



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342400011485
School Name	Grover Cleveland High School
School Address	21-27 Himrod St., Ridgewood, NY 11385
District Name	NYCDOE CSD 24
School Leader	Denise Vittor
Dates of Review	November 12-13, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

24Q485 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1841	SIG Recipient	No
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	32	# SETSS	18	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	24	# Drama	5
# Foreign Language	47	# Dance	N/A	# CTE	26
School Composition (2013-14)					
% Title I Population	66.3%	% Attendance Rate			79.0%
% Free Lunch	68.2%	% Reduced Lunch			6.7%
% Limited English Proficient	24.24%	% Students with Disabilities			16.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			5.2%
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander			9.3%
% White	20.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.13	# of Assistant Principals (2014-15)			9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			9
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.16
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	45.0%	Mathematics Performance at levels 3 & 4			48.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	73.3%	% of 2nd year students who earned 10+ credits			69.1%
% of 3rd year students who earned 10+ credits	59.3%	4 Year Graduation Rate			58.1%
6 Year Graduation Rate	66.3%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:					
1. To increase credit accumulation for first, second and third year students.					
2. To expand the implementation of the CCLS in social studies, science, technology, and geometry.					
3. To engage Small Learning Communities in the inquiry process to identify literacy skill deficits and implement strategies.					
4. To increase overall attendance rate.					
5. To increase opportunities for parent, community, and partnership involvement in school events.					

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 (NYSED). The team also included a district representative, a district-selected OEE, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBE-RN).

- The review team visited a total of sixty 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, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 1013 students (58 percent) completed.
- The school provided results of a staff survey that 88 staff members (77 percent) completed.
- The school provided results of a parent survey that 257 parents (15 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 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 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 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	

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 Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> School leaders, members of the school leadership team, and teachers developed and promoted the school vision of “Preparing students today for the college and career challenges of tomorrow.” During interviews, Integrated Intervention Team (IIT) reviewers learned that most staff members and parents knew this vision. However, reviewers found no clear mission or vision related specifically to social and emotional health strategies or initiatives to promote and sustain rapid school improvement. School goals were developed by school leaders and shared with the leadership team and staff. However, reviewers found that limited disaggregation of data hinders the ability of school leaders to make informed decisions about how to meet school goals, how the curriculum will prepare students for college and career readiness, or ways to identify literacy skill deficits and implement strategies that will move the school forward in a sustainable manner. Although credit accumulation has increased according to the 2013-14 School Quality Snapshot and academic records presented by the school leader, attendance and New York State (NYS) Regents Exam passing rates have not shown a significant increase. In addition, although the school attendance rate to date for 2014-15 is reported at 81.1 percent, data evaluated during the review showed that class attendance by instructional period for students marked present shows no period where more than 77.2 percent of students attended class. School leaders have made several strategic decisions regarding the allocation of resources that include hiring staff to reduce class sizes, creating small learning communities based on Career and Technical Education (CTE) programs leading to certification, implementing an Achieve Now credit recovery 		

program, introducing extended day and Saturday programs, and programming common planning time for staff. Leaders monitor attendance, credit accumulation, and Regents Exam passage rates to evaluate the effectiveness of the Achieve Now program. However, reviewers found limited evidence of plans for school leaders to monitor and evaluate the use of other resources and the impact they have on securing improvements in student academic and social achievements throughout the school year.

- School leaders provide frequent observations prioritized through an analysis of teacher effectiveness based on student results, tenure status, and previous observation outcomes. IIT reviews of observation reports and staff interviews revealed that actionable feedback was provided verbally on a timely and consistent basis. However, staff interviews also revealed that written feedback was not uniformly provided in a timely manner and sometimes takes up to a month before it is memorialized. Additionally, a review of documents showed that actionable feedback often included multiple recommendations not specifically addressed in subsequent observations, thus hindering the implementation of targeted strategies.
- Although systems, such as Daedelus, are used by the school staff to track and monitor student progress, specific data related to student skills are not regularly collected and posted by school leaders or staff, and parent use of the system is not monitored. Reviewers noted that none of the interviewed parents reported using Daedelus to gain insight into their child’s progress. School leaders provide skill-specific data and common planning time for staff; however, reviewers found that school leaders do not consistently monitor these meetings or set protocols for all subjects and grade-level teams, and as a result, are not able to evaluate the impact these meetings have on driving and supporting school improvement. IIT interviews with teachers revealed that specific student data is not consistently analyzed and used. For example, staff reported that they were not uniformly aware that New York State English as a Second Language Achievement Test (NYSESLAT) item analyses had been provided to address the needs of English language learners (ELLs). This and a lack of rigorous strategies for more close school leader evaluation of school performance limits teachers’ ability to be effective in identifying student needs and implementing best practices to address these needs; and, importantly, limits school leaders’ ability to know what is going on in the school and make informed decisions.

Recommendation:

Promote greater involvement of parents and staff in strategic planning, and involve school leaders and the school leadership team in developing a range of evidence-monitoring activities to inform decisions and ensure uniform practices by:

- working with school leaders, teacher leaders, and the school leadership team to develop a mission statement that specifically addresses the identification and meeting of the social and emotional developmental health needs of all students and focuses the entire school community on their roles and responsibilities in raising student achievement;
- using resources to provide targeted professional development (PD) to address the individual needs of teachers, with the expectation that all school leaders monitor teacher progress through regular classroom visits and share actionable feedback from the lesson observation process that is provided in written form in a timely manner and specifically focused on in subsequent observations;
- developing and implementing a comprehensive plan that uses school support staff to analyze

disaggregated data and identify strategies to increase student attendance that includes regular monitoring of attendance patterns;

- identifying highly effective instructional practices that lead to increased differentiation and tasks that are closely matched to the needs of individual and groups of students; assistant principals should provide support and modeling to ensure that these instructional practices are consistently implemented and bring about sustained improvement in student achievement; and
- initiating a monitoring program to ensure that common planning time is uniformly used to examine data and all levels of student work to identify specific practices that are consistently implemented in lesson planning and instruction, and then analyzed for effectiveness.

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 has begun to ensure implementation of the NYS P – 12 Common Core Learning Standards (CCLS) aligned curriculum. Reviewers found that most unit and lesson plans contained elements of the CCLS and the shifts they entail. However, use of appropriate planning elements is not uniform throughout all subjects and classes. Although some teachers are attempting to align unit and lesson plans to the CCLS, they do not regularly integrate all components, such as differentiation and higher-order questions. Additionally, an IIT review of lesson plans showed that most teachers who include differentiation typically identify general instructional strategies or procedures, such as “organize activities where students interact explicitly” or “connect learning to student knowledge and experience,” rather than designating specific activities or materials that address specific student needs. Reviewers also found that instructional extensions for advanced students are not included in most lesson plans. As a result, teachers do not uniformly plan a curriculum or effective lessons using data-driven instruction (DDI) protocols to address the needs of students, including those with disabilities and ELLs, nor is there evidence of consistent curricular planning for the use of complex materials and questions that promote higher-order thinking and peer-to-peer discussion.
- Discussions with school leaders and teachers revealed that although in-depth data is available through the Achievement Reporting and Innovation System (ARIS) and other school information tools, teachers do not regularly use analyzed data to identify the needs of all students and student groups to plan curricula or inform curricular decisions and modifications. Reviewers found that instructional scaffolding strategies are implemented, but are used for all students regardless of individual needs. As a result, more advanced students are often asked to use unnecessary scaffolds that lack challenge. Higher-order questions and complex materials are inconsistently included in plans or delivery of instruction, and reviewers found many students are not challenged to extend their learning and develop their skills. Additionally, teachers do not regularly connect learning to real-life experiences to aid students in grasping concepts, developing skills, or analyzing information. Classroom visits showed that activation of prior knowledge usually involved teachers noting what they had done the day before, rather than helping students relate to new material through connections to experience, skills, and ideas. As a result, reviewers found that students are not consistently engaged in lessons and do not

achieve as well as they could.

- The IIT observed that teachers do not consistently develop and implement interdisciplinary curricula throughout all subjects and grade levels. Most interdisciplinary planning and lessons occur during CTE classes to integrate skills with core subject classes. In teacher interviews, staff related that school leaders have discussed the development of interdisciplinary curricula with teachers, but few efforts have been made to follow up on these discussions. As a result, not all students have opportunities to make connections between different content areas of study.
- The school uses New York City (NYC) performance assessments twice a year for baseline and summative data in English language arts (ELA) and mathematics, common midterms in all subjects, individual teacher-written tests, and some daily checks for understanding in classrooms. However, reviewers found that teachers do not consistently give feedback that pinpoints specific skills and strategies, and teachers do not regularly use data to plan and modify curricula. Additionally, reviewers learned that the work of only the lower third of students is examined in grade-level meetings; and therefore, it is not possible for adequate modifications to be made for all students, which adversely impacts their academic progress.
- Only a minority of teachers used student portfolios, and most portfolios reviewed by the IIT were work folders without tracking forms. Teacher comments were often general and, in a few cases, reviewers examined student work with no specific teacher feedback. At the time of the review, the IIT found no use of student reflection sheets and, consequently, found that students do not have regular opportunities to examine the strengths and weaknesses of their own work. The team also found that although individual student goals were either set or revised for most students each marking period, they were typically general, such as doing all homework and improving attendance.

Recommendation:

School leaders and teachers should adapt curricula to meet the needs of all students and involve them consistently as partners in learning by:

- collecting and analyzing data for all students, so that the needs of individuals and groups of students are addressed in unit and lesson planning and the information used to best inform curricular decisions and modifications;
- sharing essential data with students so that they can understand their instructional needs and take ownership of their work;
- implementing a school-wide protocol that requires that unit and lesson plans specify differentiation for students in classes, where appropriate;
- incorporating higher-order thinking questions in unit and lesson planning, and using formative and summative assessments to revise planning;
- implementing protocols for instructional planning for students with disabilities and ELLs that address explicit and specially-designed instruction, adapting content, methodology or delivery of instruction to address the unique needs of students, and utilize Universal Design for Learning (UDL); and
- using the designated common planning time to develop interdisciplinary units.

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.

- Interviews and meeting observations revealed that, although in-depth data is available for teachers, it is inconsistently used by teachers to implement strategic practices responsive to the needs of all students. Inquiry teams meet weekly, but focus on the work of the bottom third of students to create scaffolds that are regularly used for all students. Classroom observations showed few instructional adaptations for students, although some lesson plans outlined teaching strategies for individual and small groups of students. Reviewers found that many teachers do not regularly adapt instructional strategies to reflect students’ knowledge and skills as required in student individualized education programs (IEPs), nor do most use explicit and specially designed instruction to address the achievement gap. In most classes, reviewers observed all students doing the same work. In integrated co-teaching classes (ICT) visited by reviewers, one teacher provided instruction while the other teacher circulated the room, many times failing to review student work or provide targeted instruction for individuals or groups of students. As a result, the instructional scaffolding provided does not consistently support the learning needs of all students.
- Reviewers observed that teachers asked many literal questions and often provided a synthesis of information or concepts, rather than incorporating opportunities for students to synthesize, analyze, and evaluate ideas. Additionally, although academic vocabulary is a school-wide instructional focus and most classrooms have word walls, reviewers found little evidence that teachers routinely address pertinent academic vocabulary. Many classrooms were arranged with students seated in rows and in classes where students worked in groups or pairs, peer-to-peer discussions and class discussion were sporadic, at best. IIT members noted limited evidence of varied or higher-level text complexity or multiple entry points for learning and, in most classrooms, students were given the same text and asked to tackle the same tasks.
- Although students reported that they learn in an intellectually safe learning environment and feel free to ask and answer questions, reviewers found that many classes do not challenge students to think critically or actively engage in their learning. Most students stated that they are not regularly regrouped and that most grouping is not tied to specific skills or strategies. Additionally, extensions for advanced students were not observed in most classrooms. Interviewed students reported that they must request extensions to learning when they have mastered a skill or strategy or finished their work. As a result, most instruction addresses the needs of lower-achieving students and does not challenge or regularly engage all other students.
- The IIT noted that student work is displayed in hallways with comments that relate to next steps or areas of weakness. However, work is not regularly displayed in classrooms, and what little written work is posted usually does not relate to rubrics, specific skills, or writing strategies. Students reported that teachers meet with them privately to discuss work, but do not ask them to engage in self-evaluation to reflect on strengths and weaknesses regarding specific skills or strategies. As a result, students do not consistently track their own progress and reflect on specific areas for improvement. Additionally, although school leaders stated that teachers use exit slips and other formative

assessments during class time, their use was not regularly observed by the IIT. Additionally, teachers shared that even when they use exit slips and other assessments they do not regularly analyze and use the outcomes to guide and inform future instruction.

Recommendation:

School and teacher leaders should develop a strategy that enables teachers to provide differentiated instruction for individuals and groups so that all students are engaged in their learning, challenged at an appropriate level, and have the means to reach their potential by:

- creating a PD committee that includes teachers, school leaders, support staff, paraprofessionals, community-based organization (CBO) representatives, and parents to survey and assess instructional and social-emotional health data to identify school-wide needs;
- monitoring teachers’ analyses of student and class data during subject and grade-level meetings designed to identify student needs and support teachers by modeling instruction that includes multiple points of entry, purposeful grouping, and a variety of instructional strategies and modalities;
- providing written models, videos, and opportunities for intervisitations to enable teachers to employ questioning skills that incorporate higher-order thinking; and
- developing and implementing protocols, including one regarding student feedback, to enable a process for students to engage in self-reflection and ownership of 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

D

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader has established systems intended to identify the social and emotional developmental health needs of students to ensure that appropriate supports are provided for the majority of students. However, not all systems are interconnected to address the needs of all students, and do not include those who are passing their courses and exams. The school leader has established small learning communities and, as a result, students reported there is at least one adult that knows them well. The IIT learned that teachers and dedicated guidance counselors meet weekly in these communities to support students’ social and emotional developmental health, as well as academic needs. When students have been referred, this meeting time is used for case conferencing with students and parents. The Guardian Angel program provides mentors to supply social and emotional support and academic guidance for some students with poor attendance and behavioral issues. However, although student support staff and school leaders stated that all student grades are reviewed to ensure that social and emotional developmental health needs are identified and supported, there are no benchmarks to identify the needs of students who are succeeding academically and do not act out. Consequently, reviewers found that the needs of all students are not being met in a way that raises their chances of academic and social success.

- School leaders reported that some strategies have been put in place to support students’ social and emotional developmental health; however, leaders could not readily identify specific operational behavioral strategies and actions, nor could interviewed students, staff, and parents. Reviewers found no school-wide program that identifies and teaches the skills and behaviors needed to support the social and emotional developmental health and academic success of students. Implementation of the Y-Plan, a program that showcases student skills to help resolve community issues, addresses some behaviors, but is not comprehensive and does not reach all students, since only some classes receive this curriculum.
- The IIT found little evidence of a comprehensive and targeted PD plan to increase adult capacity in addressing students’ social and emotional developmental health needs. The High Schools That Work program has provided staff with some limited PD on creating an environment that encourages students toward success. However, class visits and discussions with staff and students revealed that the program and associated PD only partially ensure that the social and emotional needs of all students are being identified and met. Most students reported that the learning environment is healthy and safe; however, teachers do not consistently promote active engagement and differentiate instruction, which limits their effectiveness in meeting the social and emotional needs of all students, and consequently their academic needs. Reviewers found that too often teachers do not use available data to create a learning environment where students are academically challenged and intellectually safe. This situation is further compounded by the fact that school leaders do not have a detailed and specific plan in place to make effective use of different forms of academic and social data to identify and meet the needs of different groups of students.

Recommendation:

School leaders, in collaboration with the school leadership team and student support staff, should:

- develop a comprehensive vision for student social and emotional developmental health;
- develop or adopt a curriculum that includes the skills and behaviors that contribute to students’ social and emotional developmental health; and
- collect data and determine benchmarks that can be used to identify student needs and monitor and evaluate the provided supports and interventions.

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

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

- The school leader has made efforts to communicate high expectations for student success around college and career readiness. However, IIT discussions with parents suggested that these expectations are not clearly known and school leaders and staff have not fully equipped families to help their children reach these expectations. Attempts are made to engage parents in workshops and events about student learning, but low attendance limits their effectiveness. Parents reported a lack of

communication about their children's specific learning needs that inhibits their ability to support student achievement. Additionally, although the school leaders and staff stated that all phone messages and key written communications are in the home languages of families, parents reported that this was not a consistent practice. School leaders reported a telephone option that allows for translation; however, none of the interviewed parents was aware of this option. Although school leaders provide some opportunities for reciprocal communication, there are limited systems to ensure that families receive timely support in understanding student needs and supporting student achievement. Parents and staff spoke of an open door policy that allows parents access to staff. Reviewers learned that all parent visits begin as a consultation with the parent coordinator to identify needs, with the parent then directed to the appropriate personnel to address those needs. However, parents reported that teachers rarely contact them about academic concerns or specific student data. One parent stated that despite her child's failure in more than one subject, she was not contacted by any teachers. All interviewed parents agreed that staff do not regularly communicate information regarding specific academic needs to them. Aside from interim progress reports, parent communication is not uniformly monitored to ensure that parents are notified of their child's progress. This lack of specific data makes it difficult for parents to advocate for their children.

- Although the school provides limited training to parents and staff on creating and sustaining home-school partnerships that support student achievement, reviewers found no evidence of a specific PD plan or schedule to address home-school partnerships. Although Daedalus is used to communicate general student achievement information, it does not include information on specific skills or student needs. Additionally, although Daedalus and ARIS are available to parents, families are not consistently provided with the skills needed to use these systems. Reviewers learned that school leaders have performed no monitoring or evaluation of the effectiveness of these systems. Consequently, important information is not always effectively communicated or received.
- School leaders, staff, and parents reported a lack of routine, reciprocal communication with several ethnic groups within the school community. Although key staff members act as informal liaisons to assist parents with communication, and an incidental connection was established with one of the groups through a church leader, efforts to establish a consistent connection have not been implemented to engage all populations in the school community.

Recommendation:

School leaders, teachers, and support staff should strengthen the working partnership with parents so that their children can achieve their potential by:

- establishing productive working relationships with local community organizations representative of the diverse school population to offer opportunities for student and family engagement, with the possibility of outreach occurring at local community sites;
- collaborating with school staff and these local organizations to identify and develop, based on a needs assessment, meeting topics and targeted workshops that equip parents and staff with the skills necessary to address family needs and integrate all populations into the general school community;
- providing PD to all staff on how to share relevant in-depth student data and sustain home-school partnerships so that parents may actively support their children's education;

- communicating school correspondence and other important information in each family's home language, as needed; and
- identifying the person or group responsible for monitoring and evaluating the implementation of each of these strategies.