



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331800011566
School Name	Brooklyn Generation School
School Address	6565 Flatlands Avenue, Brooklyn, NY 11236
District Name	NYCDOE CSD 18
School Leader	Lydia Colón Bomani
Dates of Review	February 24-25, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

18K566 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	290	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.2%	% Attendance Rate		84.3%	
% Free Lunch	80.8%	% Reduced Lunch		4.4%	
% Limited English Proficient	7.7%	% Students with Disabilities		21.2%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		90.2%	
% Hispanic or Latino	6.7%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	1.0%	% Multi-Racial		0.3%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		20.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.08	
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	64.4%	Mathematics Performance at levels 3 & 4		41.3%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits		56.3%	
% of 3rd year students who earned 10+ credits	76.8%	4 Year Graduation Rate		50.0%	
6 Year Graduation Rate	72.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	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	YES			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Have 100% of grade teams institute and use a benchmark assessment cycle to measure student growth in the grade level integrated skills.
2. Have 100% of teachers use classroom assessment data and standardized assessment data to improve writing skills for the students in the school's bottom third.
3. BGS will utilize the awarded community schools grant to develop strong community-based partnerships and implement personalized and tiered interventions for students who have less than 65% daily school attendance.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 28 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 201 (74 percent) completed.
- The school provided results of a staff survey that 26 (100 percent) completed.
- The school provided results of a parent survey that 66 (25 percent) completed.

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 Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.					
#	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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 type="checkbox"/>	<input checked="" 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 enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:					I

FINAL DRAFT

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	D
<p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school vision is derived from Generation Schools Network, a co-founder of Brooklyn Generation School and current school partner. The school leader reported that the school shares the Network’s mission, which is to “inspire and support all types of learners” and “to ensure that all students have access to a great education.” While the school leader indicated the vision has been shared with teachers, support staff, and parents, staff and parents interviewed were not able to clearly articulate the school’s vision and offered varying responses to the Integrated Invention Team’s (IIT) queries about the vision. Interviews with the school leaders and document reviews did not provide evidence that the mission was clearly aligned to goals that had measures to improve student achievement. • The school leader reported that work centering on the social and emotional developmental health of students, which is required by the Generation Schools Network partnership, has had little impact thus far, and the school’s prime concentration on these issues has limited implementation of initiatives relating to instructional issues. However, based on the vision of Generation Schools of core academics and college and career readiness, the school leader has structured the school with a 200-day program to increase time for instruction and teacher collaboration. The impact of the increased time for planning and instruction has not brought about student gains in terms of graduation rate, credit accumulation, and college and career readiness. The school leader noted that this is the first year, in three and one-half years, that the school leaders conducted an in depth item analysis of the English language arts (ELA) Regents examination as part of an effort to improve student achievement. In the 2012-2013 school year, 64 percent of the students passed with a score of 65 or higher, and only four students passed with a score of 85 or higher. The graduation rate was only 45 percent for both 2013 and 2014. A review of documents by the IIT showed only seven percent of students graduated college ready in June 2014. • Although there are some goals in the School Comprehensive Education Plan (SCEP) that are specific and measureable, they mostly relate to jobs to be completed and not to an expected increase in students’ achievement. For example, the goals in the SCEP relate to creating professional development (PD) plans for all teachers, improving attendance, and increasing the quality of instruction. They include having 100 percent of teachers use classroom assessment data and standardized assessment data to improve writing skills for the students in the school’s bottom third. There was no evidence to indicate these goals were tracked and monitored throughout the school year. The specific goal of using benchmark assessments to measure student growth has not been met. The review team did not find evidence of a process or an action plan that was used to ensure and sustain continuous school improvement. 		

- Benchmarks are not routinely identified and monitored, and real time data is not collected or reviewed to identify school-wide trends and patterns and to make adjustments to drive school improvement. Analysis of data is not consistently used to identify topics for personalized or differentiated PD for teachers to adjust the curricula to address student needs and to allocate resources in areas of greatest need. The limited collection of data on an ongoing basis to identify areas of need and strength minimizes the ability of the school leader to create action plans to promote school improvement and student achievement.
- The IIT’s review of observation reports indicated the reports were completed in accordance with the district’s Annual Professional Performance Review (APPR), and the feedback provided to teachers was targeted to general areas that needed improvement. However, while teachers interviewed found feedback useful, the feedback from the school leaders did not include specific, actionable steps for professional growth and best practices for improvement of instructional practices, such as incorporating questioning, discussion, and assessments in lessons as noted in the SCEP. The review team also found that observation reports did not often provide an analysis of why key areas for improvement were not evident in lessons.

Recommendation:

The school leader should:

- monitor the quality of teaching and learning across the school, including specific targets for improvement from observations, and schedule follow-up visits to check on progress;
- focus on questioning technique, meaningful student engagement, on-going assessment, and incorporate the use of student data to track teacher progress; and
- designate members of the Monday PD team to create systems to collect and analyze student data and to form an action plan for the school that will drive school improvement.

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

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- The school leader reported she has created opportunities for teachers to collaborate in order to implement the Common Core Learning Standards (CCLS) in unit and lesson plans. However, the review team’s observation of a weekly grade-level and subject meeting indicated that teacher planning meetings do not have specific agendas or feedback from the school leader. Unit and lesson plans inconsistently reflect the CCLS and instructional shifts. Teachers reported they use the unit plans and follow-up with lesson plans from Atlas Rubicon, an on-line curriculum repository. However, the review team found that lesson plans lack procedural strategies, lesson focus, and appropriate pacing to promote student engagement and college and career readiness for all students. For example, lesson plans are not specific with clear strategies to address subgroups, particularly students with disabilities, English language learners (ELLs), and struggling students that have performed at levels one and two.

Many lesson plans lacked specific targeted CCLS or had limited activities associated with the standards. Questions that push student thinking across grade and subject areas were not consistently included in plans or in classes visited by the IIT.

- Although there is some collaborative planning in weekly grade-level and subject meetings, targeted plans are not based on data-driven instruction (DDI) to identify student needs for academic growth and to close gaps in students' learning. Student grouping and curriculum adjustments to meet specific learning needs were not evident in classroom visits. The IIT found limited evidence of how sub-group data is monitored and tracked and how the Individualized Education Program (IEP) goals and the New York State English as a Second Language Achievement Test (NYSESLAT) data are used to support instructional decisions. In 28 lessons observed by the review team, there were four examples of higher order questioning that required students to provide reasons for their understanding of the content and/or cite textual evidence. Questions mostly required repetition of facts. In many lessons, teachers did not take into account students' responses and interests, check for understanding, and/or set high expectations for student performance to engage them in learning.
- In the six classes where there was instruction for students with disabilities and ELLs, there was little evidence of scaffolding to assist student learning. There was a lack of modeling connected to effective, explicit instruction or specifically designed instruction for the students. In English as a second language (ESL) classes, reviewers did not observe differentiation in instructional planning. There were few supports for ELLs, such as chunking and choral response, use of visuals, language objectives, or a focus on vocabulary development. Although NYSESLAT data indicates there are students at various levels of language acquisition, there was minimal evidence that the data was used to group students or to challenge students at their proficiency level.
- The review team observed some evidence of interdisciplinary curriculum in grade 12 between social studies and ELA, based on City University of New York (CUNY) curriculum. A project that incorporated mathematics, science, and ELA was posted on one bulletin board. However, during classroom visits, the IIT did not observe integration of the arts and technology in lessons taught. Many lesson plans did not include writing, which is a school-wide PD instructional goal. Of the 28 classes observed, in only one calculus class were students working in groups to create a new product and engage in problem solving.
- During a review of documents and classroom visits, the review team found little evidence of the use of formative assessments. Benchmark assessments, State assessments, and mock Regents examinations are used to plan trimester scheduling but not for curriculum and program planning. There was a lack of evidence to show how teachers use data to modify the units taught. In classes visited by the IIT, teacher checks for understanding were inconsistent. Some teachers circulated the room to check to see if students were following the lesson. Other teachers responded to attention issues but did not work to cognitively engage the students in the lesson by prompts or asking guiding questions that would reengage the students in the lesson.

Recommendation:

The school leader should continue the progress made in the CCLS-aligned curricula across grades and subjects by:

- creating curricula adaptations by including explicit strategies that include the instructional shifts and differentiated lessons by content, process or product; and
- using data and assessments to have teachers consistently scaffold lessons, create data-driven grouping, and monitor student progress in order to meet the needs of all students and subgroups.

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

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- Although some teachers used lesson plans that reflect the CCLS, classroom practice that incorporated expected instructional shifts was inconsistent. The review team found that some teachers used materials that included text complexity but other teachers posed questions that required students to repeat facts and did not push students to analyze and synthesize text to challenge their thinking and to support reasons for their responses. There were some opportunities for students to write short and extended responses based on the text and guided by a rubric to assist the students in evaluating their writing. However, in only two of 28 classes visited were students asked to annotate and refer back to complex text to cite evidence.
- In the vertical teacher meeting, some teachers were not able to articulate how they use data to group students during instruction and adjust their lessons to accommodate student needs. In the large student group meeting, students shared that they often sit where they want and are not usually moved into reading or mathematics leveled groups according to their ability. Students also stated that unless they are asked by students, many teachers did not conference with them to provide detailed information about their work and progress. Although rubrics were used to guide student writing, feedback often did not include next steps to enable students to understand what they need to do to get to the next proficiency level. During classroom visits, reviewers also observed limited teacher feedback on student work portfolios. Although teachers collaborate and discuss the academic difficulties of individual students, in the grade-level and subject teacher meeting observed by the review team, staff did not track overall credit accumulation for their student cohort nor did they formulate intervention plans or curriculum adjustments that could lead to an increase in credit accumulation
- During classroom visits, the IIT noted that some teachers were delivering lessons to the whole class and did not frequently take into account differentiating plans based on content, process or product to increase student engagement and provide opportunities for all students to perform at high levels of achievement. A review of documents by the IIT indicated that lesson plans do not consistently reflect student needs, with specific strategies that address different learning styles, interests, and ability.

Many lessons are teacher-dominated, incorporate auditory learning only, and do not provide multiple access points for all learners. Differentiated instructional practices are inconsistent and do not address student needs, particularly for sub-groups.

- During the large student group meeting, participants stated that they were intellectually and physically safe in their classes. Students indicated they felt safe to speak up in class and ask and answer questions even if their responses were incorrect. They also indicated they had someone to speak to for help if they did not understand the lesson content. However, students reported to reviewers that there was no honor roll or student government and little or no celebration of student work or college acceptance, such as the posting of acceptance letters.

Recommendation:

In order to increase student engagement, teachers should ensure that:

- questions require students to engage in strategic and extended thinking based on levels 3 and 4 of Webb’s Depth of Knowledge, Bloom’s Taxonomy and/or Costa’s Levels of Questioning;
- there is increased opportunity for high quality discussion using the accountable talk stems, where students respond to and extend each other’s thinking; and
- there is increased use of formative assessments to check for student understanding during the lesson, using strategies such as summaries, think-pair-share, shoulder partners, and exit slips.

School leaders and instructional coaches must monitor, model, provide feedback and hold teachers accountable for implementation by the end of this school year.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- There are some systems and structures in place in the school and through the Generation Schools Network to support the social and emotional developmental health needs of students. Through interviews with staff and students and a review of documents and classroom visits during the weekly Advocacy period, which promotes college and career access, the IIT found the school-based support team identifies student needs and determines interventions for students referred to them. However, there are limited supports and structures in place to address issues relating to attendance, graduation rate, and credit accumulation. The four-year graduation rate has remained at 45 percent for two years in a row, and the attendance rate at 84.3 percent is still below the target of 90 percent. Although attendance data is collected and reviewed by the attendance teacher, analysis of attendance data to access cohorts of students, particularly those who are chronically absent, has not been implemented. Teachers and support staff reported that there is a ladder of referral to address student behavior. However, they noted it is not in written form, and not all staff members are familiar with the sequence to follow for referrals.

- Grade-level teams and the Wellness Team, comprised of a social worker, guidance counselor, attendance teacher, and Generation Schools Network associates; address some student social and emotional needs. Staff members monitor and respond to the immediate needs of students through daily advisory and college and career advocacy periods. However, the school leaders reported that they realize there is a need to revisit their advisory program to make it more effective for students. Visits to advisory classrooms demonstrated limited student engagement. For example, in one advocacy period observed by the review team, students were not engaged in a purposeful activity connected to college or career readiness while they waited to conference with the teacher one at a time. Although there are some meetings when staff discuss the social and emotional developmental health data through observed meetings, such as the Kid Talk protocol, the school does not have a strategic plan to address goals and follow up plans are not formalized. During the student support meeting, staff reported to the IIT that they collect social and emotional developmental health information and academic data but have not used the data to create plans for cohorts of students or to identify how data can bring a cohesive focus to the work of the team. There are no specific goals and targets set for students, which are individual, grade cohort, and/or longitudinal.

Recommendation:

The school leader should strengthen the delivery of support services by:

- having the special education coordinator make sure all teachers are aware of students with disabilities in their classes and the IEP goals for these students;
- making sure the Integrated Collaborative Teaching (ICT) teachers bring these goals to planning sessions with the general education teachers so that instruction is meshed and tailored to the needs of students with disabilities in the class and that ICT teachers monitor goals indicated on the IEP;
- ensuring NYSESLAT proficiency levels are available in order for teachers to plan and modify instruction; and
- making a concerted effort to track and monitor the target group of absentees (45 students) in order to increase attendance and graduation rates by providing incentives and opportunities for credit accumulation.

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

The school has received a rating of *Ineffective* for Tenet 6 – Family and Community Engagement.

- Through a review of documents and interviews with school leaders, the IIT found no evidence of a comprehensive plan to share high expectations and to engage and teach parents specific ways to support their child’s academic growth. There was no evidence of training or documentation on home-school partnerships, except for college awareness, which was reported to the IIT by the Director of College and Career Readiness. The IIT found one document of a meeting for parents on Students Facing Academic Challenges, dated September 29, 2014. There was no sign-in sheet or agenda

pertinent to this meeting. A list of Parent Association meetings did not address home-school partnerships.

- Families receive student data through Skedula/Pupil Path and through a progress report that is sent home two to three times during a marking period. However, the ITT found that the progress report is difficult to read and interpret due to the weighting given to each of the areas scored, and it is only available in English. In addition, only 85 of 297 families were listed as signing in to access the Skedula/Pupil Path at the start of the school year. The school does not actively monitor use of this system, and the review team did not find evidence of a plan to actively evaluate this strategy for communication. Although the school makes some effort to connect with families, these efforts have been limited in scope and have not empowered families to engage in meaningful dialogue or become active participants with the school in their child's progress.
- Communication to families is not translated in the dominant languages of families represented in the school. A review of documents showed that the school does not translate parent communications in Spanish and Haitian Creole, which limits involvement of families who speak these languages. Additionally, the review team found that invitations to workshops for parents on student achievement, CCLS, and college awareness were only in English. Although the school leader and the parent coordinator communicate to parents through telephone calls and flyers, many parents do not attend events. Only six parents came to the focus group meeting with the IIT although an open invitation was sent by the school leader through RoboCall. The parents that attended were specifically asked to attend the meeting by the school leader. The IIT did not see evidence of sign-in sheets for Parent Association meetings or workshops other than for a grade nine open school conference. Examination of school leadership meeting agendas and sign-in sheets showed only one or two parents in attendance at the meetings.

Recommendation:

School leaders and the Parent Coordinator should improve school-home collaboration by:

- training students to empower them to guide their families in the use of Skedula/Pupil Path and other school data bases;
- hosting at least one student celebration each month that includes parent participation and/or attendance to promote parent engagement; and
- ensuring all information to families is translated in the home language.