



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

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



<b>BEDS Code</b>	321100011418
<b>School Name</b>	Bronx High School for the Visual Arts
<b>School Address</b>	2040 Antin Avenue, Bronx, NY 10462
<b>District Name</b>	NYC Community School District (CSD) 11
<b>School Leader</b>	Gwendolyn Jones
<b>Dates of Review</b>	January 7-8, 2014
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 11X418

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	509	SIG Recipient	Yes
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	10	# SETSS	10	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2013-14)					
# Visual Arts	32	# Music	N/A	# Drama	1
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		56.9%	% Attendance Rate		88.3%
% Free Lunch		65.6%	% Reduced Lunch		5.7%
% Limited English Proficient		4.5%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.2%	% Black or African American		27.9%
% Hispanic or Latino		63.7%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White		5.7%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.34	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		11.4%
% Teaching with Fewer Than 3 Years of Experience		12.5%	Average Teacher Absences		7.6
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		57.9%	Mathematics Performance at levels 3 & 4		55.7%
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		58.1%
6 Year Graduation Rate		72.9%			
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	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	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:**

1. School leadership will develop and implement a system for observing teachers and providing high quality feedback. During the 2013-14 school year, 100% of teachers will be provided with at least four instances

of quality feedback aligned to the *Framework for Teaching* and the school's expectations for instruction. Improved teacher practice will result in a 3% increase in student achievement on the English Regents examination.

2. During school year 2013-14, core departments will continue to refine curricula and instructional practice to ensure standards alignment and access for a diverse range of learners. As a result of curriculum revision, there will be a 3% increase in the percentage of English language learners and students with disabilities that earn 10+ credits.
3. Refinement of instructional practices to increase student engagement will result in improved student outcomes, as evidenced by a 3% increase in the four-year graduation rate.
4. During school year 2013-14, revision of systems and structures related to academic intervention services and attendance will result in a 3% increase in student attendance, to bring the yearly attendance to 90% by June 2014.
5. Increase the reciprocal communication with families and communities of students entitled to AIS to improve credit accumulation of lowest-third students by 3%.

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

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	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>				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
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</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		X		

	social and emotional developmental health needs.				
	<b>OVERALL RATING FOR TENET 5:</b>			D	
<b>Tenet 6 - Family and Community Engagement:</b> 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>		E		

**School Review Narrative:**

<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>
---	---------------------	----------

**Debriefing Statement:** The school leader has articulated a shared vision focused on student well-being and academic goals. Data-based systems, partnerships, and grant structures are in the development phase. However, the school has not established timely implementation of structures to monitor the effectiveness of staff instructional practices, which limits how the school progresses in achieving critical school-wide goals to implement the vision of college and career readiness.

**Strengths:**

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

- The school leader and the school leadership team (SLT) applied for and the school was the recipient of a three-year grant. This allowed the school leader to identify and use community-based organizations (CBO) that support student achievement, curricular alignment and teacher practices, leadership development, family and community engagement as well as student social and emotional developmental health. For example, the Good Shepherd Services provides academic intervention services (AIS) after school as well as attendance support to a cohort of 50 ninth and tenth grade students designated “at risk,” based upon attendance and credit accumulation. The Sports and Arts in Schools Foundation (SASF) provides extra-curricular activities that support student academic enrichment and social emotional development. The Urban Arts partnership provides arts integration in science to support credit accumulation and helps students master the content necessary to be successful on the living environment regents. Another targeted and effective use of funds was that the school purchased *Achieve 3000*, an online program that integrates technology and provides academic support in global and US history by allowing the student to master non-fiction content through leveled texts or articles (based on reading Lexile levels) while enhancing student reading skill development. The school leader collaborated with staff to expand student-learning opportunities and she was working with a variety of partner organizations to ensure the school responded to the academic and social needs of students. The school leader worked closely with the district to articulate the need for appropriate staff to meet school needs. The school leader’s strategic use of resources addressed the immediate needs of the school community, targeting fiscal resources to help the school realize its School Comprehensive education plan (SCEP) goals for school improvement and student achievement.

**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 Education Plan.

- The mission of the Bronx High School for the Visual Arts is to provide quality education programs in and through the arts. The school leader articulates a shared vision focused on student well-being and academic goals in the SCEP. The school recently received two, three-year grants to provide academic support and enrichment. Although the effect of this financial support on raising student achievement was not available, in interviews, students and parents indicated support for the grant initiatives, particularly the athletic components. These groups were also aware of the school vision for academic success but were unable to articulate the SMART goals, outlined in the SCEP. The school leader indicated she communicated her vision and the expectations found in the SCEP to teachers, through more effective feedback before and after observations. Teachers, however, indicated they had not received feedback from the first round of informal observations. Therefore, although the school leader provided some opportunities for student and parent engagement, a sense of urgency for revising, monitoring, and evaluating goals, to support the school mission and to raise student achievement was not evident.

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.

- In order to comply with the district Annual Professional Performance Review (APPR) process, the school uses the Advance system of cycles of observations and feedback to support teacher growth. All observation cycles were monitored through a tracking log, the school leader, and the two assistant school leaders meet bi-weekly to discuss the observation cycles and growth of specific teachers. The school leader provided evidence that some informal evaluations had been conducted, however, although this review took place mid-year, teachers indicated they had not received any written or verbal feedback from the first round of informal observations. When the review team asked the school leader about this finding, she indicated that contractually, she had 90 days from the observation date to provide a written evaluation. Teachers licensed in special education, observed and evaluated by the District 75 assistant school leader assigned to the site, indicated that they had received feedback that would enhance their teaching. During interviews, teachers confirmed receiving support from the talent coach on the Danielson rubric. In addition, a leadership coach works with the school leaders to look for patterns and trends in teacher practice to help inform professional development but the review team did not consistently observe the impact of this in the classrooms. This together with a lack of purposeful, actionable feedback to teachers after observations, results in an inconsistent drive to improve student achievement and to hold teachers and leaders accountable for the quality of instruction.

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).

- Data and evidence-based systems to monitor and evaluate the work and performance of the school were at an early stage of development and this limits how they influence improving student

achievement. The school leader indicated that she monitors academic achievement and assessment data by teacher, class, or school-wide performance on the Achievement Reporting and Innovation System (ARIS) but the information gained from this analysis was not used rigorously to hold teachers to account or to identify weaknesses that need to be addressed. ARIS also provides teachers with access to student individual achievement data and to instructional support materials but the school does not track teacher or parent use of this resource. The school tracks student progress in the career and technical education (CTE) program of study so that students completing ten credits in the visual arts program receive a CTE designation on their Regents diploma. However, the school does not always use the information to plan improvements or interventions. Although the school leader has systems in place to monitor the quality of classroom instruction and student learning, the processes were not leading to rapid improvements in instruction, due in part, to a lack of consistent developmental feedback to teachers. Consequently, while evidence-based systems and structures exist, the inconsistent use of the data generated to drive improvements, limits school progress in achieving critical school-wide goals to implement the vision of college and career readiness.

**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**

**Debriefing Statement:** The school is in the early stages of revising curricula, including units of study and lesson plan templates that reflect the alignment to the instructional shifts of the CCLS in all subject areas. There is an absence of clear modifications or adaptations of units to address the needs of high achievers, English language learners, and students with disabilities. This limits multiple points of access to rigorous, relevant learning opportunities that meet the needs of all students.

**Strengths:**

All ratings for this Tenet are **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.

- The school was in the early stages of revising curricula, including units of study and lesson plan templates that reflect the alignment to the instructional shifts of the CCLS in all subject areas. As articulated in the grant, the school goal was to offer professional development (PD) to support teachers in designing CCLS aligned lesson plans and instruction. To assist this, a consultant from Generation Ready meets with vertical subject area teams weekly to align lesson plans to CCLS instructional shifts and assessments. Core area teams meet three times per week to examine student work samples. They work together to develop CCLS-aligned curricula for seamless grade

nine through twelve transitions and plan more advanced coursework such as *College NOW* and Advanced Placement courses. However, the integrated intervention team (IIT) reviewers found limited evidence indicating that school leaders examine lesson, unit plans, or assessment routines being used in all classes to assure rigorous and coherent CCLS-aligned instruction. Moreover, the team observed limited evidence during class visitations, that teachers consistently implemented the plans as written. Teachers used the lesson-planning template suggested by school leaders and checked off interventions to be provided to diverse student groups. However, the lessons observed did not consistently either mirror the Depth of Knowledge questions from the plan, or incorporate multiple points of access for students in pertinent subgroups, limiting student achievement.

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.

- Subject area teams of teachers, with a special education teacher assigned to each team, use common planning team time to align curricula, unit maps and lesson plans to CCLS. Generation Ready consultants provide PD support for teachers regarding the refinement of curricula and assessment to CCLS and the instructional shifts. Teachers administer baseline and periodic assessments aligned to revised curriculum to monitor student progress. Discussions with school leaders and teachers indicate that the school also focused on the development of effective Academic Intervention Services (AIS) and extended learning time programs. These target student needs through data-driven instruction to improve student credit accumulation and the school graduation rate. Teachers also reported using data to monitor and revise educational teaching strategies, and to incorporate technology and multiple points of access into classroom lessons. However, although the IIT reviewed the curriculum documents provided, few indicated clear modifications or adaptations of units to meet the needs of high achievers, English language learners (ELL), and students with disabilities. Lesson plans included checklists of groups and corresponding modifications but contained limited evidence that the groups were data-driven or the modifications were individualized based on student needs or individualized educational plans (IEP). In addition, teachers did not consistently reflect coherent, uniform expectations for CCLS aligned tasks or proactive administrative leadership to address high expectations to support high school academic success. Although, resources were identified, CCLS training and materials do not provide guidance for teachers to address the needs of individual and sub-groups of students or to enable the provision of multiple access points for the diverse student population. As a result, these limitations reduce opportunities for all students to access rigorous, relevant learning activities and improve academic achievement.

3.4 **The school has received a rating of *Developing* 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.

- As part of the school's implementation of its SCEP and school improvement plans, school leaders have created the structure for both vertical and inter-disciplinary teams to meet. Teachers have begun to collaborate to ensure a comprehensive curriculum across grade levels and to develop interdisciplinary projects that foster a connection between core subjects, the visual arts, and

technology. These actions were at an early stage of development and a direct impact on improving achievement, learning, and engagement in all classrooms has not yet been indicated. The school partnership with Urban Arts connected the arts to the living environment course and during the review; art educators worked with integrated co-teaching (ICT) teachers to help students imagine a world without plants with leaves, using both scientific concepts and visual imagery. However, students reported, and reviewers noted, an inconsistent use of technology in classes and missed opportunities to make effective, engaging interdisciplinary connections. For example, the arts classes were designing high quality “magazine” covers and students identified article topics on the cover to engage or entice readers to buy them. However, the school did not make linkages between this activity and English language arts (ELA) classes. School leaders have provided improved technology access for students during extended learning time incorporating the “best practice of blended learning,” where computers were used for initial teaching and/or reinforcement and where students controlled the pace of their learning and received immediate, targeted feedback to their independent learning. Other support systems such as peer technology mentors aid students to build upon their technology skills, while the Urban Arts and SASF partnerships provide enrichment, after-school activities for students. However, during interviews students identified few connections between their academic subjects, technology use, and CTE visual arts coursework as points of access to deepen their understanding of academic content. As a result, limited opportunities for students to experience interdisciplinary curricula hinder real life learning opportunities, which can limit the chances of being more academically successful.

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.

- The school administers the NYCDOE Measures of Student Learning (MOSL) assessments, which include a pre- and post-assessment and a teacher created mid-year assessment for global history, US history, living environment, ELA, and math. During common planning time, teachers worked in subject area teams to analyze student work, developed common assessments, and made curricular adjustments where necessary based upon the data gathered from the student work samples. However, reviewers found that the outcomes of these efforts were not reflected in the classroom where learning tasks were not matched to the needs and abilities of students in the majority of classes. While some protocols were in place to analyze baseline MOSL data, and classroom assessment data, observations by the IIT noted only one teacher used qualitative data to inform instruction. Reviewers observed and noted that the analysis of student work, performed by a team of teachers, did not result in any focused revisions for effective next steps, either to improve teacher practice or to provide relevant, actionable feedback to students. The observed protocol did not require teachers to build on student learning aligned with CCLS models. Observations of teacher grading sessions lacked rigor, accuracy, and match to the rubric. The group discussed that the paper was not truly a “4” on a four-point rubric, but then took no steps to adjust their calibration, teaching, or feedback to the student. Similarly, reviewers noted that the rubric-based assessments, posted on bulletin boards and found in student work, were not aligned to the instructional task, nor did they reflect high expectations. The scores did not indicate rigor or effective feedback: rather they indicated a checklist for low-level skill development and student ownership of learning was compromised by a lack of actionable feedback. Weaknesses in the

alignment of the curriculum and assessment and in the use of feedback to students to guide their improvement do little to extend student academic growth.

**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**

**Debriefing Statement:** While school leaders and staff have made strategic decisions about grant-driven support for student progress and instruction, there was inconsistent use of data collection and timely data analysis to inform teacher practice. As a result, the school does not regularly target, implement, and monitor strategies that address gaps in learning and the diverse academic needs of all students.

**Strengths:**

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

**Areas for Improvement:**

4.2 **The school has received a rating of *Developing* 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.

- School leaders provide common planning time with the intention to refine instructional practices to improve student outcomes. School leaders have set a SCEP goal to increase in the four-year graduation rate by three percent. School leaders and staff made strategic decisions about grant-driven support for student progress and instruction. However, the IIT found that the use of data collection and timely data analysis to inform teacher practice was inconsistent. Although conversations have begun between teachers and school leaders on using data to better drive instruction, the impact of these discussions was not transferring to all classrooms. In addition, as observations of teachers by school leaders have been informal rather than formal, opportunities were missed to provide purposeful, actionable, and regular feedback to staff on how to use data better match learning to the individual needs of students. Teacher teams analyze student work, develop common assessments, and make adjustments to curricula, but during classroom observations by the team, teachers did not consistently reflect this work in practice. Teachers administer baseline and periodic assessments aligned to revised curriculum to monitor student progress. Data analysis of the September baseline exam was conducted to create the mid-year assessment, but not to address the individual gaps in student learning nor modify instruction between September and January. Partnerships provide teacher support regarding the refinement of curricula, but evidence of CCLS instructional shifts in classrooms visited was limited. Discussions about goal setting were at an early stage of development and there was no focus on establishing appropriate learning trajectories for students of different abilities. One result of these combined weaknesses is that the school does not regularly target, implement, and monitor strategies that address the gaps in learning of their diverse academic population or consistently promote high

levels of student engagement and inquiry, which hinders 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.

- Teachers used a template that reflected the CCLS instructional shifts to prepare lessons. While the lesson template included some evidence of the Depth of Knowledge questioning techniques, observations of classes revealed minimal or no high level questioning or probes for understanding of content. Similarly, a checklist that was intended to focus teacher efforts to provide multiple points of access for students was included in lesson planning documents, but the IIT did not observe teachers' using this tool during class visits. Classes were primarily teacher-centered or whole group instruction. The team did not observe grouping, except in instances where students assisted their peers with work. Student interviews revealed concerns related to group project requirements because many felt that the burden to complete the task rested solely on the self-motivated, engaged student who desired to receive good grades. In addition, the flow of conversation in classrooms was from teacher to students and from a student to teacher. Students were not asked to work in pairs or respond to each other's answers. The team noted that a teacher often asked and answered his/her own questions and there was limited evidence of the use of instructional materials that challenged student thinking with high levels of text and content complexity. Classroom observations revealed no provision of multiple points of entry for students in subgroups. For example, students reported that they received limited support, except that offered by the English-as-a-second-language (ESL) teacher, and that they were not challenged in math and visual arts, which are their areas of strength. Therefore, the instructional practices do not meet the needs of students in subgroups or emphasize rigorous CCLS-aligned expectations for all students, which limit student achievement.

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.

- The school created an inclusive community that involved students with disabilities from District 75. The school provided a setting that mainstreams students with disabilities with the opportunity to access general education math and science classes as well as visual arts electives. An observed benefit was the presence of a paraprofessional in the classrooms, who often provided support and guidance. Classroom behavioral expectations and consequences were defined by the NYCDOE Code of Conduct. According to students, enforcement was sporadic because the school population was "tolerant of one another's differences," and there were few fights and suspensions. Students also noted that, if one is "smooth," you could talk your way out of consequences for lateness, cutting classes and other infractions. During the visit reviewers noted that teachers were not always able to identify which students in their class were ELLs; and teachers were unaware of NYSELAT scores. The IIT visited extended learning time classes, which provide additional student contact hours to support in credit accumulation, to raise four-year graduation rates and to improve Regents participation and passing rates. In physics, pairs of students were assigned to work on specific problems in workbooks and all used calculators to solve problems. Three pairs used weights to simulate motion

to assist them in solving other physics problems. The review team observed that all students were actively engaged and they supported each other in solving their assigned problems. Three students justified their selection of a specific formula by identifying evidence in the word problem that led them to their choice. However, the best practices and high student engagement observed in some classes during extended learning time, was not representative of majority of the instructional practices observed by team. As a result, a learning environment that is responsive to varied student experiences and tailored to the strengths and needs of all students is still in a developmental stage, hindering accelerated student achievement.

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 (screening, interim measures, and progress monitoring).

- Teachers can access multiple sources of data in ARIS and Skedula, in order to measure student progress, inform lesson planning, and foster student participation in their own learning process. However, through lesson observations, the IIT noted these and other test and assessment data did not drive instruction or to ensure that work was closely matched to the differing abilities of students. Curriculum and lesson planning documents indicated that students were grouped and instruction adjusted accordingly. However, lesson observations revealed that although students were seated in groups, many students worked independently and often received whole class, undifferentiated instruction. School leaders indicated that teachers used the MOSL data sources to identify patterns and trends in student academic achievement, and to make curricular and instructional adjustments as needed. However, reviewers were told in interviews that data analysis of the baseline MOSL, administered in September, was not conducted to address individual gaps in student learning, or to modify instruction. Through discussions and evaluations of student work, the team noted that teachers did not provide feedback regularly that is purposeful or based on data. Rubrics were used occasionally, but guidance on next steps in learning were infrequent and lacked specificity to help students improve and to help them reach the next academic level. A lack of focus on data-based instruction and constructive feedback hinders student achievement and ownership for their own learning.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school leader and student support staff uses a plan based on data to deliver supports to students. The school has established structures for monitoring student behavior and attendance. However, there is no clear, formal, school-wide system to address social and emotional developmental health and academic success that ensures and optimizes academic success.

**Strengths:**

5.5 **The school has received a rating of *Effective* 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.

- Community-based organizations, such as Good Shepherd Services and the Leadership Program, work with staff and administration to develop strategies, based on data, to support student social and emotional health. School support staff and CBO counselors provide students with feedback through conferencing, and attainable next steps. Pupil personnel teams and the school-based support team (SBST) examine student data and make recommendations for “at risk” students based on attendance and credit accumulation data. Interviews confirm that the SBST met monthly to review data of students with disabilities and the pupil personnel team met monthly to review the academic and socio-emotional needs of general education students. Students with disabilities were referred to the special education coordinator who presents findings to the SBST, which then provided PD to teachers to address IEP mandates. The school counselors provided services to students in grades nine through twelve, and follow their group of students for four years. The counselors from Good Shepherd Services met with their caseload weekly (50 students). Guidance counselors track referral forms from teachers or parents and the assistant school leaders, who supervised the SBST, monitored the resolution of student social and emotional developmental health concerns. These structures are effectively addressing the social and emotional developmental health needs of students and build on the foundation and that significantly affect improving student achievement.

**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.

- The school leader and student support staff have identified and begun to address the barriers to the social and emotional developmental health and academic needs of students. The school leader worked with staff to develop a system so that each individual student was well known by an adult. The school established structures for monitoring student behavior and attendance and a SCEP goal sought to revise “systems and structures related to AIS and attendance to bring the yearly attendance to 90 percent by June 2014.” However, IIT reviewers observed little monitoring of the progress toward this goal. SBST personnel expressed a behavioral referral system for Level I – IV infractions, with forms forwarded to the assistant school leaders or guidance counselors that result in warnings, detention, parent conference, or in-school suspension. However, during class visits the team observed inconsistent enforcement of the code of conduct. The Leadership Program provided extra support for social emotional development through an advisory model and Good Shepherd Services, who worked with staff to help identified students to improve their attendance and academic progress. Guidance counselors worked closely with students receiving academic intervention services (AIS) or attending after-school extended learning time classes in order to monitor and supervise their progress. The attendance team met weekly to review the attendance goals of the students assigned to AIS. However, the school leaders have not yet created systems and structures to provide consistent enforcement of behavioral expectations that lead to healthy relationships and a safe, respectful environment that supports the academic success of all 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.

- The school promotes a vision that each child is valued by comparing them to diamonds, and this school-wide theme was presented in daily announcements and in visual arts projects posted throughout the school. During the visit, staff reported that the school was developing a formal curriculum to support the teaching of student social and emotional health. At the time of the review, different programs underpinned the school attempts to meet the needs of the students. For example, the Substance Abuse and Prevention Intervention Specialist (SAPIS) provided some students and some staff with PD on drug and alcohol abuse and the CBO, Good Shepherd Services supported 50 “at risk” ninth and tenth graders. However, these services were not fully integrated to create a clear, formal, school-wide system to address the social and emotional developmental health and academic needs of students to optimize their academic success. In addition, there was no formalized PD plan that clearly matched the needs of the students to any deficits in the skills of teachers to enable them to address barriers to social and emotional developmental health and academic success fully. Consequently, the needs of all students are not being fully addressed.

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.

- School stakeholders noted that the school leader has an “open door” policy and most students interviewed indicate that they have someone they can go to should they require help in academic or social-emotional problem-solving. The NYC School Survey data reflects a school environment in which stakeholders felt welcomed and supported by school staff. Similarly, students with chronic attendance problems feel valued and parents interviewed appreciated the attendance initiative currently in place. Discussions with students and parents indicate that they were not always clear as to their role in helping to create a safe and cohesive learning environment. Students state that their voice was not always listened to and as a result, they did not feel empowered to “make a difference.” While students indicated that they were treated kindly, and that the school provided a tolerant learning environment they stated that concerns were not always addressed. They outlined that behavioral infractions should result in “clear consequences” and school leaders “need to be stricter” since “the school has the possibility to do better.” Students believed teachers needed to be more rigorous in their expectations, because “always extending deadlines is inequitable.” The lack of encouragement for student voice at the school hinders the potential of a key stakeholder to ensuring that the school’s vision in relation to social emotional and developmental health is a practiced reality.

<b>Tenet 6 - Family and Community Engagement:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
--	---------------------	----------

**Debriefing Statement:** The school community creates a culture of school and family partnership to provide support needed to improve student achievement as well as college and career readiness. Students were well known to staff and benefitted from a focused home-school connection.

**Strengths:**

6.4 **The school has received a rating of *Effective* 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.

- The school provides support to parents to help them in their child’s academic journey. As part of this mission, the school’s Parent Coordinator and Community Based partners provide workshops for families of “students entitled to AIS to improve credit accumulation of lowest-third students by 3 percent.” The school provided opportunities for Good Shepherd Services to collaborate with families and students to develop ways to support student success. Discussions with parents indicated they were aware how academic data was “red flagged” for quarterly report grades, as well as transcripts for credit accumulation concerns. Parents also noted that, students were provided with “credit recovery” opportunities in the extended learning time after school program and the *iLearnNYC* program on Saturdays and indicated that they welcomed this initiative. Discussions with staff indicated that they received and welcomed PD on strategies for building strong relationships with parents and families and as a result, students benefitted from these focused efforts to support a true home-school-community partnership.

6.5 **The school has received a rating of *Effective* 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.

- Members of the school community report that parents were integral members of the school and school survey data indicate that 93 percent of parents believe the school was “responsive to parent feedback.” The school engaged with parents through workshops, newsletters, and provided student academic data on ARIS and *Skedula*, as well as reviewed individual student transcripts. The school provided support for parents with technology on an “as-needed” basis so that they could access data fully relating to their child’s academic progress. Parents had access to school data through meetings with school leaders and teachers, SCEP linkages and teacher conferences. In addition, parents were invited to attend extended cabinet meetings to examine school-wide data with administrators and to have the information explained to them in a user-friendly manner. The school regularly held “arts showcases” to display student work for parents. Parent interviews confirmed that they could access and view grades, contact teachers and leaders, and seek support for their children’s academic or socio-emotional success. Parent workshops including a data-driven

workshop on “attendance improvement” were offered to address that SCEP goal. This sharing of data with parents enables them to advocate for their child’s success.

**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.

- New York City School Survey responses reflected a school environment where most stakeholders felt supported by the school. While the school provided multiple opportunities for parents to engage in dialogue with the school community, for example, workshops on communication, study habits, ARIS, town hall meetings, *PupilPath* and the CCLS, survey results indicated that just over a third of parents attended a parent workshop one or two times. Documentation reviewed also indicated that these meetings were not always used as opportunities to make clear school expectations regarding academic achievement. The school staff was examining its efforts to build family-school relationships but had not yet adjusted practices to develop better strategies for involving parents in the life of the school. As a result, the school limits its improvement efforts with parents in order to better inform them of the academic expectations for their children.

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.

- To enhance communication and access to families, the school sent progress reports three times per semester and mailed a parent newsletter to each student’s home. However, these printed communications were not translated into Spanish. Personal phone calls were made to families to inform them of their child's progress when necessary, and a computerized telephone messenger, in English and Spanish, was used to communicate with parents regarding daily attendance and upcoming school events. Parents had access to workshops facilitated by the parent coordinator, the community-based partners, and the Leadership program, as well as through the Title I parent network. Agreements with local colleges and universities, such as with Pace University, SUNY, and CUNY, provided additional learning opportunities, for earning visual arts CTE credit, as well as *College NOW* and Advanced Placement coursework. However, since the grants and CTE initiatives SBST in their early stages of implementation, reciprocal communication around these initiatives, with family and community stakeholders, to support college and career readiness SBST not yet developed fully. In addition, the school had not yet formalized a plan to evaluate the effectiveness of its communication protocols with parents or to make adjustments when needed to strengthen the home-school partnership.

## **Recommendations:**

### **Tenet 2: School Leader Practices and Decisions**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 2 the school should:

- 2.2: Ensure that all elements of the three-year grants support a school-wide vision of exemplary student achievement, CCLS curricular alignment, and student-centered teacher practice. Ensure that parents and the wider school-based community share the school vision of college and career readiness for all students. Prioritize systems to attain school improvement goals and ensure realistic time lines for achieving a vision that supports student learning.
- 2.4: Ensure school leaders provide timely evidence-based feedback after lesson observations that takes account of teacher practices and is based on student data and that it is aligned to established criteria and the teaching rubric and leads to improvements in student achievement.
- 2.5: Ensure that school leaders use evidence based protocols and procedures to monitor the work and performance of the school, identify and address weaknesses and ensure that strategies introduced lead directly to improvements in student outcomes.

### **Tenet 3: Curriculum Development and Support**

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should:

- 3.2: Ensure that interdisciplinary teams add rigor and relevance to the CCLS lesson plans, aligning best practices, and use formative and summative assessments that address the CCLS expectations at each grade level and increase student achievement. Rigorously monitor common planning time to ensure that vertical (9-12), horizontal (across grade levels) lesson, unit plans, and assessments in all classes are robust, coherent and aligned to the CCLS- instruction using the tri-state rubric.
- 3.3: Ensure that teachers use data as a tool more effectively to monitor and revise teaching strategies and create multiple points of access for all students in lessons. Ensure teachers identify school-wide protocols and agree on a common understanding of instructional excellence and as core areas continue to refine curricula and instructional practice, ensure CCLS alignment and access for a diverse range of learners.
- 3.4: Use common planning time for teachers to develop rich, integrated learning opportunities that embed the visual arts, technology, and other enrichment areas to broaden student engagement and learning.
- 3.5: Adopt a school-wide commonly understood protocol to identify formative and summative assessment, including Measures of Student Learning (MOSL's) across all grades and subjects that align CCLS curricula to assessment. Include clear guidance in rubric language that reflect the instructional shifts and reinforce the need for teachers to provide accurate, actionable, high quality feedback that encourages students to become active participants in their own learning and help them attain exemplary levels of academic achievement.

#### Tenet 4: Teacher Practices and Decisions

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- 4.2: Frequently observe teachers and provide high quality feedback aligned to the Framework for teaching and the school's expectations to promote the more effective use of data to drive instruction. Ensure that teachers work with coaches and school leaders to set challenging but achievable goals for all different groups of students.
- 4.3: Increase the capacity and skills of teachers to align instructional practices to CCLS shifts and promote greater rigor in instruction and higher order thinking skills for students across all classes to ensure that students learn and engage at higher levels to achieve their targeted goals.
- 4.4: Ensure that all stakeholders reinforce appropriate behavioral expectations within the school community. Engage in CCLS aligned instructional practices that promote rigorous, inquiry-based intellectual growth and reflect the needs of different groups of students.
- 4.5: Provide support for teachers to analyze and use data in their delivery of instruction and move from a teacher directed style to a collaborative one that involves student self-assessment and purposeful, frequent feedback to help ensure student accountability and ownership of their learning.

#### Tenet 5: Student Social and Emotional Developmental Health

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 5 the school should:

- 5.2: Create a learning environment where all students are well known by an adult and where behavioral expectations are made universally known and uniformly expected by all staff.
- 5.3: Develop a unified system of programs that securely underpin the school's commitment to meet the social emotional and developmental health needs of all students and ensure that all staff possesses the skills and knowledge to implement the programs effectively across the school.
- 5.4: Ensure all stakeholders, particularly students, are given the opportunity to have a voice and play a proactive role in meeting the school's vision pertaining to social emotional developmental health.

#### Tenet 6: Family and Community Engagement

In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 6 the school should:

- 6.2: Inform parents, in all relevant languages, its expectations for college and career readiness and IEP services. School leaders should evaluate its effectiveness in establishing relationships with parents and make improvements where necessary.
- 6.3: Develop a system of reciprocal communication, in all relevant languages, between parents/guardians, and school staff regarding their child's academic, social and emotional development that will lead to student growth and success. The school leaders should also evaluate the quality of its communication strategies with parents and make improvements where needed.