



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

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



<b>BEDS Code</b>	332300011646
<b>School Name</b>	Aspirations Diploma Plus High School
<b>School Address</b>	1495 Herkimer Street #1, Brooklyn, NY
<b>District Name</b>	NYC CSD 23
<b>School Leader</b>	Shermila Bharat
<b>Dates of Review</b>	April 1-2, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 23K646

School Configuration (2013-14)					
<b>Grade Configuration</b>	09,10,11,12	<b>Total Enrollment</b>	241	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	4	<b># Integrated Collaborative Teaching</b>	23
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	10	<b># Music</b>	2	<b># Drama</b>	N/A
<b># Foreign Language</b>	13	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	70.0%		<b>% Attendance Rate</b>	59.0%	
<b>% Free Lunch</b>	78.4%		<b>% Reduced Lunch</b>	5.1%	
<b>% Limited English Proficient</b>	1.6%		<b>% Students with Disabilities</b>	12.2%	
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.8%		<b>% Black or African American</b>	78.4%	
<b>% Hispanic or Latino</b>	18.8%		<b>% Asian or Native Hawaiian/Pacific Islander</b>	1.6%	
<b>% White</b>	0.4%		<b>% Multi-Racial</b>	N/A	
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	1.34		<b># of Assistant Principals</b>	1	
<b># of Deans</b>	N/A		<b># of Counselors/Social Workers</b>	2	
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A		<b>% Teaching Out of Certification</b>	2.4%	
<b>% Teaching with Fewer Than 3 Years of Experience</b>	11.1%		<b>Average Teacher Absences</b>	4.2	
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A		<b>Mathematics Performance at levels 3 &amp; 4</b>	N/A	
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A		<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	N/A	
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	26.1%		<b>Mathematics Performance at levels 3 &amp; 4</b>	50.0%	
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A		<b>% of 2nd year students who earned 10+ credits</b>	N/A	
<b>% of 3rd year students who earned 10+ credits</b>	N/A		<b>4 Year Graduation Rate</b>	9.8%	
<b>6 Year Graduation Rate</b>	29.9%				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>			<b>Recognition</b>		
<b>In Good Standing</b>			<b>Local Assistance Plan</b>		
<b>Focus District</b>	X		<b>Focus School Identified by a Focus District</b>		
<b>Priority School</b>	X				

### **Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	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		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
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		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
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		

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

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

- To increase the number of Cohort 10 students with 22-33 credits who earn 11+ credits by 5% in the 2013-14 SY.
- To increase the number of Black/African American students in Cohort 10 that pass the ELA Regents by 10% for the 2013-14 SY.
- To increase the Algebra passing rate by 10% for Economically Disadvantaged Students in Cohort 10 for the 2013-14 SY.
- Graduate 35% of the remaining Cohort 09 students for the 2013-14 SY.
- To increase the school's grade 9-12 student (PAR) attendance by 2% for the 2013-14 SY.

**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		X		
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.				X
<b>OVERALL RATING FOR TENET 3:</b>					<b>I</b>

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				X
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.				X
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.		X		
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				X
	<b>OVERALL RATING FOR TENET 4:</b>				<b>I</b>

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	

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

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

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Rating</b>	<b>D</b>
<p><b><u>Debriefing Statement:</u></b> The school leader has successfully changed the culture of the school community to one that maintains a physically safe learning environment and that is conducive to addressing the social and emotional developmental needs of students. The school leader has collaboratively developed a vision focusing on instructional improvement that is supported by a series of activities and expectations for continuous and sustainable implementation of the Common Core Learning Standards (CCLS) aimed at improving academic outcomes; however, this vision and these activities have not yet demonstrated consistent improvements in the delivery of instruction or student learning.</p> <p><b><u>Strengths:</u></b></p> <p>2.3 <b><u>The school has received a rating of <i>Effective</i> for this Statement of Practice:</u></b> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p><b>Overall Finding:</b></p> <p>The school leader has used resources strategically to bring about school improvement and increased opportunities for student success.</p> <p><b>Evidence/Information that Lead to this Finding:</b></p> <ul style="list-style-type: none"><li>• The school leader has made several strategic applications of school resources. For example, she instituted school-wide procedures to address the need to create an atmosphere of order and respect, while instituting a counseling model of discipline using student advocates through the services of the school’s community-based organization (CBO) partner, The Child Center of New York (CCNY). This strategy has resulted in a significant decrease in disciplinary referrals and suspensions.</li><li>• As an incentive to improve student attendance and graduation, the school leader allocated money from her budget to purchase ten iPads to give to students who meet those expectations through a lottery.</li><li>• The school offers an on-line program called APEX, to address individual student credit accumulation needs. The school also offers afternoon and Saturday sessions. During these times, students are also provided with a tutor to assist them as they use the APEX system.</li><li>• Almost one-half of the student body participates in a paid intern program that aims to prepare students for the world of work. This program supports instructional improvement by underscoring the value of career and job skill development in the school for application in the workplace.</li><li>• The school leader indicated that she hired a guidance counselor and added an additional counselor whose central focus is preparing students for college and careers.</li></ul>		

- In an effort to improve attendance rates, the school leader developed a comprehensive set of strategies, including incentives for good attendance, daily telephone calls home throughout the day, and a framework for home visits triggered by poor attendance. Through document review, the Integrated Intervention Team (IIT) determined that the use of these resources has led to an improvement in the rate of attendance, of almost ten percent, over a two-year period.
- The school leader indicated that she has also allocated resources to provide SMARTboards for all classrooms. While teachers are not fully skilled in realizing the potential of this equipment, it is now available for their use.

**Impact Statement:**

Available resources are utilized well to address the immediate needs of the school community.

**Areas for Improvement:**

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

**Overall Finding:**

The school leader has begun to work with the school community to develop and a mission/vision with goals and core values that drive sustained school improvement.

**Evidence/Information that Lead to this Finding:**

- The school leader stated that she and the staff created the vision this year. The vision is focused on improvements in staff instructional practices, since during the past two years the focus of the school leader’s efforts was to establish order and improve attendance. Those efforts have yielded results with increases in the passing rates on Regents’ examinations. The school leader indicated that the mission statement was in existence prior to her tenure and the review team found no evidence that parents or community members collaborated in the creation of the school vision or mission statement. The instructional vision statement is posted throughout the school, and parents and students, when interviewed, indicated that the school’s mission/vision was as posted, to cause students to come to school and to graduate. However, the students and parents did not express an awareness of the new goals on improving instructional practices within the school.
- While teachers were aware of the goals relating to the vision statement, the review team did not observe the translation of those goals into practice. For example, one element of the vision is “Teachers will provide opportunities for independent practice and instructional supports during lessons with the aim of building persistence through new or challenging tasks.” However, during class visits, the review team observed lessons that seldom reflected the implementation of this aspect of the vision.
- The SCEP goals for 2013-2014 were built on the instructional recommendations of the 2013 New York City Department of Education (NYCDOE) Quality Review that the school: “Expand the design of

rigorous performance tasks to emphasize cross-grade and cross-content area connections with particular attention to the cognitive engagement of ELL and SWD.” In addition, the SCEP goals address the need to “provide consistent access to challenging tasks through multiple entry points.” However, this matrix of inter-related goals and vision has not consistently translated into implementation in classrooms.

- The self-assessment submitted by the school leaders included direct connections with the SMART goals in the SCEP and also referenced responsive actions to improve the areas of need that have been identified.

**Impact Statement:**

The absence of an integrated matrix of mission, vision, and goals limits the ability of the school to consistently focus on student achievement.

**Recommendation:**

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

- Collaboratively review and revise the mission statement and bring it into alignment with the instructional focus of the vision statement and a set of social and emotional developmental health core values. Promote an understanding of the mission, vision, and goals among all school community stakeholders, and hold stakeholders accountable for working to realize the mission, vision, and goals. Regularly monitor and evaluate progress toward the attainment of the mission, vision, core values, and goals.

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

**Overall Finding:**

The school leader has initiated the process of providing frequent and targeted observations and reviewing observation and classroom data to ensure continuous improvement in instructional practice.

**Evidence/Information that Lead to this Finding:**

- The school leader has instituted a fully functional plan to conduct frequent and targeted observations. She has created a spreadsheet chronicling the recommendations and feedback provided for every teacher, based on the Danielson framework. The school leader reports that she revisits to see if teachers follow up and implement recommendations and next steps. However, this process has yet to produce continuous and sustainable progress in instructional improvement. When observing classes, the review team found that there was limited use of elements aligned to the CCLS, instructional shifts, differentiation, and higher order questioning, and the tasks were not challenging.
- While teacher observations are targeted to the elements of the Danielson framework, the classroom

observations during the review indicated teachers have only begun to understand the implications of that framework for instruction.

- This process of evaluation and emphasis on instructional improvement is recent and the impact of the process for observing teachers and providing actionable feedback throughout the school year, regarding teaching practices based on student data, has been inconsistent.

**Impact Statement:**

At this initial stage of implementing a process of observations linked to classroom data, efforts by the school leader to hold teachers accountable are inconsistent, hindering improvement in instructional practice.

**Recommendation:**

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

- Continue to follow the district's APPR plan and move the emphasis of observations to include the creation of targets based on an analysis of student performance data related to the subject area; provide on-going, professional development to staff in multiple formats coaching, mentoring, peer support.

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

**Overall Finding:**

While the school leader maintains an array of data sources, there is no comprehensive process to analyze this data to improve critical individual and school-wide practices related to student achievement, curriculum and teacher practices, leadership development, community/family engagement, and student social and emotional developmental health.

**Evidence/Information that Lead to this Finding:**

- In this school, all students are at various points regarding progress toward meeting graduation requirements, including credit accumulation and passage of Regents examinations. The school leader reported that she is involved in the student programming process to make sure that students are taking the correct courses and programs to be on track for graduation. This process entails careful reviews of the academic records of each student.
- While the school leader maintains a database of teacher performance monitored by observations that are documented, translating teacher performance data into meaningful modifications of effective instructional practices remains a challenge, as substantiated by the review team's classroom observations of teacher practices.
- Because many students attend inconsistently, attendance data is closely monitored and analysis of that data has shaped decisions responding to poor attendance. For example, the school now makes

daily calls to the homes of absentees. Although the review team reviewed data, which indicated that there has been some improvement, attendance remains an on-going problem.

- The school leader indicated that she uses scholarship reports to monitor the passing rates of students. She meets with teachers on a one-to-one basis to review this data and to develop plans for addressing the causes of poor student performance. While this has resulted in some improvement in student performance as measured by Regents passing rates, significant progress remains to be achieved.
- The school leader reported that she used data to re-define physical education class offerings. After noting high rates of failure and absenteeism in physical education classes, she investigated the possible causes with the result that single gender classes were implemented that focused on activities that appealed to each gender. Consequently, attendance improved.

**Impact Statement:**

Inconsistent engagement of the entire staff in analyzing and utilizing available data limits the ability of the leadership team to foster measurable progress toward critical school-wide goals.

**Recommendation:**

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

- Provide professional development (PD) to enable staff to analyze and use evidence-based systems that are dynamic, adaptive, and interconnected to address individual and school-wide practices. Monitor the analysis and uses of the evidence-based systems, revise the collection and analysis process as needed, and provide additional support as needed, to improve student achievement.

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

<b>Tenet Rating</b>	<b>I</b>
---------------------	----------

**Debriefing Statement:** The staff is in the initial stages of addressing the expectations of the CCLS. While the development of curricula to support CCLS is ongoing, current unit and lesson planning does not reflect differentiation or consistent practices based on analysis of student data including purposeful feedback to students. As a result, the status of planning and implementation limits access to rigorous and coherent curricula for all students.

**Strengths:**

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

**Areas for Improvement:**

**3.2 The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures

and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

**Overall Finding:**

Although teachers have participated in PD regarding the CCLS and unit planning, these initiatives have not resulted in the consistent implementation of instruction that aligns with the CCLS, or in curriculum adjustments that address individual student needs and contribute to student college and career readiness.

**Evidence/Information that Lead to this Finding:**

- During interviews, the school leader reported and teachers confirmed that the school leader works with teachers on an on-going basis to create unit maps and plans aligned to the CCLS that include scaffolding and formative and summative assessments. Unit plans and lesson plans reviewed by the IIT for English language arts (ELA) and mathematics classes included reading, writing, speaking, and listening skills and key ideas. These samples also included references to graphic organizers and rubrics.
- The class schedule developed by the school leader provides opportunities for teachers to meet by grade, once per week. In addition, the school leader has created a system for more experienced and effective teachers to work with new staff. However, teacher lesson plans do not consistently reflect effective practices that take into account individual student needs in order to improve achievement. In addition, when written plans did reflect individual student needs, the review team observed that classroom instruction inconsistently reflected the plans that were created.
- The school leader reported that this school year has been the first year that a concerted effort has been made to provide extensive PD on lesson planning that reflect the CCLS imperatives. The school's professional development plan identifies that training in the development of CCLS unit plans was provided in October 2013. Because of the recent introduction of the common planning tool and training in how to use that tool, the results of this initiative were not consistently observed during the review visit.

**Impact Statement:**

Teachers are not provided with instructional coaching support to direct them in how to develop lesson plans from the unit plans or how to implement effective instructional practices to support the CCLS. The inconsistencies in the quality of unit and lesson planning to create lessons that rigorously and coherently support the CCLS limit the ability of staff to meet the college and career-readiness needs of students.

**Recommendation:**

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

- Provide teachers with access to support to assist them in preparing lesson plans, monitor through formal and informal observations and provide rigorous, actionable feedback to teachers to ensure

that those plans and class instruction support the CCLS and are adapted to meet the needs of students.

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

**Overall Finding:**

While teachers have been provided with PD on planning, as well as with a common lesson planning format, teachers are not developing unit and lesson plans, which include DDI protocols, are differentiated to address individual student academic needs and fully support the CCLS.

**Evidence/Information that Lead to this Finding:**

- The lesson plans reviewed by the IIT did not include references to the use of DDI, including formative and summative assessments, to provide academic supports and scaffolds for individual students or to provide extensions for advanced students. .
- While teachers developed unit plans using a common format, Understanding By Design (UBD), and were provided coaching support by the school leader, the review team observed limited consistency in the development of unit plans that included examples of sequenced and scaffolded skills for all groups of students.
- Lesson plans reviewed by the review team did not include purposeful grouping. Plans also inconsistently included preparations for the use of higher-order thinking questioning and activities that promote higher-order thinking skills during the lessons.
- During the vertical teacher interview, teachers were familiar with the concept of the instructional shifts, but could not recall instances when they had addressed them. This limited familiarity with the expectations that support the CCLS was reflected in the plans reviewed and lessons observed by the review team.

**Impact Statement:**

Students are presented with limited opportunities to engage in the rigorous demands of the CCLS across grades and subject areas, hindering significant improvements in achievement.

**Recommendation:**

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

- Monitor teacher use of unit and lesson plans across all grades, content areas, and classes to ensure that they include a progression of sequenced and scaffolded skills for all groups of students, and use a variety of complex materials aligned to the CCLS and incorporating the instructional shifts.

**3.4 The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and

subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

**Overall Finding:**

There is no evidence that teachers plan, form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects.

**Evidence/Information that Lead to this Finding:**

- Teachers work together with the school leader to create curricula by department. The school leader has focused this year on making all teachers “teachers of literacy.” However, except for word walls, the review team observed limited evidence of teachers using research-based strategies in ELA classes to provide scaffolds for individual students... The school did not provide evidence of a formal plan to incorporate extended writing across the curriculum, although teachers expressed awareness that argumentative writing was a skill that ought to be used frequently in content areas.
- There are no plans to create formal interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. The current strategy is to use the faculty meetings as a venue for cross-curricular discussion; however, there is no formal plan to create activities or outcomes from those meetings.
- Enrichment opportunities integrating technology and the arts were not observed. All classrooms have computers, but no students were observed using them. Teachers reported that students are given opportunities to use computers for writing activities. When students are asked to do research on computers, they use the computers in the library. Teachers reported that this was the result of problems with connecting to the Internet in classrooms.

**Impact Statement:**

The lack of an interdisciplinary program or curricula limits the opportunities for students to engage in thoughtful cross-curricula activities that increase their ability to become academically successful.

**Recommendation:**

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

- Provide opportunities for teachers to collaborate on a regular basis, within grades and subjects, to develop interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities. Provide technical support and professional development.
- Monitor the implementation of the interdisciplinary curricula to ensure that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula.

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

**Overall Finding:**

There is no school-wide system for using comprehensive assessments to support curriculum planning or to encourage students to take responsibility for their learning.

**Evidence/Information that Lead to this Finding:**

- Discussions with staff and documentary evidence indicate that there is no system for using data to identify targets, conduct pre-and post- assessments to guide adaptations of the curriculum to improve individual and subgroup achievements.
- While teachers are provided with baseline data describing student abilities, as well as summative data of their performance on state examinations, there is limited evidence of teachers using that data for short and long-range curriculum planning.
- While there is no comprehensive system or expectation for students to take ownership of their own learning, the review team observed that some teachers have begun to discuss and experiment using student goal setting in their classrooms.
- Some students report that teachers often speak to them about their work and ways to improve. One student reported that one teacher often writes her questions and suggestions on graded work pieces so that students have a reminder of the discussion. However, there is no system for involving students in self-reflection or tracking and owning their own learning.
- Teachers state that they use the Jupiter on-line grade reporting system to find mid-year and final examination data to guide their curriculum planning. However, the IIT reviewed lessons plans and noted that an assessment at the end of the lesson was included in less than a quarter of those plans.
- Most teachers indicated that they review data to assist them in knowing the credit needs of their students.

**Impact Statement:** The lack of an alignment between the curriculum and assessments used within the school is constrained because teachers do not use data for short and long-term curriculum planning.

**Recommendation:**

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

- Ensure that teachers use pre and post, formative and summative assessment data across all grades and subject areas guaranteeing alignment between the curriculum and assessment tools; ensure that teachers provide data based feedback to students to help them improve their achievement levels.

<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>I</b>
---	---------------------	----------

**Debriefing Statement:** The school leader has encouraged practices that create a learning environment that is physically and intellectually safe for students. However, appropriate teacher feedback to students, the use of strategies that address individual student learning needs, opportunities for students to access complex content, data-based instruction, and higher-order questions are not consistently implemented. As a result, students receive limited targeted supports that address their needs, and practices are not reflective of the CCLS. Consequently, high levels of student engagement and achievement are significantly limited.

**Strengths: :**

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

**Overall Finding:**

The learning environment acknowledges student voices and perspectives, and provides opportunities for student engagement by being physically and intellectually safe for students.

**Evidence/Information that Lead to this Finding:**

- Students interviewed stated that they felt physically safe in the building. They cited the presence of security guards who “take their jobs very seriously.” Teachers reported that there is a plan and that there are supports that promote appropriate classroom behavior and a positive building environment. During walkthroughs of the building as well as in classroom observations, the review team noted that the plan effectively promoted good behavior.
- Students reported that there was an environment of mutual respect between and among teachers and students. Students specifically reported that they were confident that any comment they made in class, or question they asked, would not be a cause of derision. Student stated that they were free to respectfully disagree with the opinions of the teachers and administrators in the school. They did not report bullying as a problem in the school.
- The review team confirmed through classroom observations that positive learning environments existed with teachers and students interacting in a climate that respected the perspectives of the students. In addition, the school, supporting the fact that many students in this transfer high school were older and parents, provides day care for the children of the students.
- The school has tailored its counseling program to meet the needs of its students. In addition, the school provides one advocate/counselor for every 25 students.
- Students participate in the School Leadership Team (SLT), and a student serves as a co-chair of that team and participates in the process of shaping school policy. As a result, students share in the responsibility for improving the performance of this school.

**Impact Statement:**

The learning environment is physically and intellectually safe for all students, supporting academic achievement.

**Areas for Improvement:**

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

**Overall Finding:**

The school leaders do not ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles, or provide instructional interventions to students.

**Evidence/Information that Lead to this Finding:**

- Teachers are being provided with PD on elements of the CCLS as evidenced by this year's PD plan. The school leader employed a common planning format for unit and lesson plans. In addition, there is individual assistance provided to create the unit plans. However, most lessons observed by the IIT, did not consistently translate unit plans into daily lesson plans and instruction that addressed all student goals and needs.
- While teachers reported that they have access to data through the Jupiter program, individualized education programs (IEPs), and individual student baseline data, lessons observed reflected whole group instruction where all students did the same work at the same time, without modifications reflecting student abilities and needs. In a small number of classes visited, students worked in groups to complete an assigned task. However, the review team did not find evidence that the groups were created using student data and, in one classroom, a student was alone, asked if she could join a nearby group and was allowed to do so.
- There was no evidence of planning or instruction that was modified to address the learning styles of students. When the review team reviewed lesson plans, differentiated tasks and data references to create student groupings were not listed.
- While the PD calendar indicates that teachers have received training in the collection, analysis, and use of formative data, reviewed lesson plans did not reflect strategies for gathering and using that data to increase achievement.

**Impact Statement:**

Current instructional practices do not promote high levels of student engagement and inquiry, leading to increased student achievement and meeting student goals, based on grade-level benchmarks.

**Recommendation:**

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

should:

- Develop a plan for the use of appropriate instructional strategies that is informed by a wide range of data, by grade level goals for all groups of students; monitor the use of these instructional practices and strategies, and revise them after periodically reviewing the impact they make on student achievement.

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

**Overall Finding:**

Instruction is not designed to support the CCLS and teachers use strategies and ask questions that require basic subject knowledge, and limit ways in which students are able to acquire learning by providing a single point of access.

**Evidence/Information that Lead to this Finding:**

- The IIT observed 18 lessons and noted that most instruction did not reflect strategies that align with the CCLS and provide multiple points of access for all students, although sixteen percent did, include elements of that supported the CCLS or the instructional shifts. The review team did not observe examples of extended writing or students citing text. Although in a science class, the review team noted purposeful grouping of students, observed instruction did not reflect high levels of rigor and student work often centered on worksheets or graphic organizers. In addition, the review team did not observe teachers using differentiated activities to support the needs of the diverse groups of students.
- Lessons, observed by the IIT, were reflective of whole group instruction, where some students responded to questions with one-word, or short phrase answers, and others chose not to respond. Group work observed was often very structured and step-by-step in nature limiting creativity or the need for true collaboration among students. Teacher questions did not incorporate the need for higher-order thinking skills, though some questions were open-ended. Student work presented for review at the small group meeting, was often not graded, reflected few teacher comments, and seldom indicated next steps for students.
- Although documents reviewed indicated that PD has been provided on the expectations of the CCLS and teachers interviewed expressed awareness of the instructional shifts, they did not indicate examples of these shifts within current instructional practice.

**Impact Statement:**

Current instructional practices do not lead to high levels of student engagement and achievement.

**Recommendation:**

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

- Ensure that teachers use instructional practices that reflect lesson plans that are aligned to the CCLS and the instructional shifts; ensure that teachers deploy questions that promote higher-order thinking skills and activities supported by high levels of text and content complexity as a priority.
- Identify through the observation process, specific teacher needs and provide tailored PD, as indicated.

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

**Overall Finding:**

Teachers seldom use data and assessments to inform and adjust their instructional strategies and groupings or to provide the timely feedback necessary to increase achievement.

**Evidence/Information that Lead to this Finding:**

- In interviews, students indicated that they were not asked to reflect on their work. In addition, rubrics were used inconsistently within the building with few staff providing feedback tied to the rubric. Students could not cite any occasions in which feedback was directly data based. A review of student work products did not provide evidence of significant written teacher feedback that provided next steps or guidance.
- Currently, evidence from planning documentation and lesson observations indicate that only summative assessments are reviewed. The school leader indicated that this year, she guided teachers in the process of disaggregating student performance on last year’s Regents examinations in order to modify instruction this year; however, there was no evidence that this is an on-going process.
- Although the review team saw students grouped at tables in many classrooms, there was no evidence in reviewed lesson plans, that these groups were determined by data analysis. In addition, during those visits, the review team did not observe teacher use of formative assessment techniques.

**Impact Statement:**

The absence of timely and purposeful data-based instruction and actionable feedback to students, limits the ability of the school to promote high levels of student achievement.

**Recommendation:**

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

- Ensure that teachers use data to create targeted plans and adjust student groupings and instructional strategies to meet the needs of individuals and subgroups; ensure that teachers use formative and summative assessment data to inform instructional decision-making, including

student grouping and instructional strategies.

- Ensure that teachers give frequent feedback to students based on the analysis of timely data and provide students with next steps to hasten progress.

**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**

**Debriefing Statement:** The school provides a safe learning environment that views and fosters student social and emotional development as an integral component of academic achievement. There is a series of programs, strategies, and protocols, which support and encourage students to take active ownership of their social and emotional success. However, there is no comprehensive data-driven plan that includes ongoing professional development opportunities for all stakeholders to address the needs of students. As a result, some stakeholders are not fully supporting the academic and social success of students.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The school leader has established some systems that identify social and emotional developmental health needs and has provided some appropriate supports to students.

**Evidence/Information that Lead to this Finding:**

- The school has established a partnership with the Child Center of New York (CCNY). This partnership includes advocate counselors who are each assigned to a student in the school; the advocates are in constant communication with students and their families. Parents interviewed indicated that if their child were experiencing difficulties at school they would contact the advocates. The advocates contact families in the case of any issue of misbehavior, absence, or academic difficulties. CCNY also conducts a “Boys’ Group”, “Girls’ Group,” and a “Teen Parent Group” to provide a forum for guided discussions of issues of concern to young men and women who choose to attend these groups.
- The guidance counselors indicated that they work closely with the seniors and underclassmen to keep them informed of college and career objectives, provide adjustments to the student class schedules and support transfers to other schools and educational environments, if appropriate.

- Through interviews, the review team learned that there is an attendance committee that meets once a week regarding students who are experiencing attendance issues and that home visits are conducted if contact cannot be made with parents or students through other means. Attendance data is monitored closely in order to identify students at risk, and to determine the relationship between individual attendance and academic performance. Because of this analysis, students are provided with wake-up calls each morning, daily calls home to report lateness or absence, and home visits after a series of three days of absence.
- The staff uses a variety of incentives, including free iPads, movie tickets, and food coupons to promote student success through good attendance, academic performance, and good behavior.
- While these components are in place, they are essentially reactive in nature and focused on attendance issues. While the high rates of absenteeism warrant this attention, the school seldom provides programs or curricula aimed at other social and emotional issues that confront this student population.
- The school provides two after-school programs, Step, a dance program for girls and Basketball for boys. However, the school leader and parents agree that additional after-school activities are warranted because the school is a safe-haven for young people in this neighborhood and such activities provide expanded opportunities for them to engage in positive social relationships with adults and other students.

**Impact Statement:**

The current practices designed to address student social and emotional needs reduce some of the barriers faced by students.

**Recommendation:**

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

- Ensure that all staff know and use research-based programs and practices for referral and support for all students; provide a system for staff members to use data to identify areas of need for individual and subgroups of students.

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

**Overall Finding:**

The school is using programs to address social and emotional issues as they present themselves in students; however, there is limited PD provided to develop adult capacity within the building to deal proactively with social and emotional developmental health issues.

**Evidence/Information that Lead to this Finding:**

- Evidence from discussions with school leaders, staff and documentary evidence indicate that the school has several programs in place that address student need. Through the partnership with CCNY, they organize small groups where students can talk about issues and gain support for common challenges. However, discussions with staff and PD related documentation and calendars show that the school does not provide PD for staff to develop social emotional and developmental health capacity aside from mandated child abuse and suicide prevention. Meetings with school leaders and staff make clear that the school relies on informal meetings that occur in response to student needs, rather than a formal, proactive program. There was no evidence of any workshops or PD for staff on intervention strategies to assist students in coping effectively with social and emotional behaviors. The tendency is for staff to contact student advocates or guidance counselors to resolve perceived problems.

**Impact Statement:**

The lack of a comprehensive plan of PD tied to a vision for meeting the social and emotional needs of students limits the ability of the school to utilize all of the human resources in the school to promote student social and emotional developmental health.

**Recommendation:**

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

- Provide staff with PD support to enable them to acquire skills to identify and address the needs of students and promote the school community's vision of a safe and healthy environment; monitor and revise the PD provided to staff through an assessment of the changing needs of individual students and student subgroups.

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

**Overall Finding:**

The school's work with school stakeholders is not conducted in a strategic or comprehensive manner in order to ensure that student needs are consistently met.

**Evidence/Information that Lead to this Finding:**

- Meetings with school staff and students as well as documentary evidence indicate that the school staff, CCNY staff, and students are all in regular communication so that efforts and supports are organized and tracked to meet the needs of students. Support staff also stated that parents are not left out, but are also contacted and asked to be a part of the collaboration and support. Discussions with school leaders indicate that the attempts to engage parents in this process has had limited

success.

- Documentary evidence and discussions with support staff show that the school has a ladder of referral, which indicates that, when an incident occurs, the teacher should reach out to the advocate counselors who will then meet with student or students and contact parents to keep them informed of what has occurred and the interventions put into place.
- Minutes from meetings and discussions with staff note that the school has an attendance committee that meets weekly to identify students with attendance issues and puts interventions and steps in place to address identified issues. These minutes also demonstrate that a family worker is primarily responsible for home visits to students who are absent for three or more days. Her efforts are augmented by the home visits that the school leader and the CCNY supervisor make.
- Discussions with school leaders and other stakeholders indicate that there has been only limited success in engaging the entire school community in activities and programs that enable students, teachers, and parents to work together and accept an active role in promoting student social and emotional developmental health. Staff indicates that the current program is not strategic in pre-empting need but tends to be reactive and does not include a clear articulation of the roles and contributions of all stakeholders in meeting the social and emotional needs of students. .
- According to representatives from the Parent-Teacher Association (PTA), few parents attend PTA meetings. The parents also shared that the school offers a regular resume workshop for parents to assist them in re-entering the workforce and that more parents attend events such as the Family Game Night, the Thanksgiving Pot-Luck, Step performances, and basketball games. However, parents and staff disclose that these events are neither used as a vehicle to inform parents regarding instructional initiatives nor address how they can support their child academically or foster their social and emotional developmental health.

**Impact Statement:**

A lack of clear awareness and understanding of the roles school stakeholders are expected to fulfill in meeting the social and emotional needs of students reduces the potential for academic success.

**Recommendation:**

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

- Develop a plan, which includes monitoring, that incorporates protocols and processes to address stakeholder roles in contributing to providing supports that need to be provided to students; ensure that across the school community, students, teachers, parents and CBO personnel work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health.

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

**Overall Finding:**

The school has developed a set of practices aimed at collecting, analyzing, and utilizing data for some aspects of social and emotional developmental health; however, these practices do not constitute a strategic plan.

**Evidence/Information that Lead to this Finding:**

- Discussions with school leaders, support staff, and documentation show that the school collects attendance data, information regarding student progress toward graduation, and student disciplinary data in order to analyze student progress and identify additional supports that are needed to promote improved performance. The attendance committee meets every week, but discussions with school leaders and support staff confirm that there is no formal meeting time for other support staff. In addition, there is no evidence of a strategic plan to collect, analyze, and utilize data to identify and meet the needs of all students and subgroups.
- The school leader indicated that she has instituted the use of student binders with credit accumulation information, attendance data, and suspension data so that this information is readily available and accessible for each student. However, discussions with teachers and other staff demonstrated that there is inconsistency in the way that teachers utilize this data or play a role beyond referral within the structure of this design.
- The data collected is inconsistently analyzed and is not used effectively to develop collaborative proactive structures to address the collective needs of subgroups of students.

**Impact Statement:**

The limited collection, analysis, and utilization of all available data restrict the scope of opportunities to assist students in becoming academically and socially successful.

**Recommendation:**

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

- Collaboratively develop with support staff and school leaders, a plan with structures including time, space, and resources, to analyze and use data to identify and address student needs on a proactive basis.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school community utilizes a series of practices and activities to engage all stakeholders in the emotional and social health and academic success of students. To the extent that families are able, they support their child’s academic achievement and social/emotional growth. However, because there is no cohesive systemic plan or training that is monitored for effectiveness and delineates the roles and responsibilities of all stakeholders, families are not fully empowered to support student achievement.

**Strengths:**

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

**Areas for Improvement:**

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

**Overall Finding:**

The communication efforts of the school leader, with students and families, have succeeded in creating an awareness of the importance of attendance and high school graduation. However, there has been limited success in providing students and parents with information concerning the high expectations the school has for student performance and equipping parents to help students realize those expectations.

**Evidence/Information that Lead to this Finding:**

- Parents reported that they have access to Jupiter grades to review student assignments that have or have not been completed; however, not all parents expressed comfort in using the computer-based program.
- Parents indicated that they could view school and class attendance data. In addition, the school has a daily messenger system that automatically calls home after first period to alert parents that their child is tardy to school. The school has placed a great deal of emphasis on monitoring attendance and using a wide range of resources in an attempt to improve attendance with school documentation indicating an almost ten percent improvement in attendance over the last two years.
- Parents report that there have not been parent workshops focused on how to support student academic success. There was also a concern that Saturday workshops sometimes preclude the attendance of parents who work on the weekends.
- Parents and students reported that they were aware of the emphasis in the school on having students graduate from high school and go to college, but they were not familiar with the instructional vision.
- Parents indicated that there is no formal plan to foster conversations with students and families regarding high expectations for student academic achievement. In addition, parents reported that they have not been provided with tips and tools focused on student learning and development.

**Impact Statement:**

Limited communication between the school and parents constrains the construction of relationships that contribute to student needs being met and students achieving the academic success required to become

college and career ready.

**Recommendation:**

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

- Develop and implement a plan, based on research-based strategies, to foster ongoing conversations with students and parents; focus these efforts around the establishment of high expectations for academic achievement at school and home. Include in the plan a defined set of tips and tools focused on student learning and development; review and assess how parents respond to the efforts to build family-school relationships and make periodic adjustments to support those efforts as needed.

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

**Overall Finding:**

The school provides opportunities for reciprocal communication, often in multiple languages. However, that communication is often centered on attendance and behavior, rather than on opportunities for purposeful, strategic, and authentic dialogue or solicitations of family feedback concerning student achievement needs, issues, and concerns aimed at improving student progress and achievement.

**Evidence/Information that Lead to this Finding:**

- According to the CCNY director, advocate counselors speak to parents regularly to inform them of student progress or lack of progress. Parents have the cell phone numbers of the advocate counselor assigned to their child and can reach them at all times to discuss questions or concerns. Advocate counselors call student homes in the morning to wake the students so that they can get to school on time. Most parent-school communication centers on the issues of attendance and good behavior.
- Parents stated that they understand that they can come to the school anytime to speak with administration or teachers about their children. They cited a teacher whose communications provided extensive information on classroom activities and upcoming learning events; however, he was seen as an exception.
- The school leader reported and parents confirmed that the school communicates via mailed notes, backpacked messages, e-mails, and telephone calls with all mailed notices relating to the PTA translated in English and Spanish. School records indicate three current parents who speak Spanish. Those parents receive translation assistance from a school aide to understand reports on student progress and achievement information. However, document reviews indicated that all school communications are not always made in two languages.
- All students interviewed reported that their families had received at least one telephone call from

the school to report good behavior or improved performance.

**Impact Statement:**

The weaknesses of the current strategy for building partnerships with families through reciprocal communication limit the capacity of families to support their child's academic achievement and social emotional growth.

**Recommendation:**

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

- Monitor and revise the current series of communication practices with parents to provide increased opportunities for parents to provide feedback on the needs of their children, as well as to receive more information about the academic goals and activities proposed for those children.

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

**Overall Finding:**

The school is not providing formal training for parents and for staff on home-school partnerships to support both parties as they to work together to support student achievement.

**Evidence/Information that Lead to this Finding:**

- Parents reported that they do not receive trainings on ways to support their children academically. They were aware of workshops that are held on Saturdays to assist them personally, in resume writing and job readiness skills.
- Parents indicated that they received communications from the school regarding student progress and school expectations. Although parents are encouraged to get to their students to school regularly, parents indicated no other communications regarding how to support their students.
- Parents reported that not all teachers are present at school-wide events, including well-attended events such as Family Fun Night, where the teachers would have the opportunity to enlist the support of parents in promoting academic achievement.
- A review of school documents indicates there is not a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching parents, ways to support student learning and growth. While there are policies and protocols for when to contact parents concerning attendance or behavior issues, staff confirmed that there is no PD for teachers or guidance counselors on how to promote a series of strategies for effectively enlisting the assistance of parents in addressing student achievement goals.

**Impact Statement:**

Current partnerships between families and the school do not support a sustained, robust connection to

support high and accelerated academic achievement.

**Recommendation:**

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

- Collaboratively develop a plan with pertinent school staff and community agency partners to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement; provide PD to school staff on how to actively seek and sustain partnerships with families with the purpose of engaging parents in the process of supporting student progress.

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

**Overall Finding:**

Data is available to stakeholders in the school community; however, the analysis of that data to better understand family needs or to empower families to advocate for services that address those needs is limited.

**Evidence/Information that Lead to this Finding:**

- Parents reported that data concerning discipline and attendance are reported consistently, personally, and in a manner that is easy to understand. Data concerning student academic performance is reported in traditional formats in the form of passing or failing scores during report card periods. Ongoing data has recently become available through the introduction of the Jupiter system; however, parent use of this system is inconsistent. Some of the parents reported that they prefer personal contact with teachers and school staff. Parents interviewed cited one specific teacher who provides extensive, timely data on class activities, events, and student performance.
- Discussions with school leaders found there is no data or inquiry team that meets on a regular basis to analyze academic data, or to develop strategies for making this data available to parents. In addition, there is no evidence of strategies being considered to share data in ways that are consistent, personal, and in a manner that is easy to understand, so that parents are empowered to use that data to advocate for appropriate support services for their children.
- There is inconsistency in the way that staff dialogue with parents to assess family needs because this process is accomplished on an individual basis. For example, one parent reported that when her child was experiencing family problems a CCNY advocate contacted her to discover the nature of those problems and to provide direction on available family counseling services. However, this positive event was not the result of a plan involving school leaders, data specialists, student support professionals, and program coordinators in analyzing data to identify family needs and target strategies to address them.

**Impact Statement:**

Shortfalls in processes for analysis of data concerning family needs, and in providing data to families to

empower them in supporting their child's learning, limit higher student achievement.

**Recommendation:**

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

- Ensure that student data is shared in a way in which families can understand learning needs and success, and can be encouraged to advocate for student support; analyze data to identify family needs in a proactive manner and target strategies to address areas that surface.