



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342700011480
School Name	27Q480 John Adams High School
School Address	101-01 Rockaway Blvd, Ozone Park, NY 11417
District Name	NYC – District 27, Queens
School Leader	Daniel Scanlon
Dates of Review	March 18-20, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for 27Q480

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2838	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	66	# SETSS	20	# Integrated Collaborative Teaching	301
Types and Number of Special Classes (2013-14)					
# Visual Arts	75	# Music	62	# Drama	N/A
# Foreign Language	222	# Dance	N/A	# CTE	31
School Composition (2012-13)					
% Title I Population	71.6%	% Attendance Rate	77.6%		
% Free Lunch	77.2%	% Reduced Lunch	8.2%		
% Limited English Proficient	17.5%	% Students with Disabilities	13.6%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	5.1%	% Black or African American	27.4%		
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander	26.6%		
% White	3.4%	% Multi-Racial	0.1%		
Personnel (2012-13)					
Years Principal Assigned to School	0.33	# of Assistant Principals	12		
# of Deans	10	# of Counselors/Social Workers	13		
% of Teachers with No Valid Teaching Certificate	1.5%	% Teaching Out of Certification	6.6%		
% Teaching with Fewer Than 3 Years of Experience	22.1%	Average Teacher Absences	6.4		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A		
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	62.1%	Mathematics Performance at levels 3 & 4	48.4%		
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A		
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	52.2%		
6 Year Graduation Rate	70.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	Yes	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	Yes	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

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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.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	enrichment opportunities.				
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	social and emotional developmental health needs.				
	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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	OVERALL RATING FOR TENET 6:			D	

School Review – Findings, Evidence, Impact and Recommendations:

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
<p>Debriefing Statement: The school leader has strategically used programmatic, human, and fiscal resources, to ensure evidence based systems and practices to implement a vision and instructional/environmental focus. A system for review and evaluation of staff instruction and practices has been established and implemented but the administrative team does not regularly provide detailed and actionable feedback to all staff, to ensure continuous instructional improvement.</p> <p>Strengths:</p> <p>2.2 The school has received a rating of <i>Effective</i> for this Statement of Practice: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</p> <p>Overall Finding:</p> <p>The school leader has established and successfully implemented a guiding vision among the school community using SMART goals and timely analysis of progress.</p> <p>Evidence/Information that Lead to this Finding:</p> <ul style="list-style-type: none">• In the short tenure of the school leader, layers of stakeholder collaboration have been systematically implemented to focus and complete the school improvement work needed. A needs assessment that included survey, open dialogue, empirical data review, and experiential study from the perspective of a student learning at the school and in the classroom, drove the development of the school’s vision and SMART goals. A School Leadership Team (SLT), administrative cabinet, and Positive Behavior Interventions and Supports (PBIS) Leadership team comprised of students, teachers, parents, and administrators meet regularly to review progress, and revise the SMART goals that drive improvement efforts where communications, agendas, minutes, and attendance sheets of these teams were read by Integrated Intervention Team (IIT) members.• Improving student engagement in instruction, fostering a welcoming environment, and building the capacity of staff and students are the primary goals of the work of each committee, confirmed by documentary evidence and reports of the school leader. The school goals are reviewed regularly in each committee structure and a strong emphasis is placed on the progress that has been made since the last review and the accountability of different stakeholders. This successfully establishes an urgent and appropriate focus on improving critical outcomes of attendance, ‘on-track for graduation’ status, and advanced standing, for high school students.		

- School-wide goals for improving student attendance and graduation rate are widely known by staff as indicated by IIT interviews, visible on all school leader communications to staff including monthly newsletters, meeting agendas and minutes, team decision logs, and data analysis protocol worksheets, which contribute to a common focus and united approach to intervention.

Impact Statement: As a result of a realistic and coherent school-wide focus on school improvement by all stakeholders, some early signs of success in improving student learning and school culture are being established and embedded in the culture of the school.

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The school leader has successfully utilized available resources to the school to increase learning opportunities for students and bring about progress towards goals outlined in the SCEP.

Evidence/Information that Lead to this Finding:

- As a Turnaround candidate, the school leader carried out a thorough and ‘deep-dive analysis’ of student data for school wide practices, programmatic efficacy and, by academic department, to consider identified obstacles to implementing the vision. While many underperforming staff members were supported with clear expectations, professional development (PD), extensive targeted coaching and formative and summative administrative feedback on their instructional practice, personnel changes were necessary including, the establishment of important leadership positions. As a result of many of these shifts, school leaders report an increase in staff willingness to volunteer and support the activities to implement the school’s vision. In addition, review evidence indicates some gains in student outcomes in the targeted areas of attendance, achievement, and graduation rate.
- Key leadership positions have been established in order to further support implementation of the vision. The creation of the position of Small Learning Community (SLC) director to join the SLC leadership team of Dean, Assistant Principal, and guidance counselor, in order to include teacher leadership in fully ensuring adequate programming for student success. The executive school leader has designated one of the eleven assistant principal positions to manage the operations of the budget and financial resources collaboratively with the school support network. Network supports have trained and guided both leaders to prioritize available funds and match the expenditures with the activities aligned to the SCEP. Improvements in areas such as ‘per session’ policies, procurement processes and aligning grant and initiative resources explicitly to the schools vision and SMART goals has enabled the available fiscal resources to be allocated more efficiently and streamlined to better meet the academic and social and emotional needs of students.
- After analyzing the needs assessment data, the school leader secured an experienced high school programming specialist and support personnel to establish an effective scheduling process. Formerly weak procedures were replaced with timelines and widely communicated protocols, to resolve excessive numbers of program errors/conflicts and design targeted interventions for significant

numbers of under-credited students. Empty courses that were existent on paper only were reportedly reduced by 50 percent leading to accurate generation of student transcripts and enabling graduation status to be accurately known. Shifts in programming methodologies to solve performance issues have been implemented such as creating Global History block (double periods) in the grade ten and in the grade nine schedule with a literacy rich social studies section to enhance reading and writing skills. In the International Baccalaureate (IB) program small numbers of grade nine students receive the Global History block and physics sections to create space in a later year to participate in the advance programming.

- Evidence indicates that assorted opportunities for Expanded Learning Time (ELT) have been added for students and the staff, resulting in increases in student achievement, 'on track' status for graduation and increased capacity of staff to review data and engage students in learning. Tutoring, targeted remedial and extended delivery courses have been added such as Spanish Heritage for native born bilingual students, Instructional Support Services (ISS) sections for Global and American History, APEX credit recovery, and reinstatement of general music classes, with funds that were repurposed from other fiscal savings and programming error resolutions. Staff experienced embedded PD each week in targeted areas aligned with their preferences and areas of identification in the Annual Professional Performance Review (APPR) process.

Impact Statement:

As a result of creative use of the resources available, several areas of need have been addressed, and initiatives put in place to better meet the needs of the school community.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

Several systems are in place to study each aspect of the school and learning process, in order to align goals and provide learning experiences.

Evidence/Information that Lead to this Finding:

- With network expertise and ongoing support, technology tools have been purposed to provide management, communication, and accurate up to date student information in assorted areas, such as: attendance tracking and monitoring, student progress toward graduation 'Student Sorter', student access to Least Restrictive Environment (LRE), School-wide Positive Behavior Intervention Supports (PBIS), PD planning and monitoring, School-wide monthly interim assessments, and the Scaffolded Apprenticeship Model (SAM) program. Each of these systems contains student data, interventions, outcomes, and planned next steps for adjustment and improvement. As observed by reviewers, all relevant staff has access and receives automatic notifications when an action is required. Formal team meeting structures have been established and implemented so that all relevant stakeholders use the systems to make timely and strategic decisions to improve student outcomes. These team structures

are informed by the data reports, have targeted working agendas, and generate meeting minutes with decision items for all to regularly review, which has resulted in a clear understanding of the schools goals and measurable progress toward them.

- The executive school leader regularly reviews reports from each of the evidence based data systems, as well as meeting minutes to review outcomes and progress toward school goals. Documentary evidence review by the team confirmed that regular leadership cabinet meetings are held to review the progress, clarify the expectations, provide ‘just-in-time’ PD for all school leaders, and make necessary adjustments to critical school efforts in each of the systems. School leaders then lead collaborative team meetings with teachers, departments, and intervention teams in order to disseminate information, turn-key PD, provide feedback on the work of the teams, and collect information about implementation needs for review by the leadership cabinet.

Impact Statement:

With a school-wide focus on evidence collection, progress monitoring, appropriate interventions, and formalized meeting structures in pursuit of the SCEP goals, improvements in attendance, progress toward graduation, movement to LRE, incident referrals, and exam pass rates have all demonstrated growth.

Areas for Improvement:

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

Although the school leader has established a system for providing frequent and targeted observations and to review observation and classroom data regularly, there is variability in the quality of implementation of the process by different members of the leadership team.

Evidence/Information that Lead to this Finding:

- The school is divided into Small Learning Communities (SLC) where supervising assistant principals serve as the lead evaluators of the staff assigned to that SLC. Using the computer software *Advance*, the school leaders manage the process of evaluating and monitoring progress of the teaching staff, and develop a schedule of informal and formal observations with staff but evidence from teachers and documentation indicate that these schedules are implemented inconsistently across each of the SLCs with teachers experiencing different degrees of observation scheduling.
- Based on an analysis of NYCDOE scholarship data and evaluation reports from 2012-13 teacher performance, school leaders collaboratively identified areas of focus from the Framework for Teaching for the 2013-14 year to accelerate student achievement targets. With each teacher, the school leaders identified professional goals aligned with the areas of focus in the Framework and overall school vision, as read by the review team. Formal observation and informal walkthroughs are regularly conducted as confirmed by school leaders, teachers, and document review of observation reports, but the quality of the evidence and feedback provided to staff is inconsistent in identifying strengths and weaknesses in

particular aspects of instruction and student learning to help ensure continuous improvement of instruction. Walkthroughs with reviewers, discussions with assistant principals, sample reports, sample feedback to SLC leaders, and differentiated PD materials for the leadership team all indicate clear expectations and adequate support has been provided by the executive school leader for the supervising assistant principals. However, accurate and reliable assessment of teacher practice with appropriate and actionable feedback, in alignment with the evaluation criteria is not yet accomplished across all supervising SLC leaders and these inconsistencies means that improvements to instruction are not uniform across the school.

Impact Statement:

Because variability persists in the school leaders evaluation practices at the SLC level, continuous improvement of all teachers has not reached high levels, minimizing the opportunity for some students to excel.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Continue and expand targeted PD for all school leaders to include extensive norming and calibration activities to build validity, accuracy, and inter-rater reliability when carrying out instructional observations. Intensify accountability and feedback to the supervising SLC leaders to ensure that accurate assessment of teacher practice is in place and appropriately focused, actionable feedback is provided to all staff.

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.

Tenet Rating

D

Debriefing Statement: The school leader has established a practice that curriculum and lesson plans are used to implement the CCLS. However, the quality of the plans is variable across subjects and teachers in the areas of engagement, differentiation for all learners, and the use of formative and summative assessments. Because actionable feedback is not regularly used in most subjects, transfer of ownership for learning to the students is not generally accomplished.

Strengths:

3.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:

The school leader ensures that the CCLS are being implemented through the provision of coaching and support for teachers to align curriculum maps, unit and lesson plans to the CCLS.

Evidence/Information that Lead to this Finding:

- Document review provided evidence of a systematic plan for the development of units, curriculum maps

and lesson plans aligned to CCLS, in the areas of ELA, math, the sciences. As indicated by staff and document review, during summer 2013, extensive PD facilitated by the network specialists, focused on the development of CCLS aligned curriculum maps. Specialists for students with disabilities and English language learners (ELLs) were included to support the development of performance tasks, translations, and scaffolds for multiple entry points. The school leader and staff reported that the master schedule provides for SLC meetings three times per week that rotate every other week with department meetings. Weekly department meetings attended by all staff and facilitated by an assistant principals, work to further develop curricular maps into units and include a designated content teacher focused on students with disabilities and ELL needs. Regular and scheduled vertical department meetings allow teachers to share lesson plans and strategies for curriculum implementation.

- Documentary evidence, as well as school leader and vertical teacher interview all confirmed formal planning and use of CCLS aligned units in math, science and global history include monthly interim assessments, text selections, calendars of aims for the school year and formative and summative assessments by units. The ELA curriculum included modified units of study for the students with disabilities and ELL populations, and is continuously updated and aligned under the direction of an instructional coach using the research based Judith Hochman model. Regular classroom walkthroughs, monthly assessment of student work, and the formal observation cycle are all tools used by the school leader to seek to establish practices that ensure that CCLS aligned curricula are implemented.
- Evidence from the PD plan and the school leader indicate that PD for all content areas has been provided to support the staff in understanding the CCLS and implementing the instructional shifts. Network specialists, coaches, and consultants provide expert PD as well as the executive school leader. For school wide PD efforts the executive school leader provides ‘just in time’ PD on issues such as better aspects of instruction, curriculum and lesson planning, during leadership meetings to the assistant principals with clear expectations and materials for turnkey implementation within their departments. The school leader then reviews the agendas, work products, minutes, and attendance logs from the turn key PD to ensure that all staff are receiving the information and supports.

Impact Statement:

Training, support and collaboration opportunities have been provided for teachers to help them implement CCLS aligned curricula and to enhance the school’s drive to enable students to become college and career ready.

Areas for Improvement:

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Overall Finding:

Instructional plans across grade levels and subjects inconsistently provide for DDI and CCLS based instruction, where complex materials and higher order questioning are included in varying degree.

Evidence/Information that Lead to this Finding:

- Through review of curricular pacing guides and lesson plans, tasks and instructional details were reflective of the CCLS. However, only present in some lessons plans were the use of complex texts and materials. Many teachers planned for higher order thinking prompts and questions in the written plan, but had varying degrees of success with implementation. Based on the assessment of over 30 lessons, written units/lessons generally reflect strategies intended to support struggling and average level students, but have limited opportunities for the higher achieving students.
- English as a Second Language (ESL) classes have student groupings based on proficiency levels from the New York State English as a Second Language Assessment Test (NYSESLAT) and LAB-R data and additional content and process differentiation within smaller groups. Other subjects listed strategies on the written plan, but did not fully develop the strategy to reflect the needs or implementation for varied groups. Many plans did not provide for opportunities to extend and enhance the knowledge of higher achieving students.
- During the weekly teacher meeting structures, curriculum updates are required. However, in many of the subjects, clear criteria and protocols for modifying curricula based on the results of monthly interim assessments were minimal and only included changes to pace and brainstorming of strategies, resulting in little change in the approach to meeting the targeted needs of students.

Impact Statement:

Although teachers develop plans to guide instruction and include connection to the CCLS, adjustment for differentiation and multiple points of entry is not consistently accomplished, which hinders access to learning for many students.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement a formal protocol for using data to make curricular adjustments that will adequately scaffold instruction and provide opportunities for high levels of cognitive rigor for all students from the most struggling to the higher achieving student.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to collaborate within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

Overall Finding:

Teachers are scheduled to work together weekly and collaborate around student engagement and needs but formalized plans to implement an interdisciplinary approach to learning are not embedded.

Evidence/Information that Lead to this Finding:

- Teachers meet three times per week, every other week with departments to analyze assessment data and to share strategies for instruction. Some departments reported that they also share lesson plans and and give feedback, as a PD strategy to ensure that all instructional planning expectations are

included. However, at the time of this review, formal plans, collaborations, and partnerships for the purpose of designing and implementing interdisciplinary curricula are not yet in place. This is recognized as an area that needs improvement by the school leaders and is a focus for future planning and development.

- Arts, music, and technology programming are prioritized and fully developed as a sequence of study. A media SLC promotes and prepares students to be technologically literate and pursue college and career options in that field. Opportunities to attend to the literacy needs of students were observed in these settings, specifically during one class visit to a classroom where the teacher had students analyze a piece of artwork through a writing activity. In addition, assorted technology tools were observed in use as an aid to many of the lessons observed throughout ELA, math, science, and global history classes. However, integration of the arts and music with core instruction to maximize cross-curricular programming and enable students make connections is not yet in place.

Impact Statement:

Teachers participate in collaborative planning for the delivery of curricula, however, cross-curricular connections and interdisciplinary planning is not yet established as a planning priority, limiting students' access to extended activities to support academic success.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement a plan to establish an interdisciplinary focus within each SLC that includes the arts, technology, and enrichment activities for all students. Include provisions to monitor the effectiveness of the interdisciplinary approach and make adjustments, where necessary, to meet the needs of all students.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding:

Teachers have access to and utilize a range of assessments to guide and monitor curriculum planning and student progress but teacher feedback is inconsistent and limits the transfer of ownership of learning to the students.

Evidence/Information that Lead to this Finding:

- A system of pre-post monthly interim assessments is in place for the four core subject areas. In addition, document review of curriculum documents indicate that teachers have maps, plans, and sample lessons that incorporate the use of a range of formative and summative assessments aligned to the CCLS.

- Teachers conduct item analysis of monthly benchmark exams to determine high frequency errors and analyze tasks for validity and reliability. Although this practice is inconsistently utilized across subject areas, where implemented teachers brainstorm strategies and share practices to address the perceived causes of the high frequency errors. This analysis is recorded on a minutes form for the school leaders to monitor the efforts. However, a formal data protocol that supports transition from analysis and brainstorm to formalized instructional adjustments, differentiated for all learners was generally not evident.
- Teachers and students indicated that formal instructional and performance goals are limited for students as individuals or groups of students, with the exception of being on track for graduation. APEX is an intervention tool that aids students in recovering lost credits, leading to attainment of graduation requirements.
- Through student interviews, it was evident that teachers do not regularly provide timely and appropriate feedback to ensure that students understand their own strengths and areas for improvement. Student progress was regularly measured with a numeric grade and when feedback was rarely provided, most was vague and did not include detailed guidance to assist students in making significant progress.

Impact Statement:

Due to imprecision of DDI efforts to adjust instruction, lack of goal setting, and limited feedback to students on their learning progress, the curriculum does not consistently meet the needs of all learners and many students are limited in assuming ownership of their own learning.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Adopt and use a formal data analysis protocol to adjust curricular plans to meet the needs of all students. Provide PD to staff on setting goals with students and providing meaningful actionable feedback to their students related to those learning goals, where staff are also held regularly accountable for implementing this PD.

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.

Tenet Rating	D
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Debriefing Statement: The school leaders have established a widely known instructional focus on student engagement, professional learning and data analysis to drive the planning, delivery, and analysis of classroom practices. Although stakeholders confirm an environment conducive to learning and some observed practices reflect the instructional shifts, in practice, too few teachers provide multiple access points tailored to individual student needs, therefore opportunities for many students to engage and perform at high levels are missed.

Strengths: All ratings for this Tenet are **Developing** and therefore, comments are listed under **Areas for**

Improvement.

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

The school and teacher leaders provide a structure for the development and modification of data based instructional plans to meet student group needs. However, wide variability in the quality of plans and their implementation prevails and this impedes student learning and progress.

Evidence/Information that Lead to this Finding:

- To expedite quality planning, the school leader proposed a lesson plan template as a suggested approach to addressing the school wide instructional focus of student engagement and targeted diagnosis of student needs. As observed in document review and classroom visits, teachers generally develop lesson plans, but use the suggested template inconsistently and have limited success in delivering adequately scaffolded and differentiated lessons. As observed in feedback documents, school leaders have provided recommendations to departments and teachers for modifying and improving instructional plans, but variable quality and frequency of feedback and guidance across the leadership team has contributed to inconsistent practice across the content areas.
- Instructional Coaching Specialists in both literacy and math, provided through the network, work with teachers who have been identified by their assistant principals as being effective in planning and instruction, and capable of providing turnkey PD and support to their peers in the department. Assistant principals and instructional coaches lead department meetings where assessment data is reviewed through item analysis and strategies are considered for adjusting instructional plans in the four core subjects. However, a formal research based protocol for adjusting instructional plans is generally not evident and lesson observations indicate that the effectiveness of this support is variable particularly in relation to the impact that it has on improving instruction in the classroom. ELL and Special Education teachers are assigned to SLC and departmental teams in order to support the differentiation planning and intervention processes for the identified subgroups and the SLC directors support instructional planning to connect the SLC theme to instruction in promotion of learner engagement. However, school and teacher leaders reported inconsistency across departments with the item analysis, diagnosis, and interventions and that none have a formal process for studying the effectiveness of interventions.
- Students indicated that teachers do not set long or short-term progress goals to guide the learning process and increase achievement. Document review and staff interviews confirmed that this practice is not yet embedded in the work of teaching and learning across the school and as a result, students are not put on challenging but achievable learning trajectories.

Impact Statement:

Although planning and support structures have begun to support the student engagement and inquiry instructional focus, translation into classroom practice remains variable and inconsistent across the school, limiting the increases in student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Target the protocols for adjusting instruction based on student work and data analysis and consistently provide focused, actionable feedback across all subject areas and departments to increase the capacity and hold teachers accountable for quality implementation of engaging instruction. School leaders should ensure that all teachers set appropriate and challenging goals for students that provide a pathway for accelerated and sustained achievement.

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

Overall Finding:

Although many teachers develop lessons aligned to CCLS, the implementation of lessons across the school do not consistently provide multiple points of access, foster higher order thinking, or adequately engage students in meaningful instruction that will prepare them to be college and career ready.

Evidence/Information that Lead to this Finding:

- The lesson planning template and school leader expectation include CCLS standards, differentiation plans, grouping structures, and planned engagement strategies to help ensure that instruction meets the differing needs of students. However, in practice many teachers attempt strategies learned in PD for differentiation, grouping, engagement strategies and using complex materials, but do not consistently accomplish the intended result of challenging all students at an appropriate level of rigor. As assessed by the team, the 62 classes observed had evidence of the CCLS instructional shifts in 23 classes, with the most prevalent literacy shifts being use of text based evidentiary citation and academic vocabulary strategies, and math shift of application. However, in a number of lessons the CCLS instructional shifts were not in evidence and instructional materials did not routinely contain high levels of challenge, differentiation or test and content complexity.
- Most lesson plans contained strategies or sample questions for addressing Higher Order Thinking Skills (HOTS). However, lesson observations indicated that in practice few teachers used HOTS to challenge, engage or enthuse students. Too often questions asked required simple answers that did little to

extend student thinking or understanding. In a few classes where HOTS were used, only a few students were engaged in the thinking processes targeted for the lesson or insufficient wait time was provided to allow students to construct response, which effectively reduced the opportunity for learning and level of cognitive rigor.

Impact Statement:

Opportunities to consistently experience rigorous teaching and learning are limited and as a result many students are prohibited from meeting the demands of the CCLS.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Expand and intensify the school wide instructional focus on implementation of the instructional shifts of the CCLS across all content and subject areas. Regularly monitor and provide actionable feedback to teachers regarding the implementation, including reflection on high levels of text and content complexity and higher order thinking processes.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

Although the learning environment of the school is growing into a positive and welcoming place where students feel physically and intellectually safe, work still needs to be done to ensure that these features are consistent and the norm across the school.

Evidence/Information that Lead to this Finding:

- The school wide PBIS model has provided for school-wide expectations of student conduct as well as formal recognition of students positive contributions to the community. However, students could not clearly articulate what the adults expected of them as they reported "they want us to graduate" and "they want us to take off our hats and pull up our pants because they think it looks bad as first impressions." This indicated to the review team that the school-wide approach has not yet transcended to universal classroom expectations that explicitly teach and promote positive behaviors. Nevertheless, nearly all classrooms had postings of some class rules and consequences and students were generally compliant, where routines were obvious for grouping and interaction within the lesson in a few classes.
- Within the student group interviews, some students indicated that both challenged and higher achieving students experience discouragement and reluctance to ask questions and engage in dialogue due to the poor reactions of their peers and that of some teachers. However, students and parents reported that improvements in rule enforcement have contributed to a sense of physical safety across the school campus. Security personnel are widely visible and frequent 'hall sweeps' have effectively been used to deter tardiness and loitering, where students described a motivation to both stay in class

and get to class to avoid sweep consequences as confirmed by a 67 percent reduction from October 2013 to February 2014 of students caught up.

- Through student leadership class, PBIS leadership team, and SLT students collaborate with staff to identify the needs of students and implement solutions to meet their needs such as the development of assorted clubs, activities, privileges, policy alterations, and school climate changes. Celebration of student positive behaviors with the ‘rack ‘em ups’ of the PBIS system, has been a highlighted effort, resulting in a more welcoming environment where students expressed that their voice is heard and student increasingly enjoy attending.

Impact Statement:

Although students are increasingly motivated to participate in the community of the school and the learning process a lack of clarity of behavioral expectations and perceived barriers to student participation in lessons prevents some students making an even greater contribution to the school as a community.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Expand the school-wide PBIS model to the classroom level to establish and explicitly teach universal understanding of the expectations for behavior and learning to all staff and students. Continuously monitor the progress of these efforts and make adjustments that continue to make improvement in the effectiveness of learning environment with particular reference to students feeling comfortable and at ease when asking and answering questions in the classroom.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding:

Assorted formative and summative assessments are used across the building to assess student progress and monitor critical success factors but the utilization of this data to create effective action plans and implement adjustments is inconsistent across the school.

Evidence/Information that Lead to this Finding:

- Teachers have received PD on multiple occasions in assorted modalities such as direct instruction, coaching, embedded feedback, and formal observation to adjust their instructional plans and strategies to attend to student groups and diverse needs. Implementation of this PD is inconsistent across the school as many groups of assorted size were evident, but a schema, based on data, for purposefully selecting the group and matching with an instructional strategy to achieve a targeted outcome for each of the student groups/individuals, was not in place in a majority of classes.
- Monthly benchmark assessments are made by the content leaders (assistant principals), and

administered in all core subject areas. Item analysis reports of student performance on the assessments are generated and provided to staff during weekly departmental planning meetings, to consider high frequency errors and brainstorm intervention services. However, neither a formal protocol for using the data and assessment analysis to strategically adjust instruction nor expert testimony for implementing best practice interventions are applied during the revision and planning cycle, resulting in imprecise efforts and disconnected strategies for improving student outcomes.

- Although some instructional formative assessments such as guided practice and exit tickets was observed in a few classes visited, data based feedback for the purpose of supporting and extending student learning during classroom instruction is generally not indicated in lesson plans nor observed during practice. In addition, the feedback provided on students’ work lacks precision and do not articulate developmental points to help students improve their work and move to the next level.

Impact Statement:

Due to the early stages of designing and purposefully using formative assessment to adjust instruction, strategies are not yet targeted to specific student needs prohibiting many students from achieving at high levels of performance.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Expand existing analysis processes into formal best practice protocols for regularly adjusting instructional plans to meet targeted student needs. Provide PD and hold staff accountable for implementing the PD related to designing diagnostic instructional formative assessment and giving purposeful and actionable feedback to students to promote their growth and ownership for learning.

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 demonstrated significant growth into a safe learning environment that uses a strategic plan to identify, analyze, and support the social emotional developmental health of students, resulting in measurable progress in targeted areas.

Strengths:

5.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Overall Finding:

The school leader has established a school-wide comprehensive system to identify students’ social/emotional

developmental health needs and implement structures for support and intervention to address their needs.

Evidence/Information that Lead to this Finding:

- After extensive training and infrastructure development, supported by the network specialists and computer software tools, a school-wide Positive Behavior Interventions Supports (PBIS) system to identify, manage, and support students' social and emotional developmental health needs has been implemented.
- The SLC model where approximately 500 students per community and low student to counselor ratio has supported the opportunity for each student to be known by an adult. Students in the large student group meeting reported having counselors, teachers, and adults that they could go to for support when needed.
- Multiple structures are in place to provide interventions within the overarching system such as attendance intervention, SLC leadership team consisting of school leaders, counselors, deans, teachers, PPT team, and weekly School Counselor team meetings. These teams review data reports, analyze trends, identify interventions, and share best practices for supporting student improvements, as confirmed in document review, interview, and team meeting observations.
- Targeted interventions within the overarching system have demonstrated dramatic improvements. For example, attendance improvements where the 'top 30 list' between October 2013 and Feb 2014 demonstrated a 41 percent decrease in students categorized in the '0-85 percent' attendance rate and 125 percent increase in the students categorized in the '92+ percent.' In addition, behavior incidents between the 2011-12 school year and 2012-13 school year have decreased by 76 percent and student suspensions have decreased by 81 percent.

Impact Statement:

An overarching system with comprehensive data tracking, review meeting structures, and interventions has resulted in reductions of barriers to social and emotional developmental health and academic success.

5.4 **The school has received a rating of *Effective* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

The school is working towards strategically organizing their work with all stakeholders to ensure that students' social emotional developmental health needs are consistently met.

Evidence/Information that Lead to this Finding:

- The school-wide PBIS system is guided by a leadership team consisting of students, teachers, support staff and school leaders where collaborative plans and decisions are based on analysis of critical school-wide data. The school community has implemented an online data system on a Google Doc platform for monitoring and responding to student social/emotional developmental health needs, which is used

to support teachers as they address student needs, and review system wide trends.

- In the SLC, the leadership team of assistant principals, Directors, Dean, and guidance counselors work together to oversee and support the activities of instruction and intervention. The Instructional Support Services (ISS) department has developed protocols and processes for stakeholders to discuss their role and contributions, and have designated intervention teams to address specific needs such as the Student Intervention Team (SIT) and Pupil Personnel Team (PPT). The Guidance department meets weekly across all SLCs to review student progress toward school goals, align practices, and set goals.
- Extensive security measures including more than 15 NYC PD officers, supervision in common areas, effective patterns of movement within the building, and visible staff contribute to the student, staff and parent sense of physical safety on the campus. Student Support Services (SSS) team members reported and document review evidence confirmed that the PD workshops have been provided to support the staff in developing capacity to support social emotional developmental health, such as: *'What is PBIS?'*, *'Mental Health: Depression & Suicide'*, and *'Classroom Management.'* As data analysis is conducted, additional workshops are planned and will be offered spring 2014. The only weaker aspect is role of parents in the process. Although a parent coordinator and Parent Association have been recently re-launched, not all parents understand their role and contribute to the system of social/emotional developmental health supports but the school already has plans in place to rigorously and swiftly address this shortcoming.

Impact Statement:

Due to the collaboration and contributions of many school stakeholders in identifying and meeting the needs of social/emotional developmental health, the school provides a safe and supportive learning environment

5.5 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

The school developed and implemented a comprehensive and strategic plan to collect, analyze and utilize data to identify and meet the social/emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- As reported by staff members, under the PBIS umbrella, assorted data points are systematically analyzed during the team and committee meeting structures, and used for continuous PD and quality improvement planning at the school-wide and SLC levels. SLC director meetings focus on strategies and issues raised by the school-wide data and result in intervention and improvement plans.
- According to staff interviews and document review, based on teacher assessment and referral, the SIT team reviews classroom issues and manages the intervention process to assess and attend to student academic and social/emotional developmental health needs
- The school systematically uses monitoring and tracking mechanisms for students' attendance, grades, behavior, and academic achievement known as the 'student sorter'. A protocol for analyzing collected data and systematically plan for intervention is known and used regularly, as seen in the SSS and grade subject team meetings. As a result of this system, 220 students have been shifted to Least Restrictive

Environment (LRE) placements, a 23 percent increase in number of general education students and 13.06 percent increase in the number of students with disabilities have moved to 'on track' status for timely graduation in 2014.

Impact Statement:

As a result of the school effectively developing and implementing a strategic plan to collect, analyze and utilize data to identify and meet the social/emotional developmental health needs of students, students have increased opportunities to become academically and socially successful as indicated by LRE decreases, incident decreases, and graduation candidate status.

Areas for Improvement:

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school is developing a formal vision and thorough curriculum to support and promote the teaching of social/emotional developmental health. Additionally, a professional development plan for developing adult capacity of social/emotional developmental health is being devised.

Evidence/Information that Lead to this Finding:

- The school leader articulated a vision of active student engagement and the SSS indicated that changing the culture from a punitive place to a supportive place where adults teach positive behaviors was the priority. However, during this review, a clear and guiding vision for social/emotional developmental health is not formally articulated and widely known by the stakeholder participants.
- Although initial lesson plans based on the school wide behavior matrix and introduction of the PBIS system of school wide expectations were conducted, the SSS stated that a school wide PBIS curriculum is in the process of being locally developed to adapt best practice instruction to the specific instructional focus of this school. Classroom rules were identified by review team members in most rooms but have not yet been universally aligned or explicitly taught to students.
- The school leader and a number of staff members on the PBIS team attended an intense six-day PD conference/workshop in Chicago focusing on the implementation of the PBIS program and plan to turn-key this with school staff but this has not yet occurred and a training plan for students on the explicit expectations and universal behaviors of the school matrix has not yet been established. However, during SLC leadership weekly meetings, the team reviews and analyzes data pertaining to social/emotional developmental health. The data is utilized to determine which PD workshops and support should be provided to teachers and has just recently started with workshops on mental health issues and positive motivation.

Impact Statement:

Although accurate and appropriate actions are underway to build curricula, the staggered implementation of

the curricula and expectations for student behaviors at the classroom level has not yet maximized student engagement and high achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Expedite and expand the development of a universal and classroom curricula to teach and reinforce expectations for learning and interacting in a positive school environment. Provide PD to the staff for implementation of the curriculum and hold all staff accountable regularly for using and modeling the curricula. Integrate the PD and accountability measures into the integrated data systems of the school to monitor overall progress on student outcomes.

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 community has created a welcoming environment and has used multiple strategies to engage families; however, reciprocal partnerships have not yet been fully established, limiting families’ ability to completely support students’ academic progress and social-emotional growth and well-being.

Strengths: All ratings for this Tenet are **Developing** and therefore, comments are listed under **Areas for Improvement**.

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

The school leader is in the process of establishing that families and students are aware of schools high expectations in order for parents to help their children succeed, but the practices are still inconsistent.

Evidence/Information that Lead to this Finding:

- Students and parents indicate that the school has high expectations for test performance and graduation, which are communicated by the teachers, guidance counselors, and SLC leaders. Regular newsletters, phone blasts, and progress reports/report cards are sent home to keep parents abreast of school events and student progress, but a formal family engagement plan to guide the activities and monitor progress is not yet in place, as indicated by interviewees.
- A dedicated school counselor leads the effort in providing information to families and formally

supporting the application and transition process of preparing students for post-secondary study and work, including workshops for parents on the application and financial aid processes. However, due to the size of the school, this effort does not yet reach and support all families, leaving many students without post-secondary activities.

- As a result of strategic management of resources to address identified needs, the school leader has recently hired and deployed a parent coordinator to work towards improving home-school connections. The parent focus group indicated that improvements have been apparent, but due to the beginning stages of this effort, widespread participation is not yet accomplished.
- A functioning Parent Association (PA) has also been created and is currently meeting every month, as evidenced by meeting agendas and sign-in sheets. Although the monthly meetings have between 25 and 30 parents, these numbers represent less than one percent of the total school population of over 3,000 students and leaves many parents still disengaged.

Impact Statement:

Despite efforts to establish lines of communication to ensure that students and families are aware of high expectations for students, the relationships needed to promote student success have not yet been fully realized.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Prioritize the development of a family engagement plan that has clear goals, expectations, activities, measurable outcomes, and adjustment plans for communicating high academic expectations.

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

Overall Finding:

The school has provided parents with multiple opportunities to establish reciprocal communication needed to support students' achievement but there is still minimal response from families.

Evidence/Information that Lead to this Finding:

- As indicated by staff and confirmed in document review, multiple tools are used to reach out to parents including telephone calls and text messages, the parent portal, email, newsletters, conference invitations, and automated messaging blasts. As per the parent coordinator and school leaders, and confirmed in document review and parental reports, all communication to the parents (phone, newsletters, flyers) are sent in the language selected by parents on the Language Survey during the admission process, which include those identified as most prevalent of Spanish, French, English, Urdu, and Bengali. In the newsletter samples reviewed, parents also have been informed of the availability of the *Skedula* parent portal, open house and conference dates, as well as the monthly PA meetings.

- A few parents participate in the SLT meetings where comprehensive school improvement information and needs are shared and reviewed, but it was reported by school staff and leaders that a formal plan is not yet in place for regular reciprocal communication.
- During the staff and parent focus groups, it was expressed that teachers make phone calls to the homes to solve different situations, which is confirmed by the IIT in document review of intervention logs and it was evident that some staff are beginning to have conversations about the effectiveness of outreach efforts. However, there is limited evidence of formal monitoring of the effectiveness of the outreach strategies.

Impact Statement:

Due to a lack of formalized and systematic plan for nurturing reciprocal relationships with the families served by the school, many students and families are disconnected from the school's expectations.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Formally implement and monitor a family engagement plan to ensure that all families of the school have opportunity to engage in meaningful reciprocal relationships with the school in support of their students' academic success and social well being.

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

Overall Finding:

The school has been offering and providing workshops for parents that would contribute to their ability to support student achievement, however very few parents are actually participating and staff has limited opportunities to learn how to provide high quality workshops.

Evidence/Information that Lead to this Finding:

- During the SSS interview it was stated that a survey was sent to the parents to explore their interests and that workshops have been developed and offered based on the results of the survey. Comparison of the survey findings and list of offerings with attendance sheets found that the offerings were relevant to parents but did not equip them for self-advocacy. Just recently a few workshops were offered to empower parents to advocate and support their student or build relationships with school staff including PBIS, High School Success, College Planning, Emergency Planning, completing the FAFSA Application, and Common Core Learning Standards for parents. The school leader recognizes that the school has to continue to evaluate and adjust its strategies to improve engaging parents in supporting their child's academic development.

- The school offers ESL for parents every Saturday. Current enrollment is 30 parents. During the SSS meeting, it was also stated that the data gathered from the Parent Association meetings is to be used to develop PD on strategies for teachers to develop home school partnerships, but at the time of this review none has taken place.

Impact Statement:

Minimal response to outreach efforts and inadequate staff capacity for building relationships results in limited parent-teacher involvement in supporting student achievement.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Develop and implement regular PD for staff and training for parents so that all will learn how to build and sustain active relationships between home and school. All school staff should be regularly held accountable for implementation of this PD.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success, and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

Although the staff recognizes the need to integrate and share data, and is in the process of developing formal procedures and mechanisms for improving this, student progress data is inconsistently shared with parents regarding their success and learning needs.

Evidence/Information that Lead to this Finding:

- Although staff reported and review team members observed, that all student related data goes into Google Docs for all staff to access and use to support internal planning and intervention, parents only receive the formal report cards, progress reports, and promotion in doubt letters universally.
- Documentary evidence indicates that although parents have been informed of and encouraged to use Skedula/Pupil Path to be informed of their children's progress and a few parents confirmed this in the parent meeting, not all staff uses this tool in a consistent manner and many parents do not access it or fully understand it.
- Open house, parent conferences, and an open door policy provide a forum for communication about program and student success. However, these are limited to encourage dialogue around student progress data and family needs.

Impact Statement:

While the school community attempts to share basic data about student progress, not all stakeholders are

involved in this process limiting the coordination of services and support of diverse student needs.

Recommendation:

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Expand and extend efforts internally to use the integrated data system to target and respond to family needs of all the students served by the school, and implement research based strategies for empowering families to advocate for their students' needs.