



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

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



<b>BEDS Code</b>	320700011547
<b>School Name</b>	New Explorers High School-X547
<b>School Address</b>	730 Grand Concourse Village West, Tower B Mott Haven Campus, Bronx, NY 10451
<b>District Name</b>	NYCDOE CSD 7
<b>School Leader</b>	Jacob Hobson
<b>Dates of Review</b>	February 24-25, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 07X547

School Configuration (2013-14)					
Grade Configuration	09,10,11,12,SE	Total Enrollment	463	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	37	# SETSS	N/A	# Integrated Collaborative Teaching	76
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	10	# Drama	5
# Foreign Language	20	# Dance	10	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.1%		% Attendance Rate	82.1%	
% Free Lunch	90.2%		% Reduced Lunch	3.6%	
% Limited English Proficient	13.6%		% Students with Disabilities	24.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%		% Black or African American	31.1%	
% Hispanic or Latino	67.7%		% Asian or Native Hawaiian/Pacific Islander	0.2%	
% White	0.5%		% Multi-Racial	N/A	
Personnel (2012-13)					
Years Principal Assigned to School	N/A		# of Assistant Principals	2	
# of Deans	N/A		# of Counselors/Social Workers	3	
% of Teachers with No Valid Teaching Certificate	N/A		% Teaching Out of Certification	12.1%	
% Teaching with Fewer Than 3 Years of Experience	20.0%		Average Teacher Absences	10	
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	57.5%		Mathematics Performance at levels 3 & 4	58.3%	
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	53.5%	
6 Year Graduation Rate	56.1%				
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	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
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	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

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

1. Development of a full-fledged PRIS plan and re-design the Guidance department to enable it to provide students, parents and teachers with social, emotional health support
2. Design intelligent rigorous assessments in all content areas and at all levels
3. Establish the practice of DDI
4. Support the development of differentiation to meet student needs
5. Develop long-term partnerships with community organizations for student internships

**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	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).				X
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
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.			X	
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).				X
<b>OVERALL RATING FOR TENET 2:</b>					<b>I</b>

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

#	Statement of Practice	H	E	D	I
3.2	The school leader 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.				X
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.				X
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 enrichment opportunities.				X
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				X

	learning.				
	<b>OVERALL RATING FOR TENET 3:</b>				<b>I</b>

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

#	Statement of Practice	H	E	D	I
4.2	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.				X
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.				X
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.				X
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).				X
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.				X
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.				X
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.				X
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 social and emotional developmental health needs.				X
	<b>OVERALL RATING FOR TENET 5:</b>				<b>I</b>

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

#	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.			X	
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.			X	
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.				X
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.				X
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

**School Review Narrative:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** While the school leader has created goals and a mission statement that utilizes available resources, the stakeholders are not able to clearly articulate the school’s goals and mission. A lack of a systemic and coherent focus on strategies for school improvement significantly hinders the academic success of students.

**Strengths:**

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

**Areas for Improvement:**

2.2 **The school has received a rating of *Ineffective* 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).

- The school leader has established goals, a mission, and a long-term vision outlined in the School Comprehensive Education Plan (SCEP); these are posted at various locations throughout the building, and on-line. However, as the school leader developed each of these without input from any stakeholders, constituents are not aware of, or share, the school’s goals, vision, or mission. Teachers, support staff, parents, and students were not able to clearly articulate the school’s goals and vision. The school leader has created an online data-based platform that includes information about individual teacher goals, formal and informal evaluations, and professional development (PD). However, during a review of documents, there was no evidence to show that the school-wide goals, mission, and vision were used to drive plans, PD, evaluations, or the use of data. Additionally, although the school leadership indicated that this data was current, a review showed that this information was not consistently timely, updated, or monitored to ensure the achievement of the goals and vision. The lack of a shared vision has resulted in stakeholders being unclear concerning their roles in working to achieve the school-wide goals, which limits student achievement.

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

- While the school leader school has made strategic programmatic decisions with the goal of supporting student academic and behavioral success, they have met with varied degrees of success. An after-school program, which was designed to help students who were having academic difficulty, was eliminated because of poor attendance. As a result, additional support in literacy was incorporated into period eight during the school day. In order to address the issue of attendance and

academic success, subjects such as dance, drama, and physical education are programmed for periods one and eight, whenever possible, rather than the core subjects of English, social studies, math, and science. Additionally, while there is no present need for an Advanced Placement (AP) class in biology, an online AP course was made available to specific students who had successfully met the academic criteria. The school leader is actively looking for replacements for the parent coordinator and college coordinator with the assistance of his district and network support team. The school leader has also made strategic personnel decisions regarding the use of the assistant principals (APs) in non-supervisory and administrative roles. However, only one of the three APs performs walkthroughs and formal observations. Another AP is used only as a classroom instructor in English language arts (ELA). Further, the review team found that there was no co-teaching model in place during classroom visits, as teachers did not have defined roles and did not work to support or enrich teaching and learning. The school leader uses fiscal resources to ensure that the school has a fully staffed academic and support team. Additionally, the school leader has made an application for a School Improvement Grant (SIG) for the coming school year. However, while stakeholders have access to an abundance of technology and human support, the school leader has not taken the steps to model, monitor, and engage the leadership team in supporting the school-wide goals and vision.

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.

- The school leader has an inconsistent system aligned to the district's Annual Professional Performance Review Plan (APPR), to conduct frequent and target observations of teacher practices. A data-driven online program called Teacher Boost is in place to provide a platform for individual teacher goals, feedback on lesson plans, coaching instructions, and observation outcomes to be posted for every member of the instructional staff. However, when this information was reviewed, it was noted that the posted information was not complete or current. In addition, follow-up documentation regarding the observations was inconsistently available and the actionable next steps were not always specific or evidence-based, thereby making them difficult to incorporate effectively into planning and practice. Additionally, there was no documentation to indicate that school leaders sought to ensure that teachers had incorporated these next steps into subsequent lessons. While there is a schedule of observations in place, and the school leader stated that he visits every class during the year and gives immediate verbal feedback, the school leader stated that he does not follow that up with anything in writing. Based on a review of PD documents and discussions with teachers, there is little evidence that PD is tied to observation data. Administrators and teachers are not consistently held accountable for continuous improvement, which hinders student success.

2.5 **The school has received a rating of *Ineffective* 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).

- The school leader has taken steps to monitor and improve school-wide practices, as outlined in the

SCEP; however, there is no evidence of evidence-based structures or systems. As a result, the school leader is not clear on the school's deficiencies or where resources and interventions should be specifically targeted in order to improve achievement. Additionally, while a review of documents and the observation of a team meeting indicated there was some opportunity for staff to engage in discussions about students, there was no evidence that the discussion was used to support, review, or revise school-wide goals. Rather, these meetings appeared to be part of a series of isolated events that did not support any clear articulated vision. The lack of evidenced-based systems to measure progress toward critical school-wide goals hinders student achievement.

**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**

**I**

**Debriefing Statement:** The school is at the early stages of developing curricula and assessments aligned to the Common Core Learning Standards (CCLS). However, these curricula and assessments are not rigorous. Additionally, no formal plan is in place to develop an integrated approach to collaborative learning that is necessary for the development of interdisciplinary curricula. As a result, student growth across all grades and subjects is limited.

**Strengths:**

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

**Areas for Improvement:**

3.2 **The school has received a rating of *ineffective* 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.

- The school leader does not ensure the implementation of a plan of rigorous and coherent curricula aligned to the CCLS. Teachers are provided with common planning time by department and grade level. Discussions with school leaders and teachers demonstrated that there was no clear purpose to these meetings. At the beginning of the academic year, a teacher survey was taken in order to identify potential topics for PD; this resulted in a written schedule. Emphasis was placed on topics that supported the Danielson framework and CCLS alignment. However, based on a review of PD documents, there is no indication that this plan was reviewed, or revised, to reflect on-going teacher and student needs. Additionally, during classroom visits there was no evidence of alignment between pedagogical practice and the PD teachers received. Further, although a few lesson plans were aligned to the CCLS, this was not consistent and most lessons and instruction did not align to the CCLS or the instructional shifts. There was no evidence of rigor in any classroom around questioning or differentiating instruction. The curriculum does not meet the needs of students and this limits student achievement.

3.3 **The school has received a rating of *Ineffective* 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.

- Teachers do not develop and ensure that unit and lesson plans use DDI protocols and align to the CCLS to meet student needs. While there was evidence in the review of documents and classroom visits that teachers use a lesson plan, there was limited use of a variety of complex materials that incorporated a progression of sequenced and scaffolded skills. Further, there was minimal curricula adjustment to support student subgroups, such as the English language learners (ELLs). Additionally, evidence from discussions with teachers and classroom visits demonstrated that there is limited collaboration in developing DDI protocols. Although there was evidence of assessment in the form of exit slips, which the school leader requires to be used at least three times a week, it was unclear of their purpose or how this information is used to inform instruction. In one class, the exit slip was given out at the beginning of the period and students were told to complete it before the end of the class; in another class the slips were given out when the bell rang and most of the students left without completing one. The lack of lesson plans based on data and aligned to the CCLS limit student achievement.

3.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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 enrichment opportunities.

- Teachers do not partner within and across grades and subjects to create interdisciplinary curricula. In meetings with the school leader and teachers, the review team found that there is no formal plan in place to develop interdisciplinary curricula. The school leader stated that interdisciplinary instruction requires extensive work and a detailed plan that includes monitoring, assessment, and revision, but that presently there was no such plan in place. The school leader shared he did attempt to create an interdisciplinary unit for the school on his own, but that this unit was not successful. While departments meet on a regularly scheduled basis, there are no interdisciplinary meetings. Teachers stated that some teachers get together informally whenever possible to discuss concerns, but that these opportunities are infrequent and do not result in specific changes or revisions to instruction. Students do not have multiple opportunities to engage in thoughtful cross-curricula learning and this limits student achievement.

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

- Teachers do not implement a system for using assessments to plan curriculum or to involve students in the ownership of their learning. While all teachers could identify their students with disabilities who had individualized education programs (IEPs), there was no evidence that teachers use this information to adapt curricula to meet student needs. Further, there was no evidence of teachers using information from the New York State English as a Second Language Achievement Test (NYSESLAT) to meet the needs of ELLs. While the school leader stated that departments plan unit tests, there was no evidence that teachers use the results of these tests to drive instruction. During

classroom visits, the review team found no evidence of ongoing formative assessments. While students knew that they had yearly goals and could speak about them, the review team found that these goals were not based on assessment data, and that teachers do not monitor or revise student goals. In a review of student portfolios and lesson plans, there was evidence of the use of rubrics. However, the rubrics were generic, rather than specific to the task, and while feedback on student work nearly always contained “glow and grow” comments, feedback was not actionable with specific next steps for students to improve their skills and knowledge. The lack of alignment between assessments and the curriculum limits student achievement.

**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**

**I**

**Debriefing Statement:** Instructional practices do not address the gap between what students know and what they need to learn. Rigorous academic expectations and questioning that fosters higher-order thinking skills are not implemented. As a result, not all students are experiencing high levels of engagement, inquiry, critical thinking, and achievement.

**Strengths:**

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

**Areas for Improvement:**

4.2 **The school has received a rating of *Ineffective* for this Statement of Practice:** 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.

- School and teacher leaders do not ensure that instructional practices are organized around unit and lesson plans that address student needs. While all teachers use lesson plan templates, classroom visits demonstrated that teachers are not adapting plans or instruction to meet the needs of all individual students and subgroups. Teachers shared that while ELLs are integrated into classrooms, most teachers are not aware of which students are ELLs and shared that they were not aware of the progress or proficiency of ELL students on the NYSESLAT. The review team found limited evidence of teachers adapting plans or curricula to meet the needs of special education students based on IEPs. While in one class, students were grouped according to the results of a unit test, the review team found that there is no systemic structure in place for teachers to use data to drive instruction or to meet the needs of all students in their classes. The school’s instructional practices do not promote high levels of engagement or inquiry, which hinders student academic achievement.

4.3 **The school has received a rating of *Ineffective* 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.

- Teachers do not provide coherent instruction aligned to the CCLS that leads to multiple points of access for all students. While teachers have received PD on the CCLS, and the lesson plan template indicates areas of CCLS alignment, a review of plans and instruction demonstrated that teachers do not consistently align instruction with the CCLS. Further, during classroom visits, the review team found inconsistent use of questions to encourage higher-order thinking. Instead, most questions required a single word response. Additionally, instruction was teacher focused, and teachers asked students to analyze, interpret, model, or compare and contrast in only one classroom. Further, there was no consistent use of high levels of text complexity to produce extended student-to-student discussion and analysis. In all but two classes, students used handouts or packets, and all students were reading the same material or working on the same problem. The team found no evidence of students extracting information from text to use as the basis for writing. Similarly, teachers did not challenge students to determine the meaning of unknown words, but told them the meaning instead. Only in one class did the teacher ask students to make a connection to what was taught in the previous semester. Instructional practices across the school hinder student achievement.

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

- Teachers do not implement a plan to create a learning environment that is responsive to the needs of students. While the school uses the Sit up, Lean Forward, Ask questions, Nod your head, Track the teacher with your eyes (SLANT) technique, there is no systematic plan in place to foster an environment that meets student needs. The review team found during classroom visits that only a few teachers use the SLANT strategy when students are not engaged in the lesson. However, students were unclear what to do when the SLANT technique was used other than sit up and be attentive. Additionally, teachers stated that SLANT was a technique that only a few staff members had heard about and that the school had adopted it without any input from stakeholders. During meetings, staff stated there was little they could do to enforce rules or set high expectations. The review team found evidence of differentiated instruction in only two classes. The learning environment does not meet the needs of all students, which hinder student success.

4.5 **The school has received a rating of Ineffective 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).

- Teachers do not use data to inform planning or to foster student participation in their own learning process. In almost every classroom that was visited, there was evidence of student grouping; however, interviews with teachers and a review of documents demonstrated that most grouping was not based on data. Students in most classrooms stated that they sat with their friends, were placed in a group at the beginning of the year, or did not know why they were assigned to a group. In two classes, students were seen helping each other, but this was not based on a directive from the teacher, but rather on proximity. There is no documented school-wide plan for monitoring or adjusting student groupings or instructional strategies and there was no evidence of teachers using ongoing assessment in classrooms. Some teachers asked their classes if anyone had a question, but when no one responded, teachers moved on rather than ask a follow-up question to validate student

understanding. While some teachers used exit slips because of a directive from the school leader, there was no consistency for their use. The school leader stated that exit slip data was supposed to be used either to drive the “Do Now” the next day, or to re-teach the information; however, the review team did not find any evidence of teachers using the exit slip data. While there are a range of summative assessments, there is no evidence that the results of assessments are used to differentiate or adjust instruction. In one class, a rubric was used and an exemplar was given to students before beginning an assignment. However, the rubric was not specific to the task. A review of student work demonstrated that few teachers provide actionable feedback to help students improve. Instruction is not data-based and purposeful, which limits student success.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** While the school leader is in the early stages of planning a systemic program to improve student academic and social-emotional development, stakeholders are first developing their understanding of these plans. As a result, the learning environment does not consistently meet the needs of students.

**Strengths:**

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

**Areas for Improvement:**

5.2 **The school has received a rating of *Ineffective* 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.

- The school leader does not establish overarching systems and understandings to support student social and emotional developmental health. There is no clear and cohesive plan for all students to be known by an adult, although there are many activities across the school. Students stated there is someone in the building whom they could go to if they needed help. The school leader shared that staff members use an informal process called “Kid Talk” as a method for discussing students in need, however, there was no evidence or documents available to demonstrate what takes place in these meetings. Additionally, student stated that when students misbehave in class, the dean is called and the person is removed. Teachers stated that there is a referral form that they can use if help was needed for a student. While there is evidence that teachers and support personnel have access to attendance, suspension, and assessment data, there was little evidence of how this data is used to promote the social and emotional developmental health of the students. The school partners with East Side Settlement House, an outside agency that works with 75 students with chronic behavior issues, but the review team found no indication of a school-wide system to share the information gleaned from the agency’s work with the staff that work with these students. The lack of systems to effectively address barriers to student social and emotional developmental health hinders student success.

5.3 **The school has received a rating of *Ineffective* 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.

- The school does not articulate a vision for student social and emotional developmental health aligned to a curriculum or program. While the school leader spoke about adopting Positive Behavioral Intervention and Supports (PBIS), this is not currently in place. Further, while the school has adopted SLANT to address behavior issues, only a few staff uses this. A review of documents and discussions with teachers indicated that there has been limited PD provided to build to support student social and emotional developmental health. Additionally, stakeholders could not articulate a vision aligned to a curriculum for social-emotional development. Teachers shared that they need training to better support student needs and that they have limited opportunities to discuss how to support students. However, there is no evidence of the school monitoring or revising PD plans based on staff needs in order to address student social-emotional development. The absence of a clear, school-wide plan aligned to a curriculum to support student social and emotional developmental health hinders student success.

5.4 **The school has received a rating of *Ineffective* 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.

- All school stakeholders do not work together to develop a common understanding of their roles in supporting student social and emotional developmental health. While there is evidence that stakeholders fulfill their job descriptions and that parents are able to speak to and meet with teachers and support staff, there no evidence of the connection of the work to a common understanding and vision for student social and emotional development. Rather, there are separate activities, such as a buddy system that pairs students, a social worker who makes home visits, and guidance counselors who meet with students who are failing. Further, there was no evidence gathered in meetings or from a review of documents that the school has prioritized the need to develop a plan to foster a sense of ownership across stakeholders to support students. School constituents are not able to articulate their roles in supporting student social and emotional developmental health, which hinders student success.

5.5 **The school has received a rating of *Ineffective* 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.

- The school leader and student support staff do not work with teachers to establish structures to support the use of data to meet student needs. While some data is available to stakeholders, such as OORS reports and IEPs, there was no evidence of a cohesive or comprehensive plan that uses data to address the social and emotional developmental health needs of students. Stakeholders stated that absenteeism and lateness to school have a significant impact on instruction and student academic success, but there is not plan to address the issue. Additionally, while there is a high number of

students that move between countries and schools during the school year, which effects learning, social development, and assessment data, the school has not devised a plan to address this issue. The school does not use data to support student social and emotional developmental health, which hinders student success.

**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**

**I**

**Debriefing Statement:** While the school leader uses a variety of methods to communicate with families in the dominant languages of the community, the lack of a coherent plan limits active reciprocal engagement by all families in supporting student academic success.

**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.

- The school leader does not consistently ensure that regular communication with families fosters high expectations for student achievement. Based on discussions with parents and a review of the communication log, the school uses a variety of methods to communicate with parents, such as robo-calls, emails, letters written in English and Spanish, conferences, and home visits. The Parent-Teacher Association (PTA) and the parent coordinator organized workshops on the CCLS and Engrade, a computer-based tool. However, not all parents have computer access and the workshops had limited parent attendance. Only approximately a quarter of parents attended the open school night. The school has provided parents with a dedicated room that has three computers for their use. Parents stated that they have had conversations with teachers, counselors, and school leaders who provided information that helps them to understand and support their children academically and emotionally. The relationship between the school and home does not consistently support student needs and hinders student success.

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.

- The school does not consistently engage in reciprocal communication with families and community stakeholders to support student success. The school sends notices home in English and Spanish, and signs are posted in both languages throughout the building. In addition, there are bilingual staff members who conduct home visits. Parents stated that they felt welcomed and respected when they came into the building, even when they did not have an appointment. The non-English speaking parents said that they did not need to bring someone to translate for them when they came to school because there were many people available to speak to them in their native language. However, they also stated that the school would get a larger number of parents participating in

workshops and conferences if they held separate events for non-English speaking families. Parents also stated that some parents feel intimidated when invited to attend programs because they are not sure whether the information will be translated or if their questions will be answered. One parent stated, “I did not have to call the counselor to get help for my child; the counselor called me to set up a meeting so that we could discuss my son’s post-graduation plans.” However, the review team did not find evidence for how the school is monitoring or revising its communication with parents to increase reciprocity. As a result, inconsistent reciprocal communication between the home and school hinders student success.

6.4 **The school has received a rating of *Ineffective* 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.

- The school community does not partner with families and community agencies to provide training to support student success. The review team found limited evidence of a plan to provide parents with training to support student growth. Similarly, staff members stated that they had not received PD on how to develop partnerships with families and the community. The lack of training to promote student success limits student growth.

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

- The school does not share data in a way that promotes dialogue with parents to support student growth. While the school provides parents with data from report cards, test scores, and through Engrade, there is no plan to provide on-going training for parents on how to access, analyze, and understand the data in order to advocate for appropriate support for their children. As the school does not share data through an organized and developed system, families are not provided with critical information that could help them understand the strengths and weaknesses of their children in order to support student success.

## **Recommendations:**

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

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

- 2.2: Revisit and revise the school mission, vision, and goals ensuring full participation in their development by all stakeholders; monitor progress of the implementation of goals in order to ensure they are timely and appropriate.
- 2.3: Ensure that students and staff are supported by a coherent academic structure based on the effective use of resources.
- 2.4: Ensure all assistant principals understand and contribute to the observation and feedback process; revisit the PD plan and protocols to ensure that observation data informs PD offerings.
- 2.5: Ensure that evidence-based systems are implemented and monitored for their impact on improving instruction and student achievement.

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

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

- 3.2: Ensure that teachers benefit from appropriate support and training to equip them with the skills to implement the CCLS with fidelity; school leaders should monitor the impact of this implementation on student learning and achievement.
- 3.3: Monitor lesson plans to ensure that the content is aligned with the CCLS and that classroom instruction provides rigorous questioning and differentiation.
- 3.4: Provide ongoing PD to support stakeholders developing an inter-disciplinary curriculum.
- 3.5: Provide on-going PD on the use of data to inform instruction; hold all stakeholders accountable for using student data to adjust instruction; ensure that all students have goals and that they are monitored and revised to assure their achievement.

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

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

- 4.2: Ensure and monitor that lesson plans align with the CCLS and that differentiation of instruction is reflected in classroom instruction; provide PD for all teachers in how to teach ELLs; ensure the use of data to develop grade level goals to drive instruction.
- 4.3: Provide ongoing PD on CCLS alignment and curriculum shifts.
- 4.4: Develop a systemic behavior plan that is research based; implement, monitor, and evaluate the behavior plan to ensure its effectiveness and celebrate the successes of individual students, subgroups, and other stakeholders in order to build a sense of community.

- 4.5: Provide PD on how to use data to effectively group students and to match work to their individual needs; ensure that teachers provide students with feedback that is data driven and actionable.

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

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

- 5.2: Develop a formal, school-wide plan to ensure that all students are known by specific adults; require staff to use data to determine student needs; develop a formal referral plan that is known by all stakeholders and used to obtain the appropriate support for students.
- 5.3: Develop a comprehensive, data-based plan that supports the school vision as it pertains to the social and emotional developmental health of students and provide PD to staff on how to best meet the social and emotional needs of students.
- 5.4: Ensure that all stakeholders take an active role in developing a school-wide plan that ensures that appropriate support is available to all students; ensure that all stakeholders fulfill their role in supporting student emotional health and well-being.
- 5.5: Develop a systemic and clearly organized plan for collecting, analyzing, and using data to support the social and emotional needs of all students; monitor the data plan for effectiveness and make adjustments accordingly.

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

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

- 6.2: Survey parents to determine the most effective ways to communicate with them; use information from the survey to individualize and personalize communication to engage parents.
- 6.3: Develop an organized comprehensive communication plan that provides regular specific communication on critical student issues; revise the school communication plan regularly to ensure its effectiveness and make adjustments when and where needed.
- 6.4: Provide ongoing PD for stakeholders on how to successfully partner and sustain relationships in order to support student growth; provide supports and strategies for parents on how to support their children's learning and academic development.
- 6.5: Provide support and guidance for parents on accessing and interpreting school and student data so that parents can partner with the school to advocate for the children's academic success.