



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	310100011448
School	University Neighborhood High School
School Address	200 Monroe Street, New York NY 10002
District	NYC CSD 01
School Leader	Elizabeth Collins
Dates of Review	February 13-14, 2013
School Accountability	Focus
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet											
Grade Configuration	9-12	Total Enrollment	394	% Title 1 Population	86	% Attendance Rate	84				
% Free Lunch	79%	% Reduced Lunch	7%	% Student Sustainability	TBD	% Limited English Proficient	21	% Students with Disabilities	22		
Types and Number of English Language Learner Classes											
# Transitional Bilingual	2	# Dual Language	0	# Self-Contained English as a Second Language				3			
Types and Number of Special Education Classes											
# Special Classes	0	# Consultant Teaching	5	# Integrated Collaborative Teaching				26			
# Resource Room	1										
Types and Number Special Classes											
# Visual Arts	2	# Music	0	# Drama	0	# Foreign Language	8	# Dance	5	# CTE	7
Racial/Ethnic Origin											
% American Indian or Alaska Native	0	% Black or African American	23	% Hispanic or Latino	46	% Asian or Native Hawaiian /Other Pacific Islander	29	% White	2	% Multi-racial	0
Personnel											
Years Principal Assigned to School	3	# of Assistant Principals	1	# of Deans	2	# of Counselors / Social Workers		3			
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	3	% Teaching with Fewer Than 3 Yrs. of Exp.		46	Average Teacher Absences	4			
Overall State Accountability Status (Mark applicable box with an X)											
School in Good Standing		Priority School		Focus District		Focus School Identified by a Focus District	X	SIG Recipient (a) (g)	N/A		
ELA Performance at levels 3 & 4	55%	Mathematics Performance at levels 3 & 4	69%	Science Performance at levels 3 & 4	63%	4 Year Graduation Rate (HS Only)		74.4%			
Credit Accumulation (High School Only)											
% of 1 st yr. students who earned 10+ credits	92%	% of 2 nd yr. students who earned 10+ credits	80.8%	% of 3 rd yr. students who earned 10+ credits	68.4%	6 Year Graduation Rate		67.7%			

Did Not Meet Adequate Yearly Progress (AYP) in ELA (Mark an "X" in the field(s) where school is identified for not meeting AYP.)			
	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		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	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		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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. Our major instructional goal is to increase the number of students who pass Regents exams in all subject areas by a minimum of 6%. Additionally, we want to increase the number of students who earn credits and increase the number of students who remain on track for graduation in 4 years, thus increasing our graduation rate
2. To create a school-wide culture of systems for goal setting and monitoring that aligns administrative, departmental, grade level, individual teacher, and student goals, which will result in improved student mastery of content knowledge, based on Common Core Learning Standards (CCLS) that will lead to the overall improvement of the June 2013 credit accumulation rate by 7%.
3. To provide students with rigorous curricula, which will lead to increased students' college readiness and will be evidenced in an increase in our College Readiness index score on the NYC Progress Report to exceed the city average score of 21.5 by June 2013.
4. To create a school wide system of assessment that are aligned with the skills based on the Common Core Learning Standards and rubrics for students' reflection and self-awareness, which will lead to higher academic achievement and will be evidenced in a 10% increase Regents passing rate for all students by June 2013.
5. Improve the climate of the school community by fostering the 3 Rs—Reason, Respect, and Responsibility and open communication, which will result in an increase of the overall internal UNHS Learning Environment Survey by 2 points by June 2013.

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 Educational 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		
OVERALL RATING FOR TENET 2:			E		

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 thinking and build deep conceptual understanding and knowledge around specific content.		X		
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		X		

	achievement outcomes.				
	OVERALL RATING FOR TENET 3:		E		
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		
	OVERALL RATING FOR TENET 4:			D	
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 and emotional developmental health.		X		
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		
	OVERALL RATING FOR TENET 5:		E		

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.

#	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' strength 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	
OVERALL RATING FOR TENET 6:				D	

School Review Narrative:

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.	Tenet Rating	E
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Debriefing Statement: School leaders work collaboratively to develop the school vision concerning student achievement and well-being aligned to school goals. School community constituents share the vision and goals to the same level of urgency as school leaders and teachers through the creation of thoughtful systems that result in continuous and sustainable improvement.

Strengths:

2.2 **The school has received a rating of *Effective* 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 Integrated Intervention Team (IIT) found that all constituencies were able to articulate the goals of the school, which are aligned to instruction and the school environment. The mission of the school is to provide students with a challenging academic curriculum, preparing them for higher education opportunities so that they can participate successfully in academic worlds and in the workforce at local, national, and international levels. During interviews with the IIT, the school leadership team (SLT) reported the SLT conducted a retreat at the end of the 2011-2012 school year to review school wide data and develop preliminary goals. The SLT was comprised of 11 school constituents that included the school leaders, teachers, students, parents, and a representative of a community-based organization (CBO). The SLT shared the preliminary goals with the faculty for review and revision, and then the SLT finalized the goals at the end of the year. Document review and interviews with school leaders indicated the goals were also aligned to school leader’s goals—the Principal’s Performance Review (PPR), the goals of the assistant school leader, and the School Comprehensive Educational Plan (SCEP). The goals, posted in the school leader’s office were identical to those indicated earlier in the report on the school information page. The staff revisited and reflected upon the goals at the end of the first semester in January. Interviews with all review focus groups showed the staff collaboratively revised the goals, along with pertinent plans and practices, for February through June 2013, so that all stakeholders knew what was necessary to achieve them, and what their individual and group roles are in the overall process. The top two goals reported by school stakeholders focused on plans to develop, monitor, and align individual teacher and student goals to increase student pass rates on Regents examinations by seven percent; and to use the same planning process to create, align, and monitor CCLS master goals that result in a seven percent increase in overall student credit accumulation. All goals posted and submitted for document review used a specific, measurable, attainable, relevant, and time-bound (SMART) format. Because the school has a clearly articulated vision understood and shared across the community, there is a shared sense of urgency about achieving the school wide goals.

2.3 The school has received a rating of *Effective* 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 leader collects, analyzes, and regularly shares a wide variety of data with all school constituents. The IIT team found documentation that showed the school changed its grading policy and adopted a software package from *JupiterEd.com* that allows a variety of data to be collected, analyzed, and shared. Interviews with school leaders and staff indicated teachers enter assignments, grades, attendance, homework, project instructions and rubrics, and comments on results into the teacher portal of *JupiterEd.com*. Students and parents can log into the student and parent portals of the program and check everything from current grades, homework, and other assignments, to attendance period by period. Students and parents can email teachers directly through the program. All school constituents reported this program greatly increased and facilitated communication between home and school. The school leaders reported and document review supported the assertion that they changed the order of coursework requirements, with students obliged to take and pass required core courses before taking electives. The school leader reported during interviews with the IIT that she developed this policy based on transcript analyses of non-graduating seniors under previous school leadership practices. School leaders stated the shift in practices has resulted in an increase of credit accumulation from 71.99 percent by the end of the 2011-12 school year to 88.58 percent as of January of 2013. Teachers reported they worked with school leaders to analyze Regents examination data and then developed and paired revised courses to increase student achievement, such as pairing a global history course for grade ten students with a global literature course. School leaders and teachers indicated during interviews that students could focus and develop skill with reading and analyzing non-fiction historical texts and writing evidence-based arguments and persuasive essays because of this interdisciplinary approach to curriculum. Conversations with students and review of student work samples from both courses showed the shared focus and rubrics with teacher comments to students. The school organized courses so that grade nine students take both integrated algebra and statistics courses to build a strong foundation for later advanced mathematics and science courses, such as trigonometry, chemistry, and physics. The school administered learning style surveys in September 2012 so that teachers could develop instructional practices that address a variety of student learning preferences. Teachers reflect with school leaders on student outcomes after each benchmark assessment to develop mid-course corrections and interventions leading to greater student achievement. The school leaders are using the process of observing classroom practices through developing the Danielson model of Teacher Effectiveness. The models are based on the New York City (NYC) Chancellor's instructional expectations (CIE) for classroom practices, specifically, *Planning for Cohesive, Rigorous Instruction* and *Planning, Questioning, and Discussion Strategies*. Professional development (PD) to support teacher growth is regularly included in feedback and next steps. The school schedules inter-visitation one day per week so that teachers may observe peers to share practices and coach one another. The peer observations, or "learning walks" that take place among teacher teams weekly, require teachers to use the Danielson

framework to provide their colleagues with constructive feedback. Because of the use of evidence-based systems to examine and improve individual and school wide practices, the interviews with school constituents and reviews of many forms, records, and reports show the school is making documented progress in increasing student achievement, credit accumulation and progress toward its stated mission-critical goals.

2.4 **The school has received a rating of *Highly Effective* 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.

- The IIT found the school leader has made a wide range of strategic decisions concerning human, programmatic, and fiscal capital to address school wide goals and academic needs. According to the school leader, she assigned the strongest, most effective and experienced teachers to courses terminating with Regents examinations. The data reviewed by the IIT indicate that scores for the integrated algebra Regents examination doubled last year. The school leader used Title I funds to hire external literacy consultants to support literacy in all subjects. The Children First Network (CFN) provides the school with data coaches and English as a second language (ESL) coaches to work with teachers and inquiry teams to develop instructional practices aligned to the Common Core Learning Standards (CCLS) so that the needs of all students are met and all students are able to produce higher quality work products. To ensure more academic rigor and college readiness, the school offered four *College Now* courses during the spring semester of 2013, with classes taught collaboratively by Baruch College professors and teachers from the school. The school is also designing and developing a career and technical education (CTE) media program by hiring a CTE licensed teacher to teach digital media arts, and used Title I funds to reimburse another teacher working toward completing his computer science degree. The school leader indicated that these decisions would support her efforts in providing teacher-leader capacity-building supports that benefitted the school community. The school leader reported these two teachers were designing curricula for the CTE Program. During interviews, and supported by document review, the school leader reported receiving a grant to buy computers to furnish three computer labs for expanding and redesigning technology school-offered courses. The grant also supported computer use of *Achieve 3000* to improve reading levels, administration of *Acuity* assessments, the purchase of interactive white boards for use in most classrooms, and the *N-spire* graphing calculators for calculus courses. The school leader also reported she applied for and received a \$10,000 grant in September 2012 to participate with NYCDOE's *Periodic Assessment* program. According to the principal, the NYCDOE piloted this program to support schools in order to develop a system of formative assessments in all English language arts (ELA) courses that support the CCLS shifts. The pilot aimed to assess reading and writing processes, and to assure that the processes implemented are consistent in all curricula in the school. The school shared the assessments citywide by posting the school's strategies and results on Achievement and Reporting Information Services (ARIS), to which all school leaders and teachers associated with NYCDOE have access. During interviews with the IIT, and supported by teacher meeting agendas and meeting minutes, teachers reported that throughout the year they work collaboratively on aligning assessments to curricula and tasks that support the CCLS. The school wide assessment system also includes rubrics for student reflection,

self-awareness, and increasing college readiness. The school also received a \$20,000 grant to create a bilingual program for the science and social studies classes for the large Chinese-speaking student population. The school provides instruction in both the English and Chinese languages to prepare students to be successful on the Regents examinations. The weekly schedule for teachers includes a modified class schedule on Monday to allow a two-hour block devoted to departmental meetings alternating with ongoing whole-school PD focused on instructional goals aligned with CCLS to improve instruction and engage students in challenging academic tasks. Teachers meet daily during the student lunch period in grade level teams to discuss student achievement and create academic interventions for students that are off track for graduation. The school also has an extended learning time program which includes academic intervention services (AIS), tutoring for all students requiring extra assistance and/or time to complete assignments, SAT preparation offered by Kaplan, sports, and other extracurricular programs. Licensed teachers that are available before and after school and during student lunch periods, staff the extended learning program, as well as the school library/resource center. The school leader created and uses robust systems and structures, allowing students and teachers to benefit fully from flexible and thoughtful programs, with a creative, extended learning time programs aligned to student achievement. Consequently, the school leader's strategic decisions have enabled the school to address student needs and school improvement goals on an on-going basis.

2.5 The school has received a rating of *Effective* 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.

- The school leader has a fully functional system in place to conduct targeted and frequent observations. School leaders and supervisors conduct informal daily walkthroughs and formal observations with post-observation conferences based on the Danielson framework, so that school leaders observe each teacher four to five times each semester. Interviews with school leaders and teachers indicated that daily informal walkthroughs result in immediate formative verbal feedback followed by written reports. Interviews and document review also showed each teacher sets two goals at the beginning of the school year, which became the focus of the teacher observations for the school year. One goal is academic in nature and in tandem with the grade team goals, and the other focuses on personal professional pedagogical goals. During the post-observation conference, the school leader and teacher reflect on the teacher's professional goals, scholarship data, student progress as evidenced by student daily work, classroom procedures and management, and the teacher's professional contribution to the school community. School leaders and teachers reported they create and maintain a portfolio that demonstrates their instructional strategies that promote their students' academic growth. The IIT reviewed a selection of these portfolios, which each teacher maintains in their classroom. The school leader and teacher collaboratively develop an action plan that includes supports and an implementation timeframe. Document review and interviews indicated school leaders meet with teachers at the end of each marking period (six times per year) to analyze scholarship data and work with teachers to develop next steps that will improve student achievement. Interviews and document review showed school leaders meet bi-weekly, as a

cabinet to calibrate their observations, recognize teachers in need of support for improvement, and develop interventions in the form of PD workshops. The school leader indicated these meetings showed how the cabinet held each other accountable for working and reflecting on progress toward achieving the school’s goals. Document review and interviews conducted by the IIT also indicated the cabinet recognizes extraordinary practices exemplified by teachers with satisfactory ratings, and teachers provide presentations to their peers during Monday PD sessions. As a result, school leaders track progress of teacher practices based on student data, feedback, and PD opportunities and hold all staff accountable for continuous and sustainable 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

E

Debriefing Statement: The school is continuously planning rigorous and coherent curricula using assessments and benchmarks developed by staff and supported through a Periodic Assessment grant, which the school shared online through the NYC Common Core Library. Teachers modify the curricula regularly, based on assessment and analysis of student achievement results to support the CCLS.

Strengths:

3.2 **The school has received a rating of *Effective* 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 leader and staff support and facilitate the implementation of rigorous and coherent curricula to support both the CIE, and the CCLS shifts that include writing persuasive argument essays based on evidence. All teachers participate in whole school PD every other Monday with ongoing discussion of questioning techniques, classroom and time management, lesson planning, co-teaching strategies, creating tasks and rubrics that lead to higher student achievement, and revising curricula maps to support the CCLS, using State and City curriculum resources. The master schedule, meeting, attendance records, and agendas indicated the school uses alternate Mondays for department meetings, and every Thursday the teachers meet in grade-level groups to ensure that their curricula align horizontally and vertically. The school organized courses so that grade nine students take both integrated algebra and statistics courses to build a foundation for later advanced mathematics and science courses. Teachers reported they worked with school leaders to analyze Regents examination data to develop and pair courses, such as a global history course for grade ten students with a global literature course. School leaders and teachers indicated during interviews that students could focus and develop skill with reading and analyzing non-fiction historical texts because of this interdisciplinary approach to curriculum. Teachers reported they used performance assessment tasks with rubrics to create CCLS unit plans that integrated the arts and technology resources, such as students and teachers using the interactive white boards, into ELA, mathematics and social studies. The school leader also reported she required teachers to create and update data

binders during grade level and content area meetings so they can analyze the information to inform instruction. Teachers reported during interviews that they translated curriculum in mathematics, science, and social studies for bilingual Mandarin courses and with ongoing PD support are developing CCLS-aligned tasks for students in the bilingual program. Because of the support and facilitation provided by school leaders and staff, the school has assured the development of coherent, curricula that support the CCLS.

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

- The school leader has created a class schedule that includes common meeting times for teachers of the same grades and content areas. Teacher teams meet three times a week for different purposes on each day. Once a week during grade level meetings, teachers analyze student work using the Modified Consultancy Protocol adapted from the National School Reform Faculty (NSRF). After collective review of student work, teachers make suggestions to modify the curriculum or instructional strategies to address areas where students need support. Observations by the IIT and teacher interviews indicated that the curriculum is in continual development and refinement using *Understanding by Design* principles to organize and design units and pacing calendars. Teachers reported and the IIT found during observation that the units exposed students to a progression of sequenced complex materials across all curricular areas, such as in the paired courses for global history and global literature. The school leader indicated during an interview with the IIT that she, the assistant school leader, and coaches review curricular materials for alignment with the CCLS and provide feedback as necessary. The school provided lesson plans to the IIT during the review, and the team was able to ascertain that the lesson plans support the CCLS. The school leader reported the NYC Department of Education (DOE) invited the school to contribute its curriculum to the NYCDOE online CCLS library because of its quality. Consequently, the school is able to support student achievement because school leaders and teachers ensure that units and lesson plans support the CCLS and introduce complex materials that stimulate higher-order thinking around concepts and ideas.

3.4 The school has received a rating of *Effective* 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.

- The school has structured teacher team meetings three times weekly to ensure opportunities for teacher collaboration. This structure included grade level discussion of social and emotional progress of students, which results in planning interventions and supports on Tuesday; inter-visitations on Wednesday to support teacher development; and content area team meetings on Thursday to review and analyze student work to adjust curriculum and instruction. The school has three computer labs open to students for different purposes. Observations, interviews, and document review showed seniors use one lab to develop college applications and engage in other associated work, including enrichment courses provided through *College Now* and *College Summit*

and the community-based organization (CBO) Grand Street Settlement, which provides after school offerings. Another computer lab was near the arts and humanities classrooms. Art classes for students in grades eleven and twelve integrate other content area learning. For example, in one art class the IIT visited, the team observed that students were required to select a character from any book they had read in their ELA class, determine four characteristics of the character they chose, and create symbols of those characteristics. The symbols students created based on the character analysis were then included in a surreal drawing of the character. The third lab was for students in the digital media Career and Technical Education (CTE) certification program. Teachers regularly use interactive white boards (IWB), which are available in nearly all classrooms in the school. Because the school leader and teachers engage in collaborative planning and revising curriculum within and across grades and subject areas, students have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

3.5 The school has received a rating of *Effective* 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.

- School leaders and teachers use scholarship reports, item analysis of benchmark assessments, analysis of individual student outcomes, student goals and progress reports, teacher goals aligned to observation reports and feedback, as well as information collected, housed and analyzed on *Jupiter Grades*. School leaders indicated during interviews with the IIT that they developed individual student class schedules based on transcript analysis to ensure that students meet course and credit accumulation requirements. Interviews with the school leadership teams indicated they routinely review data provided by the school data specialists to check for progress on meeting school goals. The school received a *Periodic Assessment* program grant from NYCDOE to develop benchmark assessments aligned to CCLS and Regents examinations, which they posted on the NYC Common Core Library. Teachers and school leaders indicated other teachers and school leaders used the assessments and provided feedback. The school leader reported Children First Network (CFN) data specialist supported the school development of benchmark assessments, where analyzed data showed trends in outcomes with color-coding. All school leaders and teachers discussed and analyzed the color-coded trends. The school reported it changed and rescheduled the special education classes from interactive co-teaching (ICT) to self-contained classes on a trial basis as the result of the benchmark assessment outcomes, the ongoing conversations among teachers and school leaders on data, and low special education student progress with credit accumulation. Staff reported they analyze exit slips to adjust subsequent lessons to re-teach, enrich, or move forward with instruction. During grade level meetings conducted once a week, staff reported they review individual student progress to develop and modify interventions. Students reported and shared work samples that show they reflect on their individual goals routinely. The result of these practices by school leaders and teachers is that the school has developed a data-driven culture that identifies student needs, and informs action planning and instruction and has resulted improved student achievement outcomes.

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	D
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Debriefing Statement: Teachers have created CCLS-aligned curricula and corresponding common assessments and rubrics. Teacher practices show evidence of attention to particular student needs, although the level of student engagement in classrooms observed by the IIT during the review was inconsistent from class to class, resulting in missed opportunities to increase achievement for all subgroups.

Strengths:

4.2 **The school has received a rating of *Effective* 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.

- Teachers were able to articulate the data they used to develop lessons and groupings of students during class activities. The data sources they listed in the self-assessment and noted during interviews included benchmark assessment outcomes, pre- and post-assessment information, New York State English as a Second Language Achievement Test (NYSESLAT), special education Individualized Education Program (IEP) goals, quizzes, exit slips from the previous day classes, ARIS data, Regents examination and Advanced Placement scores. Lessons observed by the IIT included instructional practices and strategies chosen to address the needs of groups of students. Some of these practices and strategies were modifications and accommodations for English language learners (ELLs) and students with disabilities, which included using leveled texts, paired activities, small group work, debates, and a variety of graphic organizers. Students interviewed reported they create goals for themselves that they re-visited, reflected upon, and revised at structured checkpoints throughout the school year. Teachers reported they reflect regularly during group conversations and as individuals on outcomes from benchmark assessments and scholarship data. Data specialists perform item analysis and teachers reviewed individual student outcomes. Because teachers reviewed instructional practices, and adjusted unit and organized lesson plans to meet established student achievement goals, teachers promote high levels of student engagement and inquiry.

4.4 **The school has received a rating of *Effective* 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.

- Teachers have created a safe and responsive learning environment. The IIT observed that posted behavioral expectations were in hallways and classrooms, and that a Positive Behavioral Interventions and Supports (PBIS) program was in place. Teachers targeted, practiced, and discussed study habits, classroom behaviors, and course expectations with students during advisory periods. According to the Online Occurrence Reporting System (OORS) data that the IIT reviewed, incidents have declined over the last two years. In the large student focus group and small student group interviews, students indicated to the IIT that they knew school expectations regarding

behavior and that they also were aware of the consequences if they misbehaved. For example, students reported that fighting in school results in suspension. The school translates communications with families into the three languages prevalent at the school – English, Spanish, and Mandarin. During the observation of a mathematics class, the IIT found that the teacher provided translations for Mandarin-speaking students to enable them to access the content material. Students and teachers indicated this happens in other classes as well. Students reported that student government carries out activities to address different cultures at the school, i.e., Chinese New Year, Unity Dinner at Thanksgiving, as well as trips and activities to bring students together, including Spirit Week, dances, and other social activities. In classes observed by the team, teachers required students to complete tasks that contained high levels of complexity, such as comparison and analysis of similar equations with their corresponding graphs, and to use a rubric to analyze sample work and exemplars, in preparation for self-assessment. Lessons included high-level instructional materials, which included leveled reading materials, relevant articles, and complex texts, such as those used in the global history course for grade ten students paired with the global literature course. Therefore, the environment 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.

4.5 The school has received a rating of *Effective* 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.

- Teachers use a variety of data sources to inform and develop explicit teacher lesson plans. Through interviews and observations, the IIT found that the school structured teacher team meetings in a variety of ways to enable staff to review data regularly. During grade level meetings, teachers indicated they shared their concerns about the social and emotional needs they observed in student behaviors, and used these discussions to initiate interventions and supports with guidance counselors. Content area teachers reported they also meet to review student work and to make instructional and curriculum adaptations. During interviews conducted by the IIT, teachers indicated that they considered reading levels when grouping and pairing students, and they used exit slip and other assessment data to develop lessons and revise unit plans. Students reported that *Jupiter Grades* allowed them to access and track their course assignments, homework, assessments, and course progress online. Teachers indicated that the use of the same rubrics for writing in all subjects enabled them to have a coherent understanding of student progress by reviewing a wider selection of student writing products developed in different courses. Student work viewed in portfolios and on bulletin boards reflected comments on post-its according to the rubrics in use. Consequently, students were active participants in their own learning process.

Areas for Improvement:

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 were working toward the goal of providing coherent, appropriately aligned CCLS - based instruction that leads to multiple points of access for all students, the IIT did not find consistent examples of differentiated instruction and support for ELLs. During classroom observations, the IIT invited the school leader to “point” them to classes that showed well-developed differentiation; but the IIT did not observe consistent examples supporting multiple entry points at the time of the review. While there were sufficient examples of support for Mandarin-speaking students in mathematics and science classes, the IIT did not observe similar supports for students speaking other languages in classes for other subjects. Teachers indicated during interviews that they used ongoing assessment data to develop lessons. In some ELA classrooms observed by the IIT, students were engaged in reading leveled texts, translations, and paired activities that supported multiple entry points, but this was not a consistent practice observed in all classrooms for other subjects. Lesson plans reviewed by the team for subjects other than ELA did not indicate an approach to lesson strategies and activities that supported multiple points of entry. Consequently, the reviewed plans did not include consistent, specific details for providing supplemental instructional supports for specific students, including those in the lowest one- third in terms of academic achievement, students with disabilities, and ELLs. As a result, teachers are not yet delivering consistent CCLS-based instruction that demonstrate the instructional shifts or lead to multiple points of access for all students to achieve targeted goals.

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: School leaders and staff identify and support student social and emotional development and have developed systems of distributed and shared accountability that are increasing the levels of health, safety and respect in the school environment. The school culture and climate is becoming more conducive to learning.

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 uses a distributed leadership system with shared accountability to cultivate, develop, and sustain systems and partnerships for social and emotional developmental health. Students interviewed indicated their advisors knew and supported them, and they meet together each week. Document review and interviews with the school leader and teachers indicated mentors support students in grades nine and twelve and discuss career readiness through school activities. The CBO, Grand Street Settlement, facilitates the Attendance Improvement and Dropout Prevention (AIDP) program. Students interviewed by the team indicated that the school is small enough so that they feel they have a “go to” person that can support them or direct them to someone who can. Teacher

teams discuss social and emotional issues during weekly grade level meetings with guidance counselors and Grand Street Settlement social workers. Guidance counselors and other support staff work with teachers in grade-level and content area meetings to plan interventions. Students, parents, and teachers all reported that school leaders and guidance counselors are always available to address student emergencies, and they make referrals to the school psychologist for resolution if necessary. The school leaders reported they developed course schedules for each student to meet requirements for graduation. Grand Street Settlement has an office on site and interacts with students throughout the school day. There is also a college office with advisors available on site through New York University as well as through Grand Street Settlement. The school leader and teachers collected 70 coats for students impacted by Superstorm Sandy. CUNY donated application fees for 48 students. Because the overarching systems and partnerships in this small school setting allows each student to be known by more than one adult, all of whom can direct students to the right support for their needs, the school has been able to support and sustain students in their social and emotional health.

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.

- All constituencies were able to articulate the goals of the school aligned to instruction and to the school environment. The school leader and teachers posted the vision and goals, written in SMART (specific, measurable, achievable, reliable, time-bound) format in the workroom that also served as the school leader's office. Specifically, according to document review conducted by the IIT, the vision is to, "Improve the climate of the school community by fostering the 3 R's—Reason, Respect, and Responsibility and open communication." The goal was to increase the Learning Environment Survey by 2 points by June 2013. The school maintains a website with a parent and student link, and teachers used *Jupiter Grades* to post information, which included reports of attendance, homework, assignment and project instructions, and anecdotal reports of discipline issues, as well as grades for each course. During weekly grade level meetings, when staff discussed student social, emotional, and achievement issues, school leaders, staff, parents, and students all reported they included families of students whose schoolwork was under discussion, as well as the student in the conversation to develop interventions to improve social, emotional developmental health and academic achievement. The school posts PBIS expectations throughout the building, and includes them in school handbooks translated into three languages (English, Spanish, and Mandarin). The school leader reported she had security cameras placed strategically in halls and entrances. Staff noted during interviews that this practice had decreased significantly the number and most common types of incidents resulting in student suspensions. During joint weekly meetings, school stakeholders reported staff explained and discussed academic intervention plans with parents, families, and students. Parents have access to portfolio documents that students develop through the *College Summit* program. Interviews with the school psychologist and guidance counselors indicated they provide other staff with ongoing PD during weekly discussions to identify behavioral issues, and advise teachers how to report and respond to these issues. Consequently, the school is academically and intellectually safer for all students, which results in a healthier environment for all

school constituents.

5.4 The school has received a rating of *Effective* 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 IIT found that all school constituents were able to articulate how the school community is safe and conducive to learning. Students indicated during interviews that they feel safe both physically and intellectually at school. During interviews and walkthroughs with the IIT, school leaders reported they installed new cameras in halls and entrances and noted that the safety of these areas where significant numbers of incidents occurred improved immediately. Student interviews and document review, including school meeting and events calendars, indicated student government representatives from each grade meet with school leadership regularly. The school leader conducts frequent focus groups with students to ascertain what was working, and what needed improvement for groups of students. The school holds grade level assemblies after each marking period where students are able to voice their concerns and suggestions. During interviews, teachers were able to articulate the school vision and goals, and they discussed how their work on teacher teams addresses student social and emotional health. Parents reported they could connect the school's vision to supports through partnerships established by the school, including the CBOs Grand Street Settlement, *College Now*, and *College Summit*. *College Now* is a dual enrollment program and collaborative partnership between the City University of New York (CUNY) and NYCDOE where high school students may receive both high school and college credit for specified classes. *College Summit* is a national US non-profit organization that helps high schools raise their college enrollment rates by building a college-going culture. As a result, the school fosters a sense of ownership among all constituents that leads to greater student outcomes.

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 IIT found that the school is a data-centered community and that the school leader and student support staff work in strong collaboration with teachers to use data to respond to student social and emotional needs. Document review and interviews with school leaders and staff showed that they discuss scholarship data during feedback sessions after classroom observations. Interviews and document review indicated teachers adjusted instruction based on item analysis of class and individual data after benchmark assessments. Interviews indicated the support staff and teachers analyzed the data generated on use of the PBIS program to share information on student behaviors. In addition, they analyze the OORS data during meetings devoted to student social and emotional needs. The school monitors attendance data and supports are in place to reach out to families whenever students are absent from school. Support staff and school leaders work together with teachers to develop interventions and monitor progress for students with frequent absences along with their families. Individualized student programming ensures that students are on track with the courses needed to meet course requirements for graduation. Students social and emotional health needs are being attended to so that students can become more academically and socially successful.

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
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Debriefing Statement: The school has developed partnerships with community-based organizations that support school constituents. Student academic achievement and social-emotional well-being are showing some positive trends and outcomes.

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.

- The IIT found that the school maintains a welcoming “open door” policy and that the school leader readily addressed parent requests for information and support for their children. Parents interviewed by the IIT stated the school leader “was ready to drop everything” if they indicated they had an urgent need to meet with her. Teachers and other staff indicated they were available if translation services were necessary to facilitate conversation with families. The school leader reported they shared the building on a temporary basis with a school undergoing repairs after Superstorm Sandy in the fall of 2012. The school also hosted a “unity dinner” at Thanksgiving for the displaced school community as well as the local school community. The school was also active in making sure affected students and their families had sufficient school supplies, clothing, and other necessities to continue through the school year with as much stability as possible. Other volunteer opportunities for parents were through the parent-teacher-student association, including translation for non-English speaking parents, and the collection and distribution of donated materials. Consequently, 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.

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

- The IIT found the school engages in effective planning and reciprocal communication with family and community stakeholders. Parents indicated they were aware of and appreciated the staff's actions to acknowledge the diversity, knowledge, and culture of families and community members. Interviews with school leaders, teachers, parents and students, as well as document review, indicated the school has developed a bilingual mathematics and science program for Chinese students. All communications from the school are translated by staff for Spanish-speaking and Mandarin-speaking families. The school holds cultural celebrations of importance to the local community, including an annual celebration of the Chinese new year. Parents and students have access to *Jupiter Grades* for student grades, homework, and attendance to keep abreast of student

progress. The *Jupiter Grades* program facilitated email conversations among parents, students and teachers on any matters related to student needs. The school leader and staff reported, and parents affirmed, the school leader assured translators were available during parent-teacher conferences and all other school functions to which families are invited. This planning and communication results in students' strength and needs being identified and used to augment learning.

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 IIT found the entire school community partners with families and community agencies to promote and provide PD. Interviews, and documents such as agendas, meeting advertising, and meeting reports, indicated the parent coordinator runs Title I information programs and workshops for parents. The Title I parent program offered workshops to parents on using *Jupiter Grade*, curriculum revisions, including the CCLS, and helping their child to prepare for college and career. The school leader reported the school makes referrals to Grand Street Settlement, which has resources to address a wide variety of student and family social and emotional health and academic needs. The Grand Street Settlement partners with the school to provide youth and adolescents in the school are served through programs such as Attendance Improvement and Dropout Prevention (AIDP), Girls' and Young Women's Initiative, Boys' and Young Men's Initiative, the College and Career Discovery Center, and Project COOL (Creative Opportunities for Outstanding Learners). Grand Street Settlement also has an active Intel computer club for students from the school to experience cutting-edge technology. Programs for families include counseling and support services for students and families, including a benefits screening and on-site tax assistance and financial and legal help, and a Community Technology Center, which is available to the entire community. College and career readiness for students is supported through a New York University college advisor on site, a Grand Street Settlement college advisor, and *College Summit* with access to the corresponding CUNY website for *College Now*. All of these programs involve PD for parents. The school leader stated she chose a CFN team that includes middle schools that could feed into the school to help grow the student population attending the school. The school leader reported she attends network meetings held at other schools. The parent coordinator and attendance teacher shared attendance documents and data to show how they work with students and families by sharing information with parents on NYC district-conducted workshops and PD resources. The impact of this array of supports for students and families, along with the PD across all areas of academic, social, and emotional developmental health, students are supported so that they may succeed academically and socially.

Areas for Improvement:

6.5 **The school has received a rating of *Developing* 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.

- Structures are in place, such as *Jupiter Grades*, and the Achievement Reporting and Innovation System (ARIS) Parent Link for parents and families to access data. During interviews, parents indicated if they actively seek to find data and request assistance in understanding it, the school staff works with them. Parents also indicated that ARIS Parent Link is a secure online location where parents can find information, such as their child’s daily attendance and test results. ARIS Parent Link can also help families find activities that they can do at home to improve their child’s achievement. While *Jupiter Grades* shows student progress, parents, school leaders, and staff indicated it does not give students, parents or families information on particular student needs and successes other than the manner in which grades are reported. While teachers use a variety of data sources to make decisions about student needs and instructional strategies, and parents are included in conversations with teachers, support staff, school leaders and the students themselves in discussing and devising interventions, parents indicated during interviews that these activities did not help them understand the data. Despite this array of activities, the school does not share data in a way that empowers and encourages families to use and understand data. Consequently, the school does not consistently promote a dialogue between parents, students and school constituents concerning data, which hampers student learning and success.

Recommendations:

Tenet 4: Teacher Practices and Decisions

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

- 4.3: Develop expectations for instructional practices based on the CCLS instructional shifts for all curricular areas. Ensure regular and frequent communication among staff to develop a shared understanding of best practices for effective teaching and learning based on research. Ensure all teachers have many opportunities to develop and use a wide variety of ways to engage students in learning that enable them to achieve their targeted goals.

Tenet 6: Family and Community Engagement

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

- 6.5: Provide and publicize a wide range of learning opportunities for families and school constituents to elevate their understanding of student data. Share and explain data in a way in which families can understand student learning needs and successes.