



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342700011400
School Name	August Martin High School
School Address	156-10 Baisley Boulevard Queens, NY 11434
District Name	NYCCSD 27
School Leader	Gillian Smith
Dates of Review	March 18-19, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 27Q400

School Configuration (2013-14)			
Grade Configuration	9-12	Total Enrollment	853
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	13	# SETSS	4
		# Integrated Collaborative Teaching	89
Types and Number of Special Classes (2013-14)			
# Visual Arts	12	# Music	12
# Foreign Language	20	# Dance	N/A
		# CTE	18
School Composition (2012-13)			
% Title I Population	63.2%	% Attendance Rate	79.3%
% Free Lunch	64.7%	% Reduced Lunch	4.3%
% Limited English Proficient	4.9%	% Students with Disabilities	21.3%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.7%	% Black or African American	79.8%
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander	7.0%
% White	1.4%	% Multi-Racial	0.7%
Personnel (2012-13)			
Years Principal Assigned to School	2	# of Assistant Principals	4
# of Deans	N/A	# of Counselors/Social Workers	8
% of Teachers with No Valid Teaching Certificate	1.7%	% Teaching Out of Certification	12.0%
% Teaching with Fewer Than 3 Years of Experience	15.3%	Average Teacher Absences	7.5
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	64.1%	Mathematics Performance at levels 3 & 4	35.9%
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	39.2%
6 Year Graduation Rate	69.6%		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	Yes	Limited English Proficient	
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native		Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Increase in students' attendance and credit accumulation
2. Increase in at-risk student credit accumulation
3. Increase ELA Regents passing rate by 10%
4. Improve teacher practice in the following domains 1. Planning and Preparation (1E, 1F), Domain 2 The Classroom Environment, Domain 3 Instruction (3B, 3D), Domain 4 Professional Responsibilities

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	
OVERALL RATING FOR TENET				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.			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	
OVERALL RATING FOR TENET				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.				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	
	OVERALL RATING FOR TENET 4				I

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	
	OVERALL RATING FOR TENET			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
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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	
OVERALL RATING FOR TENET				D	

School Review Narrative:

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
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Debriefing Statement: The school leaders have created specific, measureable, ambitious, results-oriented, and timely (SMART) goals and have articulated a vision for the success of students that all stakeholders recognize and embrace. Although the school leaders have an observation/feedback system align to the district’s Annual Professional Performance Review (APPR), school leaders do not consistently provide detailed and specific feedback to staff. The school leader has begun to develop a school environment that is responsive to the needs of students but has not ensured the staff consistently uses data and evidence-based systems to examine and improve school-wide practices.

Strengths:

2.2 **The school has received a rating of Effective 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 developed and articulated SMART goals and an ambitious vision for the school that she has shared with all stakeholders. The school community is aware of these specific, measureable, ambitious, results oriented and timely goals and, in each focus group, members were able to both articulate these goals and discuss how the school is moving to achieve them.

Evidence/Information that Lead to this Finding:

- The school leader has developed the SMART goals with the School Leadership Team (SLT) using data from assessments and course pass rates. One school goal recorded in the SCEP is to increase attendance and course credit accumulation. According to the school leader, the addition of personnel to monitor attendance has resulted in improved attendance rates over last year. During interviews with the review team, members of the Support Staff reported that they closely monitor attendance throughout the year and that staff contact parents after a student's first absence. Students interviewed confirmed that they are aware of the attendance goals and work to improve their attendance.
- Based on evidence from focus groups, reviewers concluded that stakeholders throughout school community are aware of the SMART goals and the vision of the school. Teachers, parents, and students shared their knowledge of various school improvement initiatives including efforts to increase attendance, credit accumulation and graduation rates. Teachers specifically discussed the Advisory program. Each classroom teacher was able to articulate the requirements of the program and how of the program supports the goal of having each student be known by an adult. In addition, the students interviewed discussed how their advisor and guidance counselor helped them

develop personal goals and a plan on how to achieve those goals. The students also shared their understanding of the vision as “Preparation for the Future, to be a credit to the community and to participate in a career that will bring both satisfaction and will help society.”

- The school leader shared that -the Assistant Principal (AP) made quarterly presentations to the entire staff concerning the SMART goals and the vision. At the meetings, staff collaborated on outlining steps to revise and align the SMART goals to the school’s vision.

Impact Statement:

The school leader has collaboratively developed SMART goals and a long-term vision that stakeholders know and embrace. As a result, the school community works together to achieve the goals and long-term vision.

Areas for Development:

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

Overall Finding:

The school leaders have made strategic decisions to initiate and support programs designed to achieve the overriding goals of the school but the full impact is yet to be realized, as not all students’ needs are equitably addressed.

Evidence/Information that Leads to this Finding:

- The school leader allocated resources for Extended Learning Classes. Although the classes just began in February 2014, students interviewed by the Integrated Intervention Team (IIT) expressed their knowledge and appreciation of the Extended Learning Classes. Students reported that the additional academic support available assist them in understanding and completing assignments. During the review, the IIT visited the Extended Learning Program and noted full classrooms with teachers who were able to move about and assist students of all grade levels in their academic progress.
- The school leader reported that she allocated fiscal and staffing resources for the individual academies within the school of Achieve Now, Aviation, Business and Law, Communication, and, Culinary Arts, which has resulted in improved attendance and connections to the academic requirements that must be met in order to remain in that academy. Initiatives such as adding guidance personnel to focus on credit accumulations via the Graduation Tracker are intended to improve the graduation rate. For example, the addition of support personnel in the guidance department to focus on improving credit accumulation. The school leader has also ensured that both students and their families has access to Skedula, an online reporting system view and gather student achievement and necessary information to maintain academic success. The school leader has also provided training to families on using the Skedula system. Although stakeholders spoke positively about the graduation initiatives, reviewers found minimal evidence to show how the initiatives are monitored and evaluated for effectiveness.

- The school leader has prioritized time and organized systems to ensure staff participation in department meetings. Daily department meetings have also been established using the Circular 6 program that leads to the creation of Professional Learning Communities (PLCs). However, a review of documents and interviews with staff showed that the staff inconsistently maintains and reviews agendas and meeting minutes, which lessens the impact of these meetings in driving improvements in student achievement and instruction.
- The school leaders have allocated resources for staff to streamline and improve the process for Individualized Education Programs (IEPs) and to design differentiated instruction to improve instruction for students with disabilities. However, the school leader has not ensured the hiring and appointment of certified English as a Second Language (ESL) staff and this has hindered the ability to provide necessary support to English language learners (ELLs). In addition, evidence gathered from classroom observations notes showed that additional support is also needed to improve the instruction of subject area teachers of ELLs.

Impact Statement:

Although the school leader made decisions to allocate resources to address priorities aligned with the SMART goals and vision of the school, the school leader has not consistently made strategic resource decisions to ensure that the needs of all students are addressed.

Recommendation:

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

- Collaborate with the district to seek out certified and trained instructors who will assist in providing support for all students. Provide professional development to enable staff to address the needs of students with disabilities and English language learners.

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 created a plan aligned to the district's APPR for scheduled observations and has provided feedback on the teacher practices. However, school leaders do not consistently provide timely and specific feedback to guide teachers on what they need to do to improve instruction.

Evidence/Information that Leads to this Finding:

- The school leader and Assistant Principals (AP) reported and a review of documents confirmed that school leaders have carried out observations in line with the APPR schedule. Discussions with teachers and evidence from observation documents indicated that feedback is not consistently developmental or specific as well as identify the areas in need of improvement to raise student achievement. Teachers shared that sometimes the feedback is late and does not align with the

evaluation schedule or rubric.

- School leaders and teachers reported that weaknesses identified in instruction become the focus of future observations or that there is a close alignment between areas for improvement and the PD that is offered to individual or groups of teachers. Although the school leader has received support from the district to provide support to teachers through the Talent Coach, who reviews the domains and demands of the Danielson Rubric, teachers shared and classroom visits confirmed that teachers need additional training on instructional strategies such as differentiation, challenge, questioning and student engagement.
- Staff has not consistently maintained necessary data to examine, modify, and adjust instruction to meet the needs of all students. In many of the observations reviewed, the observer did not always highlight weaknesses in instruction such as a lack of differentiation. There was limited evidence of feedback that demanded more rigorous questioning that would lead to deeper thought processes and the development of higher-order thinking skills.

Impact Statement:

The school leaders have a system to conduct observations of, provide feedback to, and arrange training and support for teachers. However, the lack of consistent and detail feedback hinders opportunities for teachers to modify and adjust instructional practices to improve student learning.

Recommendations:

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

- Ensure that all teacher observations and feedback focus on the practices that are most in need of improvement and are likely to lead to advances in student learning and achievement. Ensure that there is a close alignment between identified areas for development and a systematic program of PD.

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:

School leaders have some processes to review school practices; however, the staff inconsistently uses data to monitor and evaluate the performance of the school or staff, which hinders the school's progress toward achieving the goals as set forth in the SCEP.

Evidence/Information that Lead to this Finding:

- The school leader has made several initiatives in the collection of data from attendance, Regents exam passing rates, grade reporting, credit accumulation and the social and emotional developmental health the focus of an effort to meet SMART goals and the school vision. Much of these efforts were set forth with the goal of improving the low attendance rate and increase the

graduation rate. Staff remarked in interviews that there has been an improvement in the attendance because of a new attendance coordinator. Students interviewed also stated that their attendance has become more regular. Guidance counselors work closely with teachers and department leaders to track graduation status.

- The weaknesses occur in how academic data and data from lesson observations are utilized to drive improvements in instruction and student achievement. School leaders do not analyze achievement data rigorously enough and, therefore do not have a strong awareness of the performance of different grades, subgroups, or individual students. Although discussions with school leaders and teachers indicated that school leader expect teachers to use data to drive instruction, a review of planning documents as well as classroom visits confirmed that teachers inconsistently use data to plan and modify instruction. Information gathered from lesson observations is similarly not used well to drive improvements or to hold teachers accountable for the quality of instruction. Teachers’ discussions at grade level meeting showed that teachers are just beginning to review data to meet the diverse need of different student groups. However, during classroom visits, reviewers saw minimal examples of teachers differentiating instruction or employing questioning techniques designed to demand rigor and student ownership of learning.

Impact Statement:

Inconsistent practices of teachers and school leaders to effectively collect, analyze and connect information to develop data driven instruction affects the school’s progress to achieve the goal of improving instruction that will lead to higher academic achievement.

Recommendations:

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

- Monitor the collection of data and ensure that staff uses data to evaluate the performance of the school, different groups of students and individual students; Ensure that teachers use data regularly to drive instruction.

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
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Debriefing Statement: The school staff is in the early stages of providing a variety of supports and resources that align to CCLS and instructional shifts for all students. Teachers minimally review and use data to inform instruction in all core subject areas and for all subgroups. As a result, instructional practices do not consistently support students’ development of higher-order thinking skills that would lead to meeting the demands of the CCLS.

Strengths:

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

The school leader is in the process of developing a plan to support the implementation of CCLS but practices are not yet effective.

Evidence/Information that Lead to this Finding:

- The school leaders reported that they purchased and disseminated Common Core for the Not-So-Common Learners, and teachers used this as a common study and discussion focus at meetings. Each school department has begun to analyze and develop curriculum mapping; however, school leadership has not ensured that movement to adjust instruction to meet CCLS demands has occurred. Review of teacher lesson planning has also demonstrated that there is no consistent review of instruction to ensure alignment to CCLS or to provide support for all students. In addition, the District and Network has provided ongoing PD designed to provide additional support for teachers in efforts to align their curriculum and instruction to the CCLS; however, the implementation of this PD is inconsistent across the school and the needs of students are not routinely met. The staff meets regularly on both the department and grade level to discuss and collaborate on the implementation of CCLS; however, evidence from these meetings, observations, as well as a review of documents demonstrated that school staff does not yet employ instructional practices that consistently meet the demands of CCLS.
- During classroom visits reviewers noted that although teachers consistently wrote the CCLS standard on the board for their lessons, they inconsistently used the CCLS to guide their instruction. In addition, during a review of documents as well as classroom visits, reviewers saw few examples of teachers providing differentiated instruction that specifically addressed the needs of ELLs and students with disabilities.

Impact Statement:

School leadership is in the early stages of developing a plan to provide curricula and supports that align to the CCLS. Presently, teachers do not consistently implement curricula, which limits students' access to curricula that prepares them to be college- and career- ready.

Recommendations:

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

- Ensure that teachers are able to develop and implement lessons that align to CCLS and provide differentiated instruction to meet the needs of all students.

3.3 **The school has received a rating of Developing 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: Teachers are beginning to develop lessons that include some DDI protocols; however, teachers do not consistently align lessons to the CCLS or use data to address the needs of all students.

Evidence/Information that Lead to this Finding:

- Teachers stated that they meet weekly to discuss unit plans and to plan collaboratively. Although reviewers noted that many of the lesson plans and materials reviewed were taken directly taken from Engage NY and NYCDOE curricula, teacher inconsistently modify plans to meet the needs of all students and to provide rigor in the lesson.
- The APs are beginning to include data analysis in their department and grade level meetings. However, classroom visits and a review of documents confirmed that this is not a consistent practice school-wide. A review of lesson plans demonstrated that teachers minimally include data driven instruction protocols to ensure rigor in teaching that meets the needs of different groups of students. In addition, the IIT saw minimal examples in planning documents of activities that promote the use of higher-order thinking skills or rubrics to enhance the quality of student learning and engagement.
- The district has provided three hours per month of instruction from the Common Core Learning Institute; however, teachers have inconsistently used this PD to improve curriculum planning or instruction to meet the needs of all students.

Impact Statement:

Teachers do not consistently plan lessons that are DDI driven and aligned to the CCLS and NYS content standards, which hinders students from meeting the demands of the CCLS and demonstrating growth across all grades/subject areas.

Recommendations:

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

- Use meeting time for departments to rigorously review lesson plans to ensure alignment to the CCLS. Provide additional PD on DDI protocols; ensure teachers incorporate PD strategies into their instruction practices.

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:

Some teachers collaborate to discuss an integrated approach. However, school leaders and teachers have not devised a formalized plan to support the implementation of an interdisciplinary approach to learning.

Evidence/Information that Lead to this Finding:

- The teachers in the Aviation Academy have taken some steps to include art and technology in into the curricula. However, evidence from interviews with teachers indicated that these collaborations occur informally and do not reflect a school-wide practice. Reviewers did not find evidence of a school-wide structure or plan for the creation of an integrated approach to learning.
- During classroom visits, reviewers found few examples teachers connecting lessons to other subject areas. In addition, few teachers used of technology during instruction to support student learning or to better engage students with the learning process.

Impact Statement:

The school staff lacks a formal plan to develop interdisciplinary curricula. As a result, students have limited an opportunities to engage in cross-curricula activities that increase their ability to be academically successful.

Recommendations:

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

- Provide dedicated meeting times for staff to develop interdisciplinary instruction that will include the arts, technology and enrichment opportunities for all students. Provide PD for all teachers on the effective use of interdisciplinary enrichment in their planning and instruction.

3.5 **The school has received a rating of Developing 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:

Although teachers are beginning to discuss data, the lack of comprehensive system for using formative and summative assessments results in teachers minimally using data to make adjustments and changes in the curriculum.

Evidence/Information that Lead to this Finding:

- During discussions with the IIT, teachers stated that they have begun to focus on summative assessments and have recognized the need to align their curriculum to those assessments. Teachers reported that they are beginning to use summative assessments to assist in creating classroom goals; however, reviewers found limited evidence of this practice.
- Evidence from discussions with students, evaluations of student work and classroom observations demonstrated that teachers inconsistently provide students with opportunities to reflect on their work. Evidence also indicates that teachers do not make effective use of data to provide feedback to students to help them understand what they need to do to reach a higher academic level. Although students reported that they have rubrics in their classrooms, students shared that teachers do not regularly review their work or provide specific feedback on what students need to do advance to the next level.

Impact Statement:

While teachers are beginning to use assessment data to inform some instructional practices, this process is at an early stage and is not influencing the quality of instruction in classrooms or promoting informed curricula decisions to improve student learning.

Recommendations:

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

- Create a system for teachers to consistently review formative and summative assessments to ensure the alignment between the curriculum and assessments and to provide quality feedback to students that will improve student achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.	Tenet Rating	I
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Debriefing Statement: Teachers meet to identify practices and strategies for instructional planning. However, inconsistent use of data driven planning and implementation of the instructional shifts limit students’ access to multiple entry points. As a result, teachers’ instructional practices do not allow all students to participate in rigorous and engaging lessons that would lead to student academic success.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

School leaders are not consistently reviewing lesson plans prior to instruction to insure that all student goals and needs are addressed. Additionally plans lack activities and strategies that promote higher-order thinking skills and increased student achievement.

Evidence/Information that Lead to the Finding:

- Evidence from discussions with teachers and school leaders confirmed that they have recently initiated conversations focused on increased expectations for teachers to align lesson planning to data. However, presently, teachers do not uniformly create lesson plans that provide activities and strategies to engage students and provide support for all student needs. Based on a review of documents and classroom observations reviewers concluded that teachers use limited instructional practices and strategies that are data based, adaptive and aligned to plans for all groups of students.

Lessons were mainly teacher-directed and provided limited opportunities for students to actively engage in the lesson.

- During the vertical teacher meeting, teachers shared that they worked on goal setting during the advisory period; however, discussions with students demonstrated that few students were aware of their individual goals. Further discussions indicated that students were not aware of the individual steps needed to achieve at a higher level or the strategies they need to utilize to improve their work.

Impact Statement:

The absence of lesson plans focused on rigorous and challenging instruction aligned to data has resulted in instruction that does not promote student engagement or higher levels of success.

Recommendations:

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 develop lesson plans that take into account data reflecting the needs of all subgroups. Ensure that teachers set challenging and achievable learning goals with students.

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:

Teachers do not provide engaging and aligned CCLS instruction that leads to multiple points of access for all students. Some teachers do not stimulate thinking by asking questions designed to engage students and ask them to reflect on their learning.

Evidence/Information that Lead to the Finding:

- Evidence from class visits and a review of lesson plans demonstrated that students were not provided with opportunities that lead to higher levels of student engagement or achievement. Although teachers are beginning to develop lesson plans aligned to the CCLS with accompanying shifts, teachers' instruction did not consistently align to the plans or to the goals of the CCLS. Teachers primarily provided instruction that lacked differentiation, multiple points of access, interdisciplinary activities, and targeted assessments.
- In most lessons, students listened as teachers provided instruction. When students were asked a question, there was rarely an opportunity for them to provide evidence as to how they arrived at their answer. During classroom visits, reviewers noted that teachers directed instruction and provided limited opportunities for students to inquire and develop higher-order thinking skills necessary for academic achievement.

- While teachers did have word walls in their classrooms, little emphasis was placed on the development of academic language. Activities did not require students to read texts using close reading strategies and cite evidence from the text that would enrich the discussions. Reviewers noted that writing assignments primarily were graphic organizers and/or required one-word or one-sentence responses, which limited opportunities for students to use of evidence from sources to arrive at the answer. Assignments were not high quality and did not demonstrate a demand for rigorous responses by students. Checks for understanding were limited and teachers rarely stopped to check to recap what was being taught or to check to see if students understood the information.

Impact Statement:

School leaders and staff have not ensured that instruction is planned for and delivered in an effective way to lead to improved student academic achievement.

Recommendations:

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 professional development that has a specific focus on ensuring that teachers consistently provide instruction that aligns to the CCLS and includes higher-order questioning techniques that challenges students and engages all students in their learning experience.

4.4 **The school has received a rating of Developing 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:

While most students reported feeling safe in the school, reviewers found that teachers inconsistently support a learning environment that is responsive to the strengths and needs of all students.

Evidence/Information that Lead to this Finding:

- The school has implemented an academy and advisory structure school-wide to promote school-wide behavioral expectations. Teachers shared that the program allows most students to have the same advisor throughout their high school years. In addition, the advisory program gives students an opportunity to share ideas and concerns about their school and their progress. All rooms have an advisory bulletin board in which rules and goals are posted, students and groups of students are celebrated for attendance, academic success, and school spirit activities. However, evidence from teacher interviews, reflected that not all staff uniformly enforce school rules.
- During class visits reviewers found limited evidence that teachers are using or developing strategies to meet the needs of all students, particularly ELLs and students with disabilities. The small number of ELLs in the school is not afforded differentiated instruction that would meet their needs. Additionally, students lack appropriate resources to support their learning. Reviewers noted a lack of instruction that includes Specially Designed Academic Instruction in English (SDAIE) in the content area classes. In addition, instructional strategies used by some teachers do not provide consistent

opportunities for discussion, which limits students' chances to express and share views and opinions or to articulate their values and differing perspectives.

Impact Statement:

Students have stated that they feel physically safe in school; however, some teachers' instructional practices are not tailored to meet the instructional needs of all students, which limits minimize students' learning opportunities.

Recommendations:

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 teachers provide a learning environment in which the needs of students are met and opportunities are provided for students to share and discuss their viewpoints and opinions.

4.5 **The school has received a rating of Developing 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 are beginning to access various data sources, but do yet rigorously use data to drive instruction or to provide useful and timely feedback to students.

Evidence/Information That Lead to that Finding:

- Evidence from class visits and a review of documents showed that teachers make limited use of data to plan or adjust student grouping or to inform their instructional strategies. Only in a small minority of classrooms was grouping based on data. During discussions with the IIT, some students reported that they get to choose their groups and often they choose groups based on friendship. Reviewers found limited evidence of teachers using outcomes of on-going assessments to modify their instructional strategies.
- Reviewers noted that teachers posted rubrics on classroom walls and on bulletin boards, but noticed that not all individual student work samples had rubrics attached. Teachers said that students use rubrics to guide their work; however, the student work samples reviewed by the IIT lacked specific guidance and feedback to help students understand their grades or to progress to the next level. Student interviewed by the IIT, said that not all teachers provided feedback on their work and the feedback provided did not always provide specifics on how they performed and what they needed to do to improve.

Impact Statement:

Teachers do not consistently use data to group students, inform instructional strategies, or provide feedback to students to help them move to the next level, which hinder students' academic progress.

Recommendations:

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 group students and provide learning activities that match the differing needs and abilities of these different groups; provide students with achievable next steps for learning based on data and other assessment analysis.

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: A plan has been established to ensure all students are known by an adult. However, the school staff lacks formal systems support staff using and sharing of data to identify and respond to student and family needs. As a result, some barriers to student academic growth and social and emotional developmental health still exist.

Strengths:

5.2 **The school has received a rating of Effective 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 has established systems to support and sustain student social and emotional developmental health through the implementation programs designed to improve individual academic and social success.

Evidence/Information that Lead to this Finding:

- The school has programs such as the advisory program and the academies to support students' social and emotional developmental health. Through the academies, all students can align their personal interests with their academic interests. During interviews with the IIT, members of school staff described the process they established to allow students to transfer from one academy to another.
- Student comments confirmed that they have a strong relationship with at least one adult, usually a teacher or guidance counselor with whom they feel able to communicate. The advisory program, guidance counselors, and teachers align their efforts to provide students and their families with information as to programs and school events. The school leader has also ensured social and emotional developmental health through the support of the guidance department, the Substance Abuse Prevention and Intervention specialist, the school deans, the parent coordinator.
- School leaders reported that they have partnered with Community Based Organizations (CBOs) to provide additional support for students found to be at-risk. The school leader has created partnerships with Vaughn College, Community Mediation Services, Response to Abuse Prevention Program (RAPP) and other local programs to provide both emotional and social student support for students. Discussions with students and staff confirm that these programs are effective in providing

support for students experiencing any social or emotional difficulties.

- The school leaders have redesigned the teacher and student handbook to increase stakeholders' awareness and participation in the referral process if student behavioral issues arise. The attendance teacher and officer have modified procedures to ensure that in the event of an absence, staff contacts the family immediately to minimize additional absences. Staff reported that the attendance rate has increased to over 75 percent due to this procedure. In addition, the guidance department analyzes suspension data and support teachers with students having behavioral issues. The staff uses the Functional Behavior Assessments (FBA) and Functional Behavioral Plans (FBPs) to monitor and track students with disabilities.

Impact Statement:

The school has systems to support students' social and emotional developmental health.

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 has created programs to address the social and emotional needs of students and provide necessary professional development to build adult capacity to meet the on-going needs of students. However, staff inconsistently enforces behavior expectations.

Evidence/Information that Lead to this Finding:

- The school staff has created an advisory program, to promote awareness of student social and emotional developmental health. All rooms have an advisory bulletin board in which rules and goals are posted. Evidence from teacher and student interviews confirmed that students and groups of students are celebrated for attendance, academic success, and school spirit activities. However, evidence from teacher interviews, reflected that not all staff uniformly enforce school rules. In addition, classroom observations showed inconsistent behavioral management practices across classrooms. Reviewers noted that in some classes students were often able to move about the room or to converse with little or no consequences.
- Discussions with staff and an evaluation of the PD calendar indicate that regular PD is provided for staff on how to meet behavioral, attendance and emotional issues that students encounter. While teachers discussed the support available to them, some teachers shared that additional support shared concerns about managing student behavior

Impact Statement:

The training for staff enables them to identify and address the social and emotional needs of students. However, inconsistent enforcement of behavioral expectations hinders opportunities for students to learn in a healthy learning environment.

Recommendations:

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 members consistently enforce behavior expectations. Provide additional training for teachers requiring assistance in classroom management.

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 is in the beginning stages of ensuring that all stakeholders are aware of their roles and responsibilities in meeting the social and emotional needs of students.

Evidence/Information that Lead to this Finding:

- In teacher interviews, teachers discussed their role in ensuring that the school provides a safe learning community in which students feel free and safe. Teachers also reported that they have coverage for their classes when they are to meet with student support personnel. Teachers were also able to articulate the referral process and the support that is available to them. However, they did not agree that the support was of value in improving student behavior.
- Discussions with parents indicated that they were not always aware of the how they could best support the school in supporting the needs of students. Parents interviewed did not articulate their awareness of specific behavioral expectations for students or their understanding of how they could work with the school in reinforcing these expectations at home. Although students shared a general awareness of behavioral and other social expectations, some students stated that they would welcome more opportunities to contribute to the life of the school as a community and to have a greater voice in how the school functions. Some students also stated that they were unclear about their specific responsibility for personal actions and for contributing to the overall safety of the school.

Impact Statement:

Stakeholders are not yet fully aware of the roles they are expected to play in making the school a safe place to work and learn and to ensure that the needs of students are met.

Recommendations:

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

- Ensure that all stakeholders are aware of the role they can play in making the school a safe place to learn.

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 leader has begun to work with the student support staff to create processes to use data to support the needs of students. However, the lack of a formal system results in inconsistent support provided to students.

Evidence/Information that Lead to this Finding:

- During discussions with the IIT, teachers shared that they make calls to families when the students assigned to them are absent. Teachers also reported that the assistance from the school student support staff has effectively addressed the attendance policy and results have improved.
- Although the student support staff shared that students receive support, much of that support comes initially from a single staff member and not through a ladder of referral. The student support team is beginning to utilize data to meet both the social and academic needs of students but this is at an early stage and not embedded to ensure that needs are identified at an early stage. Guidance counselors stated that they also monitor students assigned to them and, in the event of an issue with achievement, meet a member of the support staff to ascertain the cause of the student’s problem and develop an action plan. However, there is minimal evidence that staff has formalized process to share this information with all members of the team.

Impact Statement:

The student support staff has begun to provide for the social and emotional developmental health needs of students; however, the lack of a coordinated system to use data to respond to students’ needs, hinder opportunities for all students to become academically and socially successful.

Recommendations:

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

- Provide additional PD for all staff on the collection of data, analyzing and use data to make informed decisions that increase student opportunities for academic and social success.

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

Tenet Rating

D

Debriefing Statement: The school has developed multiple tools for regular communication with students and families to foster their high expectations for student academic achievement. However, the school staff inconsistently shares data with families, which hinders their full participation in promoting student academic success.

Strengths:

6.2 **The school has received a rating of Effective 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 school leader has ensured that there is regular communication between the school and its students and families and that this communication informs parents of the high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- Parents and students interviewed by the IIT stated that the school-wide efforts to communicate its expectations on the website, Skedula, in hallways and in classrooms are effective. Parents also stated that they received training on Skedula and used this technology to monitor their students' progress. In addition, the school also uses the phone calls via the School Messenger System as well as mailings and postings to the Internet to communicate student information. Parent Handbooks outline the expectations of the school and the vision of the school to provide access and readiness to career- and college- readiness.
- The school leader, in conjunction with parent leadership, is pursuing initiatives to improve parent participation at PA meetings and is beginning to evaluate the success of school staff's efforts to build relationships with parents. The meetings also include award ceremonies and creative presentations to improve attendance.
- Students and parents both discussed the Graduation Tracker, which the guidance department introduced to help students at-risk stay on track for graduation. Students commented that the tracker has helped them stay informed of graduation requirements. Most parents interviewed shared that the school keeps them informed of the school's expectations for academic achievement.

Impact Statement:

The school leader has developed systems and structures that provide regular communication between the school, students, and families concerning the school's expectations for student achievement.

Areas for Improvement:

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:

Although the school staff uses different methods to share information between the school and its stakeholders, staff has not ensured that all subgroups of students and families can communicate reciprocally with the school.

Evidence/Information that Lead to this Finding:

- During discussion with the IIT, teachers and student support staff shared that the school staff uses

Skedula to communicate with students and parents. Parents interviewed by the review team said that school staff shares student information through Skedula, phone calls, and emails as well as meetings with the Parent Coordinator to communicate with them.

- Students and parents expressed that they receive some correspondence in English, but not all subgroups receive translations of documents. The parent coordinator stated that she translated for several families but not consistently. Members of the staff shared that they translated some documents into French and one in Bengali. Some parents stated that not all parents receive information in a language they could understand.
- The IIT found minimal evidence of the specific strategies members of school staff use to evaluate their strategies for communicating with parents or responding to any issues and concerns raised by parents about outreach and communication.

Impact Statement:

The school staff communication efforts do not ensure all families receive information equitably, which limits some families' ability to support their child's academic achievement and social emotional growth.

Recommendations:

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 subgroups of students and their families can communicate reciprocally with the school; monitor the effectiveness of communication strategies with parents and address any issues or concerns.

6.4 **The school has received a rating of Developing 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:

Although the school leader has made efforts to ensure partnerships with outside community agencies to provide social and emotional support, school leaders have not ensured that the staff receives PD to build their capacity to develop partnerships with parents to support student achievement.

Evidence/Information that Lead to this Finding:

- The school leader and staff have collaborated with CBOs such as Vaughn College and Community Mediation Services to develop support systems to meet the needs of students and families. These agencies have been able to aid in social/emotional support; however, parents interviewed stated that they would welcome more guidance on how they can best support their child's learning and academic progress at home.
- School leaders reported that there are plans for PD focused on staff building partnerships with parents. While staff reported that they have received some training to support student social and

emotional development health, staff shared that they have not received specific training on how to establish and utilize strong working partnerships with parents and community agencies.

Impact Statement:

Training and support has not been consistently provided for staff and parents to enable them to work in stronger partnerships with the school in improving student outcomes, which limits opportunities for students to benefit from robust home-connection.

Recommendations:

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

- Ensure that PD is provided for staff that equips them with the skills and expertise to develop strong relationships with parents; provide families with the tools and support to help them work with the school in improving academic achievement.

6.5 **The school has received a rating of Developing 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:

The school staff shares data with parents; however, the limited training opportunities hinder some families in their ability to understand and use data to support their student's academic achievement.

Evidence/Information that Lead to this Finding:

- The school leader and staff have prioritized lateness and attendance data and developed a systematic process to address those students in need. A review of documents showed that staff counsel and monitor students regarding lateness, absences, and uniforms. School staff contacts parents immediately whenever their child is absence.
- Parents interviewed by the IIT spoke of training they received to use Skedula to monitor their children and the data being collected on their academic progress; however, parents expressed that they often did not understand the ramifications of some of the data and how it relates to college- and career- readiness. In addition, some parents reported that not all parents receive information in languages they understand.

Impact Statement:

Minimal training opportunities to understand data, as well as the lack of available translation limits some families' ability to access and use data to advocate for supports for their children.

Recommendations:

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

should:

- Provide data that is accessible and understood by parents that will enable them to support their child's social and emotional developmental health and academic growth and advocate for services.