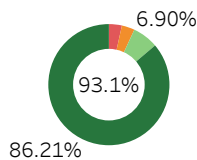
Q11. School Leadership effectively plans for continuous improvement based on schools data results.

3.4%
93.1%
89.7%

| 26 | 1 | 2 |
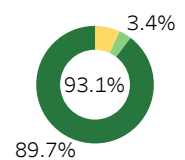
Q12. Feedback and evaluations are effective and fair.

13.8%
89.7%
75.9%
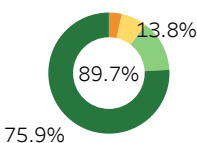
Q13. Expectations for staff are clear, appropriately challenging, and consistently enforced.

10.3%
93.1%
82.8%

| 22		4	2	1
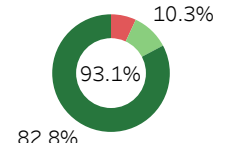
Q14. School leaders are committed to improving professional performance of staff by setting clear performance goals, providing staff with frequent constructive feedback, and monitoring the quality of their professional performance.
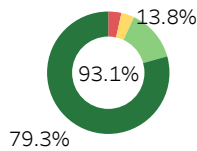
6.9%
93.1%
86.2%

24		3	2
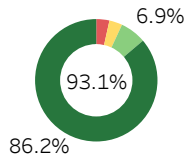
Q16. I am provided with opportunities and appropriate structures to collaborate with my colleagues.

13.8%   10.3%
20.7%
34.5%
3.4%   51.7%

25		2	1	1
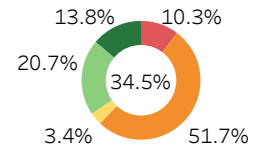
Q17. My colleagues both support and appropriately challenge me professionally.

13.8%
93.1%
79.3%

4	6	1	15	3

Q18. Staff members at this school seek to continuously improve their practice.

24.1%
93.1%
69.0%

23		4	1	1
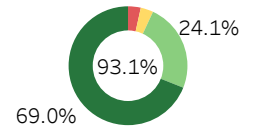
Q19. My colleagues are committed to high quality teaching.

13.8%
96.6%
82.8%

20		7	1	1
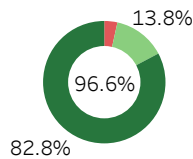
Q20. I would recommend teaching at my school to another person.

3.4%
93.1%
93.1%

24		4	1
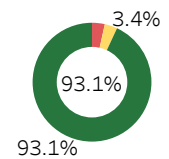
Q21. I feel committed to staying at this school and helping it realize its vision.
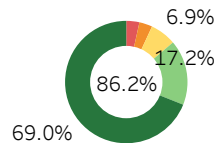
3.4%
96.6%
89.7%

27		1	1
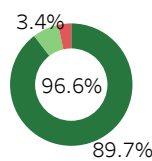
Q22. This school provides a positive learning environment that is safe, respectful, challenging, and welcoming.

6.9%
93.1%
86.2%

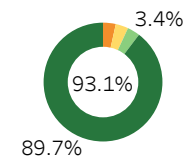| 26		2	1
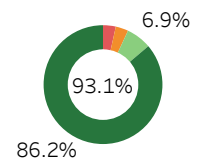
Q23. There are school-wide behavioral expectations that are consistently enforced.

6.9%
17.2%
86.2%
69.0%

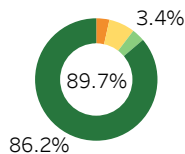| 25		2	1	1

Q25. School leaders and staff place a high priority on regularly communicating with families to build collaborative relationships and to engage them as partners in the learning of their children.
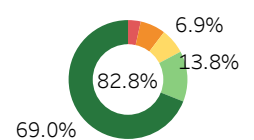
3.4%
93.1%
89.7%

20		5	2	1	1

Q26. The school actively seeks and is responsive to parental suggestions, comments and opinions.

3.4%
89.7%
86.2%

26		1	1	1

Q27. The school actively builds capacity and promotes opportunities for meaningful family participation in school-wide and student-specific decisions.

6.9%
13.8%
82.8%
69.0%

25		1	2	1

20		4	2	2	1