



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	31-03-00-01-1860
School Name	Frederick Douglass Academy II Secondary School
School Address	215 West 114 Street, New York, NY 10026
District Name	NYCDOE CSD 3
School Leader	Osei Owusu-Afriyie
Dates of Review	January 21-22, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

03M860 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	416	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	N/A	# SETSS	4	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		72.3%	% Attendance Rate		84.5%
% Free Lunch		75.5%	% Reduced Lunch		4.0%
% Limited English Proficient		9.3%	% Students with Disabilities		26.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.2%	% Black or African American		73.2%
% Hispanic or Latino		22.1%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White		0.2%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		4.26	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		22.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.3%	Average Teacher Absences (2013-14)		7.57
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		11.2%	Mathematics Performance at levels 3 & 4		6.3%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		20.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		44.6%	Mathematics Performance at levels 3 & 4		33.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		89.1%	% of 2nd year students who earned 10+ credits		66.7%
% of 3rd year students who earned 10+ credits		84.0%	4 Year Graduation Rate		72.9%
6 Year Graduation Rate		69.8%			
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 – Elementary and Middle 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 Science (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			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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	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. By June 2015, 80% of teachers will improve one level in the Danielson Competency 3d, using assessment in instruction, as evidenced by a comparison of fall and spring educator observation data.
2. By June 2015, 40% of Tier 1 and Tier 2 Scholars identified on the FDA II Attendance + Academic Data Target group will participate in an expanded learning opportunity (ELO) activity for at least 90 contact hours.
3. By June 2015, 80% of teachers will improve one level in the Danielson Competency 1E by designing coherent lesson plans that reflect gradual release of scholars to higher order tasks aligned with the instructional aims, resulting in increased scholar engagement and performance.
4. By June 2015, administration will complete 4 iterations of the FDA II observation cycle resulting in 80% of educators meeting their 2014-15 PD goals set in November 2014.
5. By June 2015, we will facilitate 4 workshops, 1 each quarter, in order to build the capacity of families in using attendance and/or academic achievement data to support their child in raising their achievement.

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 made 50 visits to 35 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 270 students (67 percent) completed.
- The school provided results of a staff survey that 25 teachers (76 percent) completed.
- The school provided results of a parent survey that 81 parents (21 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 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 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 type="checkbox"/>	<input checked="" 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 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 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

The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school leader has not adapted the school’s original vision statement from 2000 to address current school improvement needs. The review team found that staff, students and parents lacked a clear understanding of the school’s vision and how the school’s goals would be achieved. The school leader reported that he developed some specific, measureable, ambitious, results-oriented and timely (SMART) goals, but the review team found that these goals were not always closely aligned to the aspects of the school’s work most in need of improvement. In addition, the review team found that staff members were not able to articulate the school’s specific goals or their roles in achieving the goals. Instead, staff members, students, and parents indicated that college readiness was the vision and that high school graduation was the long-term goal. However, the graduation rate remains low.
- The school leader has allocated some resources to support student achievement and school improvement needs. To address the problem of a high number of disciplinary incidents, the school leader reported he hired two guidance counselors, one of whom serves as the dean. School data indicates that behavioral incidents have declined but more work still needs to be done. In order to improve instructional practices for students with disabilities, the school leader eliminated self-contained special education classes for this academic year. Now, all students with disabilities attend integrated collaborative team classrooms. However, the review team found limited monitoring of programs and initiatives, which minimizes the school leader’s efforts for school improvement and student achievement.
- The school leader has made teacher supervision a priority in order to improve instructional practices; however, this has not resulted in consistently improved classroom practices. The school leader carries out both formal and informal observations, but staff are not held accountable for implementing identified areas of improvement in their practices. The review team noted during class visits that only approximately one-third of the teaching staff has implemented best practices. The review team’s examination of observation feedback indicated limited specific, actionable feedback to enable teachers to improve their instructional practices. Teachers stated that feedback they received was inconsistent in how it identified specific weaknesses or outlined precisely what they needed to do to address these weaknesses. A 25 percent staff turnover for this academic year presented additional challenges to professional development (PD) efforts because of the need to start afresh with new teachers. Teachers at their focus group meeting stated that new teachers are overwhelmed by the many strategies they are expected to implement simultaneously and that PD is provided inequitably, in that teachers who are considered more effective receive little or no PD.
- The school leader is in the process of creating a data-driven culture. However, evidence from discussions with the school leader and staff indicate the lack of cohesive, interconnected systems, which impedes monitoring of school-wide practices and progress towards meeting their established

goals. The school leader reported that his decisions regarding school improvement efforts in critical areas are informed by some statistical information and data. While there is some progress toward meeting some goals stated in the School’s Comprehensive Educational Plan (SCEP), classroom visits by the review team indicated that teachers inconsistently use data in instructional practices in order to purposefully group students and differentiate assignments. The review team, in discussions with the school leader, found limited use of evidenced-based systems to track the progress of students with disabilities and English language learners (ELLs). The lack of interconnected school-wide systems minimizes efforts of the school leader to determine the steps necessary for school improvement and student progress.

Recommendation:

The school leaders will select a monthly focus in which all feedback to teachers and professional support will be devoted to one priority, beginning with:

- checking for understanding;
- questioning and discussion; and
- upgrading the advisory program.

On a weekly basis, the school leader will monitor and evaluate implementation of the monthly focus.

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.

- While the school leader reported he has articulated his expectations to teachers regarding the implementation of curricula aligned to the Common Core Learning Standards (CCLS), the review team found that these expectations have not translated into uniform practice in all classrooms. Although curriculum documents examined by the review team were CCLS- aligned, they were only implemented by 11 of 35 teachers in their lesson plans. The school leader reported he has provided teachers with common planning time to write and adjust curricula to meet student needs. However, discussions with the school leader and staff indicate that the school leader has not consistently monitored implementation in classrooms. Although college readiness was articulated by staff and students as a school priority, and all high school students in their focus groups knew their status toward meeting graduation requirements, the school has not developed a career and technical education (CTE) track to meet the needs of many students.
- Although discussions with teachers indicate that there is some evidence of teachers working collaboratively to plan data-driven instruction (DDI), the review team did not find that it was often used in classroom practice. Teachers analyze Skedula data to plan instruction; however, only approximately one-third of teachers deliver instruction that is CCLS-aligned. Planning documentation indicated that reference is made to incorporating complex content and higher-order questions, but classroom

visitations indicated 21 of 50 lessons and 15 of 50 lessons respectively, addressed these areas. As a result, the curriculum as implemented does not meet the needs of all students, which limits high levels of achievement in all subject areas and college and career readiness.

- Teachers in their focus group noted, and the review team observed, one interdisciplinary middle school unit on planets that integrated mathematics and science instruction. But this practice is not widespread. The review team found no evidence of cohesive or formal plans to ensure that students have opportunities to learn in an interdisciplinary manner, which hinders their ability to be academically successful.
- Some teachers use a range of assessments to guide and inform their curriculum planning, but this does not translate into the implementation of DDI. The review team observed members of the mathematics department using results of midterm and final examinations as guides for goal-setting, grouping, and curriculum adjustments. However, limited evidence was available to indicate that this practice was replicated across all subject areas. Students stated that teachers do not regularly or consistently give them feedback based on test and assessment data. The review team observed teachers providing actionable feedback to students in only 11 of 50 classroom visits, and exit tickets were used by only seven of 35 teachers. Limited actionable feedback minimizes opportunities for students to take greater ownership of their own learning and progress academically.

Recommendation:

Teacher teams should work together to plan for, develop, and integrate checks for students’ understanding throughout the lesson; such as thumbs up-thumbs down, interim assessment questions, and entry and exit slips. The school leader should actively monitor and evaluate implementation of this effort on a weekly basis.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
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The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- Discussions with staff indicate that the school leader is focusing his efforts on facilitating teachers as they develop instructional plans and practices that are informed by data, reflect students’ needs and learning styles, and lead to increased achievement. These efforts, however, are not yet reflected in all classrooms. The review team observed the use of data to drive instruction in only ten of 50 classroom visits. In addition, the review team found that teachers’ instructional practices do not include targeted and monitored goals for students, which promote high levels of student engagement and inquiry.
- Not all teachers are planning and providing CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity. The review team observed teachers posing intellectually challenging questions in only 13 of 50 classroom visits. Observations of Advanced Placement classes revealed teachers using practices that cognitively engaged students in the lesson such as the use of complex texts or discussions based on higher order questions where students built upon and extended each other’s thinking. However, in other classes where teachers provided complex

content and posed higher-order questions, student engagement was low. Students in most classrooms did not have an opportunity to build on each other's responses and participate in rich discussions. Additionally, there was a lack of scaffolding, except by the advanced placement teachers, and one special education teacher. Although lesson pacing was observed in most classrooms, teachers did not regularly provide time for class or group discussions and there was minimal adaptation of instruction to address students' needs.

- While staff and students stated in their focus groups that the school environment is academically and emotionally safe for students, the review team found that this perspective was not consistently reflected during classroom observations. Student engagement was low in a majority of classrooms and although school data indicates that behavioral incidents have declined, they have not been eradicated. There were some students who appeared to be sleeping during lessons, and this behavior was not always addressed by their teachers. Observations of advisory did not reflect any focus on issues that could resolve underlying causes for students not achieving at higher levels. The review team found there were limited opportunities for students to build on other students' responses or to discuss their views, opinions or perspectives on a range of differing issues.
- Although the school leader has made an effort to encourage teachers to use data in making instructional decisions, these efforts have not been successful consistently in all classes and subjects. Data was used to place students into tiers but there was no evidence shared as to how they used data on an ongoing basis to track and monitor progress for all students and subgroups. Many teachers do not use data and multiple assessments to inform and adjust their instructional strategies and groupings. Few classroom visitations by the review team indicated that teachers use data to adjust their instruction or use formative and summative assessments to inform instructional decision-making. While teachers stated that they use midterm examination data to set goals, some students reported that the feedback they receive varies from teacher to teacher and that it often does not indicate the precise steps they need to take to achieve at a higher level. In addition, the review team's examination of student work in the small group session indicated limited, actionable feedback, which hampers improvement or student ownership of their learning.

Recommendation:

School leaders should monitor, provide timely feedback, support, and hold teachers accountable for implementing lesson planning practices that include:

- a minimum of three high-level questions that require critical thinking, utilizing a model such as Webb's Depth of Knowledge or Bloom's Taxonomy; and
- students building on other students' responses through accountable talk stems.

<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>
<p>The school has received a rating of Developing for Tenet 5 – Student Social and Emotional Developmental Health.</p> <ul style="list-style-type: none"> Although the school leader has attempted to build the school’s capacity to address students’ social and emotional needs by assigning a licensed guidance counselor as the dean, the review team did not find evidence of a comprehensive school-wide system to address students’ needs. Evidence from discussions with the school leader indicated that behavioral incidents are declining, but they still occur in some classrooms. While the school leader meets weekly with the student support team, team members at the focus group meeting were not able to articulate a social-emotional vision or long-term goals for students. The review team found the community/advisory program did not address students’ social and emotional developmental health needs or ensure that all students were known by a designated adult. Although the school leader increased guidance capacity in the school, services are not monitored consistently, and counselors reported that they have not received sufficient training for many of their responsibilities The school has implemented some social-emotional programs and used materials provided by the New York City Department of Education (NYCDOE), but the review team observed community/advisory classes that were unstructured and provided minimal value in addressing students’ social and emotional needs. While teachers attend PD on restorative circles, provided by NYCDOE, to help teachers increase students’ resilience and anger management strategies, the review team found no evidence that the school monitors teachers’ implementation of these strategies. Discussions with students, staff, and parents indicate that they have not developed a shared understanding of how their contributions fit together to sustain a school community that fosters a sense of ownership and promotes an environment conducive to learning. Teachers expressed a need to attend student support team meetings but were unable to do so due to scheduling conflicts with departmental conferences. The review team found limited monitoring of social and emotional data, such as suspensions, Skedula incident data, attendance, and punctuality reports. Although some staff, students, and parents state that the school provides a safe learning environment, the review team found that this was not consistently the case and that there was a lack of understanding by staff, parents, and students regarding their unique roles in promoting a healthy learning environment. Although some support structures are in place, and the school leader encourages teachers to use data, this effort has not been monitored consistently. Discussions with the school leader indicate that the school has not developed a comprehensive strategic plan that includes the use of data to address students’ social and emotional needs. Participants in the student support team focus group meeting were not able to articulate clearly how counselors use data to plan strategically. The limited use of social and emotional data as part of a strategic school- wide plan to address students’ social-emotional developmental health, limits students’ opportunities to make academic and social and emotional progress. 		

Recommendation:

The school leaders and advisory teachers should implement the advisory program with fidelity during advisory and town hall meetings. The school leader will monitor the effectiveness of these efforts with clear accountability specified.

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 reported he communicates high expectations for college and career readiness for all students as a priority at school events and in his monthly newsletter. However, the review team found that parents were only able to articulate a general view that college readiness is an academic expectation. Most families were not able to indicate more specific aspirations for high achievement, and some participants in the parent focus group reported they were not equipped to help their children reach high levels of achievement due to a lack of knowledge and minimal outreach efforts by the school. The review team also found that academic expectations for students varied among staff members. There was minimal evidence of the school leader evaluating the school’s strategies to build stronger relationships with families, which limits student success.
- The school leader and teachers use Skedula regularly. However, parent access of data from Pupil Path, the parent portal of Skedula, showed low usage, and no data was provided to the review team indicating students’ use of the portal. Discussions with parents indicate that participants were aware of email links for staff on Pupil Path, but few parents used this form of communication. Some parents reported that the parent coordinator provides opportunities for reciprocal communication, but no attendance sheets or phone and conference logs were submitted to the review team regarding reciprocal communication. The review team found that the school provides translated newsletters and other documents and services for Hispanic students and families.
- The school has offered some training sessions for families to increase their involvement in their children’s education and to increase parental support of their children’s academic and social-emotional growth. However, discussions with parents and school staff indicate that attendance at these events has been low, and the school has not evaluated the reasons for low attendance. There is limited PD for staff to enable them to develop and sustain partnerships with parents; one guidance counselor provided one PD session. Consequently, few students benefit from a robust and focused home-school connection, which impedes student achievement.
- The school has made efforts to share data with parents, such as biweekly progress reports and parent workshops. However, participants at the parent focus group reported that most parents lack an appropriate understanding of data, which limits their ability to help their children academically and advocate for appropriate services. Student assessment data, attendance, homework, and teacher anecdotal notations are available on Pupil Path, but an analysis of parent access data examined by the review team showed fewer than 40 parents accessed this information. In addition, the school has not provided PD or training for staff or parents on using data to develop strategies to address students’

social-emotional development. The school's limited training on the use of data minimizes parents' ability to support their children's social and emotional development and academic achievement.

Recommendation:

On a quarterly basis, the parent coordinator and teachers should replicate successful evening events, for example, Harvest Night, and utilize those events for parent and student shared learning experiences, such as, solving mathematics problems, conducting science experiments, students' showcasing their work, and accessing online resources, including Pupil Path.