



The University of the State of New York  
The State Education Department

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code/DBN</b>	33-16-00-01-1455
<b>School</b>	Boys and Girls High School
<b>School Address</b>	1700 Fulton Street, Brooklyn, NY 11213
<b>District</b>	New York City (NYC) Community School District (CSD) 16
<b>School Leader</b>	Bernard Gassaway
<b>Dates of Review</b>	May 29-30, 2013
<b>School Accountability</b>	Priority
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

**School Information Sheet 16K455**

Grade Configuration		9-12	Total Enrollment		1133	% Title 1 Population	68.6%	% Attendance Rate		76.1%	
% Free Lunch	71.8%	% Reduced Lunch	2.9%	% Student Sustainability	N/A	% Limited English Proficient	2.7%	% Students with Disabilities		19.6%	
<b>Types and Number of English Language Learner Classes</b>											
# Transitional Bilingual		0	# Dual Language		0	# Self-Contained English as a Second Language			5		
<b>Types and Number of Special Education Classes</b>											
# Special Classes		10	# Consultant Teaching		0	# Integrated Collaborative Teaching			4		
# Resource Room		7									
<b>Types and Number Special Classes</b>											
# Visual Arts	15	# Music	5	# Drama	1	# Foreign Language	1079	# Dance	1	# CTE	19
<b>Racial/Ethnic Origin</b>											
% American Indian or Alaska Native	.5%	% Black or African American	89.4%	% Hispanic or Latino	8.5%	% Asian or Native Hawaiian /Other Pacific Islander	.6%	% White	.5%	% Multi-racial	.4%
<b>Personnel</b>											
Years Principal Assigned to School		3 years 9 month	# of Assistant Principals		8	# of Deans	4	# of Counselors / Social Workers		11	
% of Teachers with No Valid Teaching Certificate		10%	% Teaching Out of Certification		10%	% Teaching with Fewer Than 3 Yrs. of Experience		4%	Average Teacher Absences		2.75
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
School in Good Standing		Priority School	X	Focus District		Focus School Identified by a Focus District		SIG Recipient (a)			
								(b)			
ELA Performance at levels 3 & 4	57	Mathematics Performance at levels 3 & 4		60	Science Performance at levels 3 & 4			4 Year Graduation Rate (HS Only)		44%	
<b>Credit Accumulation (High School Only)</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	47.7	% of 2 <sup>nd</sup> yr. students who earned 10+ credits		42.9	% of 3 <sup>rd</sup> yr. students who earned 10+ credits		40.9	6 Year Graduation Rate		55.9	

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b> <b>(Mark an "X" in the field(s) where school is identified for not meeting AYP.)</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):**

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. **Improve student attendance.**
2. **Increase credit accumulation.**
3. **Increase the Regents passing rate.**
4. **Increase the graduation rate.**

**Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.**

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).			X	
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.			X	
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.			X	
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.			X	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.**

#	Statement of Practice	H	E	D	I
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.			X	
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order			X	

	thinking and build deep conceptual understanding and knowledge around specific content.				
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.			X	
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.			X	
	<b>OVERALL RATING FOR TENET 3:</b>			<b>D</b>	

**Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.**

#	Statement of Practice	H	E	D	I
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.				X
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.			X	
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.				X
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.			X	
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>

**Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.**

#	Statement of Practice	H	E	D	I
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social		X		

	and emotional developmental health.				
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.		X		
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.			X	
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.		X		
	<b>OVERALL RATING FOR TENET 5:</b>		<b>E</b>		
<b>Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>					
#	Statement of Practice	H	E	D	I
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.		X		
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.				X
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.		X		
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.		X		
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

School Review Narrative:

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school has developed a vision and goals; however, the plans to address those goals have not been clearly defined. While many of the goals are related to some extent to the instructional practices within the school, it is unclear how the school would achieve these goals based on its current model of instructional feedback and supervision. Without clearly defined plans connected to classroom instruction, the school is limited in its ability to reach its goals and improve student achievement.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Education Plan (SCEP).

- The school has an articulated vision, developed by school stakeholders, and identified school priorities; however, the school has yet to fully align its practices to its desired goals. The vision and school priorities are posted throughout the school as noted by the IIT at the time of the review. Various stakeholders reported that the vision was collaboratively developed and all stakeholders could recite it. School leaders, parents, and teachers all referenced specific and measurable goals for improvement of attendance and graduation rate aligned to the school vision. While some goals were measurable, other goals, such as “improve Regents passing rate,” were vague. In addition, the school lacked clear strategies to achieve the goals as well as strategies to monitor efforts and progress toward the desired outcomes. While the goals and vision have been embraced by the school community, there is a disconnect between the desired outcomes identified in the goals and the practices within the school. For example, while the school has identified increasing the graduation rate and Regents passing scores as goals, the IIT found that some classrooms were not taught by teachers certified in the subject they were teaching. Students in classrooms visited by the IIT were not engaged, and lessons were not differentiated based on student needs or interests. Furthermore, the instructional feedback provided to teachers from school leaders that the IIT reviewed did not provide the guidance needed to improve practices. As long as students are provided with instruction that is uninteresting to students and disconnected from their needs and interests, the school will struggle to raise levels of attendance and achievement. Without clearly developed plans to achieve the desired goals and provide instructional leadership necessary to improve learning opportunities, the school will be limited in its ability to improve the quality of instruction and reach its goals.

**2.3 The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement; curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.

- The school leaders reported that the school collects, analyzes, and uses multiple sources of data to improve school-wide practices. School leaders provide data to teachers with the expectation that they use the data to improve instruction. The school has many computer-based programs to support the collection and analysis of this information. The school has participated in the Talent Management Pilot based on the Danielson Framework. As part of this, teachers are encouraged to share best practices through inter-visitations. While the teachers have had opportunities to receive professional development, student engagement varied in the classrooms visited by the IIT, and teachers neither consistently differentiated their instruction nor utilized the instructional shifts required by the Common Core Learning Standards (CCLS). In addition, the feedback provided to teachers from school leaders did not consistently identify the next steps needed for improvement. While school leaders have identified opportunities to collect and analyze data on student outcomes, the school leaders are still developing in their ability to monitor instructional practices in a manner that will increase student achievement. In addition, the assessment data provided to teachers has not led to strategic action planning by teachers. As long as the school is not fully monitoring practices and using data to inform planning, the school will be limited in its ability to provide the supports needed to improve achievement.

**2.4 The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- While the school leader has established some new programs and structures, the effectiveness of these initiatives is not being measured, and it is unclear how the human resources in the school are being developed to maximize student achievement. The school schedule was redesigned to allow teachers to have collaborative meeting time daily, and as part of these meetings, teachers are expected to receive professional development (PD) once a week, typically on Mondays. While the school presented a PD plan during the review, it was not clear on the plan or in discussions with the school leaders how the PD on Mondays was planned, organized or monitored. In addition, since most classrooms visited by the IIT were teacher-directed and had low levels of student engagement, the effectiveness of PD at the school was not apparent. The school has made efforts to support the social and emotional developmental health of the students, through actions such as establishing the Children Are Reason Enough (CARE) center and allowing guidance counselors to work with the same students from grades 10 to 12. Although the school leaders make the hiring decisions for the school, the hiring practices are not directly linked to student needs. The school reported that 20 percent of the 79 school positions requiring certification are staffed by individuals who do not possess valid certification or are teaching out of their certification area. In one instance, nearly every day from October 2012 to the time of the review seven months later, a different substitute

teacher filled a special education teacher support services (SETSS) vacancy. However, it was unclear how the school leader was monitoring the effectiveness of his strategy to have teachers he was familiar with provide instruction out of their certification area. Furthermore, the instructional feedback from school leaders to teachers reviewed by the IIT did not provide the guidance necessary to improve practices, particularly for teachers who are teaching outside of their certification area. While the school has eight assistant principals for 1,133 students, it was unclear how the school leader was using his assistant principals effectively to improve instruction in the areas each assistant principal supervised and for which they may not be certified. The IIT also found that the school leader’s performance observations of assistant principals did not provide consistent levels of feedback and next steps for improvement. In addition, the IIT found that the allocation of resources has not resulted in improved student outcomes, including specific initiatives designed to improve achievement. For example, the school offered extended day tutoring to approximately 200 students to prepare them for the Global History Regents examination; however, a review of January 2013 Regents data indicated that only 22 of the 182 students who took the Global History exam passed the exam. Without a deliberate plan to monitor the effectiveness of initiatives and decisions, the school is limited in its ability to understand how these efforts are contributing to improved student outcomes.

**2.5 The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.

- School leaders conducted formal and informal observations; however, the observations were not followed with relevant written feedback, opportunities for targeted professional development (PD), or teacher improvement plans. As indicated in school leadership interviews and a review of documents, the responsibility of conducting teacher observations was primarily assigned to the assistant principals. While teachers and school leaders acknowledged that formal and informal observations occur throughout the year, the IIT noted that the written feedback to teachers did not connect consistently with the observation narrative or provide next steps for improvement. In addition, during a review of the school leader’s written performance observations of assistant principals, the IIT noted inconsistent feedback and next steps for improvement. The lack of a comprehensive and coordinated system to evaluate and improve instruction through specific, actionable instructional feedback limits staff and leadership accountability for continuous improvement.

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Tenet Rating**

**D**

**Debriefing Statement:** The school is developing and implementing curricula designed to support the Common

Core Learning Standards (CCLS) and meet the needs of all students, including students with disabilities and English language learners (ELLs). A goal of this curricula development is to improve instructional practices and thereby increase student achievement. However, the instructional shifts needed to implement the CCLS effectively were not apparent in most instruction observed by the IIT. Because curricula have not been fully developed to meet all of the CCLS requirements, across all grades and subject areas, or tailored to meet the needs of all students, the school's capacity to maximize teacher instructional practices and student achievement is impeded.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.

- The school is developing strategies and practices to support teachers in the implementation of CCLS-aligned curricula; however, the support is neither systemic nor focused on connecting the CCLS to all content areas. Based on interviews and a review of documents, staff and teachers in all content areas, except English as a second language (ESL), are developing curricula with units of study designed to support the CCLS. These curricula are in various stages of development. Curricula reviewed by the IIT did not provide targeted goals for students with disabilities and English language learners. The IIT observed teacher meetings with coaches where teachers collaborated on the development of CCLS-aligned lesson plans, using a uniform template, to support CCLS. Interviews and an IIT document review indicated that special education teachers meet formally, once a month, and meet regularly with the content-area teachers during common planning time to collaborate. However, during classroom visits, the IIT noted that teachers did not ensure that at-risk students had access to rigorous and coherent curricula. The IIT also noted, in classrooms visited, that there were inconsistencies in the use of instructional strategies, including differentiation, multiple points of entry, purposeful student groupings, and meaningful instructional feedback with next steps for improvement. Instruction observed did not ensure access to curricula aligned to the CCLS. During interviews, the IIT noted that not all short- and long-term substitute teachers had access to curricula materials and lesson plans for all subjects taught. School leaders reported that the school used a strategy entitled, "Rigor, Engagement, and Differentiation (RED)," to increase student achievement and improve teacher practices. The IIT noted postings around the school with the term "CODE RED" and the words "Rigor, Engagement, and Differentiation" written below. However, the IIT did not observe the consistent use of rigor, student engagement, or differentiation in the classes visited. Because curriculum development is at various stages and school leaders have not provided teachers in all grades and subjects with sustained, systemic, targeted support, staff have not developed and implemented rigorous and coherent curricula reflecting the CCLS across all grades and content areas.

**3.3 The school has received a rating of *Developing* for this Statement of Practice:** Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.

- While teachers meet daily to collaborate, the predetermined schedule does not set aside a designated time for the teachers to work together on CCLS-aligned plans. In addition, while some teachers are beginning to develop lesson plans to support the CCLS, many of the classrooms lack the CCLS instruction shifts. A document review by the IIT indicated that not all curricula and lesson plans developed to support the CCLS contained complex materials or instruction that stimulated higher-order thinking. In most of the 35 classrooms visited by the IIT, instruction did not promote higher-order thinking skills or help students analyze information. While the lessons observed by the IIT were aligned with grade-level expectations, reviewers did not see evidence of the scaffolding strategies or purposeful grouping to assist students who needed additional support. Because the school does not ensure time specifically for the development of CCLS-aligned curricula and because units plans that have been developed do not contain necessary components to be aligned to the CCLS, not all students have access to curricula that stimulate higher-order thinking and build deep conceptual knowledge.

**3.4 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

- Most teachers were provided scheduled opportunities to meet with colleagues, although the topics for these meetings are predetermined and do not allow substantial opportunities for teachers to develop curriculum together. School leaders and teachers spoke to the IIT about daily grade and vertical team meetings where they discuss teaching techniques and effective strategies to enable students to access curricula; however, teachers do not meet regularly to collaborate on developing curricula and finding ways to connect curricula in other subjects to the lessons being taught. In addition, the teachers do not meet regularly for the purpose of identifying ways to increase students' exposure to the arts, technology, and other enrichment opportunities to ensure that students receive a robust curriculum. During classroom visitations, the IIT observed teachers' inconsistent use of technology and a lack of student interaction with technology. The lack of regular teacher collaboration on curriculum development limits student access to rigorous curricula that is CCLS-aligned and limits students from using the arts, technology and other enrichments to discover, create, and communicate information.

**3.5 The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.

- While the school collects student data, the school does not have a system to ensure that data is used to inform instructional decision-making and school improvement efforts. The school leader

reported that teachers were provided scholarship reports, Regents exam scores, progress reports, transcripts, attendance reports, Achievement Reporting and Innovation System (ARIS) data; however, not all pertinent teachers received New York State English as a Second Language Achievement Test (NYSESLAT) data or Individual Educational Programs (IEPs) to inform the development of short-and long-term goals. During interviews, some teachers indicated that they used data from ARIS, quizzes, essays, midterms, homework, and class work to inform instruction. Other school staff reported that they do not focus on assessment data. While some teachers spoke of using data to inform instruction, the IIT did not see frequent evidence of scaffolding or purposeful student groupings in the classrooms the team visited. In addition, most lessons observed by the IIT were delivered to the whole class and had minimal opportunities for differentiation. Without the consistent modification of curricular plans and instructional strategies based on student data, the school is limited in its ability to provide curriculum that will address the needs of all of its students.

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent sub-groups experience consistent high levels of engagement, thinking and achievement.

**Tenet Rating**

**I**

**Debriefing Statement:** Teachers have access to data to inform their instructional strategies and practices. However, visits to classrooms indicated that teachers do not consistently use these data to inform or adjust instruction. In addition, lessons do not promote higher levels of thinking or engagement. As a result, instruction neither consistently includes rigor or differentiation to meet the specific needs of all students nor promotes student engagement.

**Strengths:**

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for Improvement**.

**Areas for Improvement:**

4.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

- Based on a review of documents and visits to classrooms, the IIT noted that lesson plans and instructional practices were not adjusted based on data. Many teachers in classrooms visited by the IIT did not consistently differentiate instruction for subgroups of students. Although teachers reported attending various PD workshops across the content areas in an effort to improve student support and engagement, the IIT observed inconsistent student engagement in classrooms visited. The IIT noted, during interviews and classroom visits, that most teachers had not developed short- or long-term goals for students. The lack of data-driven lesson plans and targeted student goals

limits the schools' ability to provide instruction that meets the needs of the students.

**4.3 The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

- While teachers have begun to align curricula to the CCLS, the classrooms visited by the IIT did not uniformly provide students with a variety of ways to engage in learning. During an IIT document review of lesson plans, instructional practices supporting appropriately aligned curricula were noted in some cases. However, the IIT did not observe the consistent use of instructional shifts necessary to support the CCLS. In many classes, the IIT noted teacher-directed instruction and students using worksheets to answer questions. Based on a review of lesson plans and visits to classrooms, the IIT found that many lessons did not include differentiation or multiple points of entry to promote student engagement in learning. Without instructional strategies that provide multiple points of entry and promote deep understanding and student engagement, the school is limited in its ability to increase student achievement.

**4.4 The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.

- There were no school-wide expectations for student behavior observed by the IIT during the review. Teachers did not consistently create classroom environments where instruction was tailored to meet student strengths and needs or provide instruction that was responsive to varied student experiences. In addition, instruction did not incorporate the use of higher-order questioning techniques to stimulate student thinking or promote student engagement. The IIT observed teachers struggling with using higher-order questioning, thus missing opportunities for student engagement and inquiry. The IIT also noted the infrequent use of questions related to complex instructional materials to stimulate student thinking. When the IIT did observe those questions, the technique did not lead to deeper student understanding. For example, in one classroom visited, the teacher posed a series of rapid-fire questions that produced no responses from students. In another classroom, the teacher directed students to write responses, but students were not given an opportunity to share their responses with the class. The lack of student engagement and inquiry provided opportunities for inappropriate student behaviors that in many cases went unaddressed. The IIT did not observe teaching of behavioral expectations during the review visit. The IIT noted that some teachers allowed students to disrupt lessons without re-direction or explicit positive behavior instruction. Although a few teachers were seen attempting to use positive behavior strategies to bring order to the learning environment, their efforts were unsuccessful in many cases. As long as disruptive student behaviors are not addressed and instruction is not tailored to meet student needs or stimulate student thinking, the school is limited in its ability to provide an environment conducive to learning and student engagement.

**4.5 The school has received a rating of *Developing* for this Statement of Practice:** Teachers use a variety of

data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

- School leaders and some teachers are beginning to use data and to progress monitor students to identify needs and support instruction. School leaders reported to the IIT that the school collects, analyzes, and uses various data sources to inform instruction. Teachers reported using various computer-based programs to aid teachers in differentiating instruction for some students. However, there was little evidence that teachers are consistently using data from formative and summative assessment to adjust curriculum and inform instruction. The IIT observed that although instructional rubrics were used in some instances, the feedback given to students did not always provide the guidance needed to improve their work or deepen their understanding. The absence of a systemic approach to use data to inform instruction, adjust student grouping, and provide appropriate and meaningful feedback to students hinders high levels of student engagement and achievement.

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Tenet Rating**

**E**

**Debriefing Statement:** The school has established a Children Are Reason Enough (CARE) Center aimed at meeting the academic, social and emotional developmental needs of most students. As a result, students feel supported at school.

**Strengths:**

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

- The school has connected with many community-based organizations (CBOs) in order to provide students and families with social and emotional developmental health support. The school leaders, school staff, students and parents shared with the IIT that students and families receive various social and emotional supports through the school student support services office called the CARE Center. The CARE Center offers the following services: tutoring, attendance monitoring, credit accumulation, online courses, a summer program, a Saturday program, and an extended day program. Further, students shared that in grades 10 - 12, they have the same school counselor and a special school counselor supports incoming grade 9 students. The IIT noted during the student support staff meeting that the school has established a system to address student academic and social and emotional developmental health needs. Consequently, the school addresses social and emotional development health barriers through the CARE Center and community partnerships.

**5.3 The school has received a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

- The school leaders and staff shared that some staff have attended various PD sessions to support student social and emotional developmental health needs. While the IIT did not observe explicit instruction to students regarding positive behavior strategies and expectations to promote social and emotional growth, school leaders and staff indicated in interviews with the IIT that the school has curricula in peer mediation, sexuality, and financial management. In addition, the guidance counselors stay with students for three years. During this time, the counselors meet regularly with students and track their progress toward credit accumulation. The school has also been organized around five different academies with dedicated teams of teachers and students. Some of these academies are designed to support specific groups of children. For example, there are fifty students in the Tuskegee Academy, which was designed to support under credited students. In addition, the CARE Center and community partnerships provide supports for students' social and emotional developmental health. The multiple supports available to address students' social and emotional developmental health allow students' needs to be met so that they are better able to access learning.

**5.5 The school has received a rating of *Effective* for this Statement of Practice:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.

- The school leader indicated that he periodically attends the regular meetings when teachers, school support staff, and CBOs convene in the CARE Center to discuss strategies to support social and emotional issues. In addition, the support staff team attends teacher common planning meetings to share data and referral updates. Student support staff indicated in interviews with the IIT that select staff members attend PD that focuses on various topics related to social and emotional developmental health. Some of the topics include school culture, youth leadership, student attendance, transitions for students with disabilities, and achievement mentoring. In addition, an attendance team was formed to monitor student attendance. The multiple efforts to monitor student social and emotional support enable the school to identify and respond to student needs, which helps remove barriers to student achievement.

**Areas for Improvement:**

**5.4 The school has received a rating of *Developing* for this Statement of Practice:** All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.

- The school has provided some opportunities for students to take ownership in the school, including the student council and the safety committee. Students have also helped organize school events, such as the "Pretty in Pink" night. Students and families expressed in interviews with the IIT that students are safe at the school; however, the IIT witnessed disrespectful student behavior in the

classrooms visited during the review. The team saw students talking over the teacher, using inappropriate language, and interrupting other students. These behaviors witnessed had a direct impact on the ability of the teacher to deliver the lesson as intended. The disruptive behavior within the classroom impedes the school's ability to promote a caring environment where students feel supported by others and feel comfortable taking risks in their learning.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well being.

**Tenet Rating**

**D**

**Debriefing Statement:** The school has several partners providing services to students. Although these partnerships contribute to the development of a strong home-school partnership, the school does not provide academic, social, and emotional developmental health information in all pertinent languages for its stakeholders, limiting its ability to establish partnerships with all parents.

**Strengths:**

**6.2 The school has received a rating of *Effective* for this Statement of Practice:** The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

- Parents and school leaders shared that there is a Parent Teacher Care Partner Association (PTCA). Parents interviewed shared that there is a volunteer policy and that there are opportunities to volunteer at the school, in addition to parent workshops, which are offered through the Adelaide Sanford Academy. Parents that were interviewed during the IIT review agreed that they have developed respectful relationships with the school staff, and the parents stated that they volunteer at the school various times during the year. The parents interviewed by the IIT shared that the principal provides his cell phone to families, and that they can easily get in touch with him when needed, even on weekends. By providing a welcoming environment, the school has helped developed a relationship with parents that encourages parents to engage with the school, which helps the school develop the home-school partnerships that can increase student achievement.

**6.4 The school has received a rating of *Effective* for the Statement of Practice:** The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

- The school shares information with families about the various CBOs that collaborate with the school or provide services in support of student success. In addition, the Adelaide Sanford Institute offers workshops for parents on the Regents Exams, understanding data, and the CCLS. During interviews, school staff reported that they have received PD on how to seek partnerships with families. The training provided to staff and families to further develop home-school partnerships better enables the school to utilize parents as a contributor to their child's academic success.

**6.5 The school has received a rating of *Effective* for this Statement of Practice:** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on learning and success.

- The school provides opportunities for families to learn, understand, and use academic data. The review team noted during interviews with the student support staff and teachers that parents attend workshops on topics such as understanding progress data, Regents data, and the Pupil Path student management system. Parents interviewed shared that they have access to academic data online through the Pupil Path and through Skedula, a web-based communication system that allows students and parents to monitor student progress online. In addition, parents shared that they are able to send comments to teachers through the online system. By providing families with multiple opportunities to understand student data, the school helps further parents' ability to follow student progress and provide supports at home.

**Areas for Improvement:**

**6.3 The school has received a rating of *Ineffective* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.

- The school and the school leader make efforts to communicate regularly with families; however, the impact of these communications is limited since some are not delivered in languages spoken by non-English-speaking families. School staff reported that the school community speaks several languages, such as Spanish, Italian, Dutch, Haitian Creole, Arabic, French, and various African dialectics. However, the school leader reported that the school has made no translation requests to the central office. School leaders, teachers, and parents reported that verbal, written, and web-based communications are not available in the languages best understood by many parents. The IIT noted, during a document review, that the information sent to families about CBOs was not translated into other languages. Parents reported that school leaders don't go out of their way to translate materials for non-English speaking families. The school leader reported that he uses weekly telephone broadcasts to communicate information to parents about school events and academic, social and emotional developmental health information. These messages, however, are provided only in English. School staff reported that they rely on bi-lingual friends and family members of non-English speaking parents to translate during school meetings. Students and parents reported that the web-based student management system for monitoring progress does not accommodate translation into all the languages spoken by families. Because some parents do not have access to their children's academic progress and other school information in a language the parents understand, their ability to identify their children's strengths and needs and augment learning is impeded.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Develop long and short-term SMART goals that ensure high academic outcomes and social and emotional developmental growth for all students. Identify and implement the systems necessary to attain the goals and create and monitor measurable benchmarks with realistic timelines for goal achievement. Articulate these goals in the SCEP. Communicate the vision, priorities, and goals across the entire school community so all stakeholders can develop a shared sense of urgency about achieving school-wide goals.
- 2.3: Adopt and support evidence-based practices that foster student progress and achievement. Use outcome data to inform practice and improve achievement of school-wide goals. Prioritize the use of classroom visitations to monitor staff use of instructional practice and provide feedback loops to staff to ensure the improvement of instructional practice. Ensure that instructional goals are timely, transparent, and widely available to all stakeholders. Regularly share school goals, data, and school progress toward mission critical goals with stakeholders in ways that are accessible to all.
- 2.4: Monitor instructional practices in all classrooms, particularly those where the teacher is not certified. Recruit and hire staff with appropriate skills and qualifications to enable the school to meet the academic and social-emotional needs of all students. Ensure funding decisions align with student needs and school goals. Ensure that the roles and responsibilities of school leaders address school priorities. Regularly review goals and analyze available fiscal capital to make funding decisions that address school goals.
- 2.5: Establish a system for frequent classroom observations that includes the provision of actionable feedback aligned to student achievement, clear targets for improvement, targeted PD, and follow-up monitoring to gauge progress toward goals. Support the continued development of teacher observation protocols, including training for school leaders in writing effective teacher feedback and teacher improvement plans. Ensure that feedback promotes improved instructional practice and increases student achievement. Include student data in teacher observation feedback and ensure that outcomes of changes in practice can be supported, monitored, and evaluated. Ensure the school leader conducts periodic check-ins with other members of the school leadership team and staff that establish next steps necessary to yield continuous school improvement.

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Ensure that the school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately-aligned to rigorous and coherent CCLS curricula. Ensure, through PD and monitoring, that staff develop and implement rigorous curricula aligned to the CCLS. Develop clear, descriptive units of study supporting curricula that consider what students need to know across all grades.
- 3.3: Ensure that the school leader and staff provide consistent and systematic support to all teachers across grades and subjects in the development and implementation of units of study and lesson plans aligned to rigorous and coherent CCLS curricula. Provide PD, supports, and monitoring to ensure that teachers consistently use pacing

calendars and unit and lesson plans that reflect the CCLS; expose students to a progression of complex materials; and stimulate students' higher-order thinking to promote deep conceptual understanding and knowledge around specific content. Provide targeted PD and support to ensure curricula and implementation plans incorporate the shifts necessary to implement the CCLS.

- 3.4: Provide teachers with the opportunity to meet across grades and subjects and with special area teachers for the purpose of curricula development to ensure that all students are exposed to rich curricula that incorporate student use of technology, the arts, and other enrichment opportunities.
- 3.5: Develop and implement a system to collect, analyze, and distribute timely student data to be used by the school community to assess school effectiveness, identify student needs and patterns of student learning, inform instruction, and map out a clear and timely path for progress and growth. Provide staff the necessary PD and supports to use this system effectively to promote student achievement.

#### **Tenet 4: Teacher Practices and Decisions**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Ensure that instructional plans are data-driven; are informed by summative, interim, and formative data; and provide practices, strategies, and interventions that promote high levels of engagement and inquiry for all students. Ensure plans include strategies, practices, accommodations, and interventions targeted to meet identified needs of students with disabilities and English language learners. Regularly monitor and provide support for classroom instruction to ensure that teachers implement lesson plans, strategies, and instructional practices to meet student goals, grade level goals, and school-wide goals and promote high levels of student engagement and inquiry.
- 4.3: Provide focused, systemic PD to ensure teachers incorporate CCLS-aligned curriculum maps and provide instruction that is differentiated, leads to multiple points of access, and ensures all students achieve targeted goals.
- 4.4: Establish a school-wide understanding and recognition of acceptable and safe behaviors through explicit instruction of behavioral expectations. Ensure, through PD, support, and monitoring that positive behavior strategies are implemented consistently throughout the school. Evaluate the impact of positive behavior strategies on student academics and behavior. Ensure that teachers use academic and behavioral instructional practices that are sensitive to diverse groups of students, tailored to address the needs and strengths of all students, and provide all students with access to learning and social opportunities. Ensure that teachers stimulate student thinking by asking high-level questions that relate to instructional material that contains high levels of text and content complexity.
- 4.5: Ensure through PD, support, and monitoring that all teachers use data to develop lesson plans that include differentiated instruction, grouping of students, and feedback to students with next steps for improvement. Use formative assessments, progress monitoring, and frequent feedback to students to empower and encourage students to actively participate in, and take ownership of, their own learning process.

#### **Tenet 5: Student Social and Emotional Developmental Health**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 5 the school should:

- 5.4: Create the opportunity for parents, students, and staff to voice concerns and collaborate to create specific goals in regard to school safety and the social-emotional development of students. Share these goals with the entire

school community and provide reminders of the goals throughout the year. Ensure that staff is provided with ongoing guidance on their role in ensuring that the school environment is safe and conducive to learning.

### **Tenet 6: Family and Community Engagement**

In order for the school's strategy and practices to fully align with the concepts in the Effective column of Tenet 6 the school should:

- 6.3: Ensure, through PD and monitoring, that school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. Develop a system where all families receive school communications and can communicate with teachers and other staff members in all pertinent languages. Ensure families can establish reciprocal communication with teachers and other staff members about children's academic, social, and emotional developmental health progress and how to best support student achievement.