



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

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

**Modified School Review**



<b>BEDS Code</b>	140600010307
<b>School Name</b>	East High School
<b>School Address</b>	820 Northampton St. Buffalo, NY 14211
<b>District Name</b>	Buffalo City School District
<b>School Leader</b>	Dr. Casey M. Young
<b>Dates of Review</b>	October 10-11, 2013
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT) Modified School Review

<b>School Information Sheet</b>											
Grade Configuration	9-12	Total Enrollment	476	SIG Recipient		Title 1 Population	93 %	Attendance Rate	77%		
Free Lunch	93%	Reduced Lunch	2%	Student Sustainability	92%	Limited English Proficient	5%	Students with Disabilities	18%		
<b>Number of English Language Learner Classes</b>											
#Transitional Bilingual	0	#Dual Language	0	#Self-Contained English as a Second Language				3			
<b>Number of Special Education Classes</b>											
#Special Classes	22	#Consultant Teaching	0	#Integrated Collaborative Teaching				28			
# Resource Room	0										
<b>Number Special Classes</b>											
#Visual Arts	7	#Music	5	#Drama	0	#Foreign Language	8	#Dance	0	#CTE	31
<b>Racial/Ethnic Origin</b>											
American Indian or Alaska Native	0.5%	Black or African American	94%	Hispanic or Latino	3.5%	Asian or Native Hawaiian/Other Pacific Islander	0%	White	2%	Multi-racial	0%
<b>Personnel</b>											
Years Principal Assigned to School	3	# of Assistant Principals	2	# of Deans	0	# of Counselors / Social Workers		3			
Teachers with No Valid Teaching Certificate	0%	Teaching Out of Certification	0%	Teaching with Fewer Than 3 Yrs. of Exp.		0%	Average Teacher Absences	7%			
<b>Credit Accumulation (High School Only) and Performance Rates</b>											
% of 1 <sup>st</sup> yr. students who earned 10+ credits	0	% of 2 <sup>nd</sup> yr. students who earned 10+ credits	85%	% of 3 <sup>rd</sup> yr. students who earned 10+ credits	56%	4 Year Graduation Rate		57%			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		Science Performance at levels 3 & 4		6 Year Graduation Rate		59%			

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Math</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

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

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

1. Increase attendance to 81.6%
2. Increase graduation rate to 54.4%
3. Decrease suspensions (short term/1-5 days) to fewer than 355
4. Increase college and career readiness in the area of mathematics
5. Increase college and career readiness in the area of English language arts

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
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		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		
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		
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	
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			
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		

**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>E</b>
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**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 made numerous strategic decisions to organize all the resources at his disposal to ensure the school community and culture continues to change in order to respond to the academic and social emotional needs of the students and the professional needs of the teachers and other staff members. The district has a contract with Johns Hopkins University (JHU) to serve as the Educational Partnership Organization (EPO) for the school. Pursuant to the EPO contract, the school receives from JHU the services of a school transformation facilitation (SFT) team to coordinate extended learning programs, facilitate meetings with school staff, and organize and present professional development (PD) aligned with school initiatives. Johns Hopkins University's Talent Development Secondary (TDS) is a research-based program designed to promote strong relationships for students and adults in order to meet the needs of all students and enable them to graduate from high school ready for college and careers. The school leader, mathematics coach, English coach, and social studies chair all received extensive workshop training in the TDS programs and goals during the summer of 2012. Staff changes at the school resulted in the social studies chair being elevated to assistant school leader the week before the visit. The school leader considered the social studies chair an excellent candidate for the position because of the quality of her service, knowledge of school administrative processes, and her rapport with staff and students. The school has a Freshman Academy that scheduled all incoming grade nine students for double periods of mathematics in Transition to Advanced Mathematics (TAM), an algebra preparatory course. The school enrolls grade nine students in double periods of a strategic reading program because many students enter the school reading significantly below grade level. During the first semester, all students in grade nine take a seminar entitled *Building Brighter Futures*, which helps students with study skills, career planning, post-secondary decisions, human relations, and technology and culminates in the preparation and presentation by students of a personal portfolio to family and staff. In grade ten, students begin courses in English, mathematics and social studies that support the Common Core. Students in grades eleven and twelve focus on credit recovery and preparation for Regents examinations. The school has 50 teachers. Because of enrollment declines, the school leader has not hired any new teaching staff during his three-year tenure. The school leader noted to the Integrated Intervention Team (IIT or "the review team") that former staff members not in agreement with the changes in programming and philosophy at the school left voluntarily during the previous two years. The school leader indicated to the IIT that he has "front-loaded" grade nine and ten classes with his strongest and most senior teachers to allow their skills and strengths to serve the students most vulnerable to failure, disillusionment, and risk of dropping out of school. The SFT, instructional coaches, and the school leader reported to the IIT that they provide a teacher mentoring program, job-embedded PD sessions, one-on-one coaching, and other support (i.e.,

lesson planning, finding course resources, classroom lesson modeling, and improving technology skills) upon request from individual teachers. The school leader indicated to the IIT that five to seven teachers need intensive one-on-one professional support and coaching for the remainder of the school year. He has encouraged these teachers to take advantage of the coaching to meet the demands of their current teaching assignments and has increased the frequency of walk-throughs to these teachers' classrooms, to the point of visiting them multiple times in a day. The school leader advocated for and received funding from the district to hire a social worker and a school psychologist. The school leader indicated to the IIT that now that he has more control over his local budget than in previous years, he re-allocates funds to allow more TDS programming for students and PD for teachers. Consequently, the school leader, school transformation facilitators, and staff are both proactive and responsive to the continually changing needs of the school.

**2.5 The school has received a rating of *Effective* 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).

- The school leaders instituted and continually monitor numerous systems and structures that are new to the school. The SFT and school leader created a data team to gather and organize data for teacher teams to analyze. The school employs a TDS school improvement intervention tool that charts three tiers of interventions focused on improving attendance, behavior, and academic skills in mathematics and English language arts (ELA). The district implemented and provided training for school leaders, the SFT, and instructional coaches in a new Early Warning Indicators (EWI) program and data dashboard to gather, organize, and report data collected by schools. The EWI employs a three-color system to code weekly attendance, behavior, and course academic achievement results for each student. "Green" indicates a student is "on track" or achieving in all courses a grade of 85 percent or higher. Based on the EWI metrics, the school assumes that this level of performance shows students "are usually prepared for high school, and if they [students] continue to be supported, they will be prepared to graduate with their peers." The color green also indicates the student has no more than four absences per quarter or 18 days per school year, with no disciplinary infractions ("office referrals" and "suspensions") reported. "Yellow" indicates academic achievement is "sliding," (e.g., the student has slipped below a "D" in at least once class), and the student has five to six absences reported per quarter (19-35 days per school year). "Sliding" behavior reports show no more than one office referral per quarter (three to five per school year), no suspension reported for the quarter, and no more than one suspension reported per year. "Red" means a student is "off track" in one or more classes (i.e., academic achievement has dropped below 70 percent, which according to the school grading policy is the cutoff point for a failing grade) and attendance shows seven or more days absent per quarter (36 or more per year). "Off track" behavior is reported as two office referrals per quarter (six or more per year), with one suspension reported for the quarter and no more than two for the school year. Teachers are required to enter all academic, attendance, and behavioral information before leaving the school each Friday. The color-coded reports issued each Monday morning arrive to the anticipation of students, parents, and teachers alike. Each of these stakeholder groups reported they look forward to seeing the color-coded reports, and each group could describe the student results in similar terms. The review team observed the school leader carrying the weekly report for all students with him, as he greeted,

acknowledged, or briefly counseled individual students he encountered. Grade-level teacher teams use a data analysis process that includes brainstorming solutions to problems uncovered during weekly data analysis sessions of student work samples and EWI data. The school leader reported and teachers confirmed to the IIT that the school leader, supported by instructional coaches, emphasized “research-based” solutions that teachers agreed to take, noting student responses, and reporting results to their teams weekly. Instructional coaches organized, recorded, and summarized results of weekly team meetings through a tool entitled a “rolling agenda” of ongoing teacher team actions organized into categories of problems uncovered, research-based actions planned, resources required, and results reported. The rolling agendas, sent bi-weekly to the school leader, held teacher teams accountable for actions the team agreed to take. Instructional coaches and the school leader encouraged teachers to find, offer, and use research-based solutions, even if the proffered solutions did not always work as intended. The school leader instituted a daily seven to fifteen minute walk-through strategy for informal teacher observation during which he and the two assistant school leaders use a non-evaluative teacher observation checklist to recognize positive teacher practices and report them to individual teachers in a non-threatening manner. The first of the four areas on the checklist include “General” (i.e., clear lesson objectives posted, evidence of classroom rules, visible evidence of Common Core and other standards, “bell work”/lesson closure evidence, posted student work, and other visual supports for learning). Another category on the checklist is “Classroom Management.” This category includes a safe and orderly environment; evidence of routines and procedures; reinforcement of positive student behavior/redirection of negative student behavior; the active management and monitoring of many simultaneous activities; effective and efficient use of time; evidence of respectful/positive relationships; student comfort with sharing ideas, questions, concerns, or needs; and following school procedures and policies. The third area on the checklist is “Student Behavior” (i.e., student awareness of objectives, student engagement, and on-task behaviors, listening/responding to higher-order questions, and students applying literacy strategies). The last area of the checklist concerns observations of “Teacher Behavior” (i.e., technology used to enhance teaching and learning, asking higher-order questions, direct/explicit instruction, collaborative learning, monitoring of student progress, and evidence of embedded literacy strategies). The school leader indicated he used the checklist to give only positive feedback to staff, who received a copy by the end of the day. Teachers reported they looked forward to receiving the checklists. The school leader also showed the IIT that he used the back of the original document to capture his concerns, and he reported he uses them as background information during individual formal “pre-observation” conferences. The school leader noted to the IIT that he used the checklist to inform his discussions with the SFT and coaches for planning ongoing embedded PD and individual teacher supports. The collection of practices and programs implemented across the school enable students to make measurable progress toward achieving school-wide goals.

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

**3.2 The school has received a rating of *Effective* 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), monitored, and adapted to meet the needs of students.

- The school leader works with a team from JHU to implement the TDS school transformation plan. Data monitoring and adapting instruction are key elements in this turnaround model. Interviews and document reviewed by the IIT indicate the school leader has the services of a JHU field manager and a full-time, on-site SFT with responsibilities to manage, monitor, and coordinate day-to-day plans and activities in the school. The SFT supports the school with EWI data collection, shares the data with the instructional coaches and teacher teams, and facilitates the teams in analyzing data to identify, develop, and implement appropriate student interventions. Documents reviewed by the IIT verified that JHU has provided a variety of intensive and ongoing PD and intervention supports for the school instructional coaches, curriculum lead staff, teachers and support staff in a variety of combinations, beginning in the 2012-2013 school year to prepare for the implementation of the TDS and the CCLS shifts. Embedded PD provided by JHU continues to support both coaches and teachers to implement the CCLS in their classrooms. The school has a “TDS school improvement intervention” tool that organizes and outlines three tiers of interventions focused on improving attendance, behavior, and academic skills in mathematics and ELA. The tool charts the interventions available in four key areas: attendance, behavior, mathematics achievement, and literacy/English achievement. Based on document review and interviews, the IIT determined that the school enrolls grade nine students in double periods of a strategic reading program and mathematics during the first semester because many students enter the school achieving significantly below grade level. During the first semester, all students in grade nine take a seminar, *Building Brighter Futures*, to build organizational, study, and basic college and career readiness skills. Teachers of students in grades eleven and twelve focus on credit recovery courses and preparation courses to take or retake Regents examinations. Teachers for students currently on track for graduation with their cohort group offer advanced placement (AP) courses in English, history, and mathematics. A few elective courses, such as Latin, are available through the afterschool program to meet the needs of advanced students. The school has a Nursing Workforce/Diversity Program that also supports the CCLS. In addition, the school has 39 students in grades eleven and twelve enrolled in Career and Technical Education (CTE) programs supported by Erie 1 BOCES. The school leader and JHU representatives confirmed to the IIT that the school has a partnership with the National Academy Foundation (NAF) to continue developing CCLS-aligned curriculum for students who will enter grade 11 in 2014-15. SFT assists the school leader by monitoring the quality of curricular implementation through monitoring the weekly data. The EWI reports individual student results, and the teachers, school leaders, and SFT monitor the results of groups of students. The SFT assists the school leader with planning, delivering, and monitoring ongoing PD that addresses the needs of individual and teacher groups to assure quality teaching

takes place. Teacher groups plan and revise lessons weekly to meet both ongoing and changing student needs. Therefore, the school ensures the quality implementation of curricula that supports the CCLS, which meets the needs of all students and supports college and career readiness.

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

- Teachers of students in grades nine and ten have curriculum developed and revised with support and facilitation from the JHU. Curriculum revision and planning is in progress for the upper grades, with support from the NAF. The majority of students currently in grades eleven and twelve are engaged in credit recovery courses for previous failures and in intensive review courses to prepare them to retake Regents examinations they have failed. JHU supports teachers of AP courses for the small number of eligible juniors and seniors. Instructional coaches lead teacher teams in developing and revising units and lesson plans with facilitation and support from the SFT. During weekly common planning sessions, teacher teams, led by instructional coaches, use student work samples, data gathered from interim common form assessments (CFA), and their own daily monitoring and “exit slip” data to plan and revise unit and lesson plans. Teachers confirmed they participate in weekly data analysis sessions. The school leader indicated to the IIT that teachers ask questions about the data, and then identify skills students require to perform accurately during a lesson, followed by planning action steps for lessons. The tiered TDS process and strategies, along with the TAM and ninth grade seminar support individual students, has built-in supports for students below grade-level and for students with disabilities and the very small number of ELLs in the school. The review team observed that the tiered TDS support system supports all students, with students with disabilities receiving the additional supports mandated in their individual IEPs. Students on grade level wanting advanced challenge have afterschool courses available to them, such as Latin. Teachers make and record predictions about student success in demonstrating the lesson skills. After the lesson is completed, staff chart actual student performance compared to predicted performance. Teachers then engage in another round of inference making and then plan re-teaching action steps. Interviews conducted by the IIT with school leaders and teachers indicated this data analysis process occurs with teams of teachers and with individuals. The IIT reviewed experience charts that showed recent samples of teacher teamwork using this data analysis strategy. Consequently, the school through the color-coded EWI metrics, PD support for teachers, and weekly lesson planning and revision supports all students in demonstrating growth in meeting the demands of the CCLS across grades and subject areas, leading to measurable improvements in achievement.

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

4.3 **The school has received a rating of *Developing* 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 are beginning to develop lesson plans that support the CCLS and content-based standards. Based on interviews, document review, and observations of student work posted in classrooms, the IIT determined that the English department created a writing rubric based on the Six Traits of Good Writing program. Teachers reported in interviews with the review team that the English coach shared the writing rubric with social studies department teachers. The review team found interactive white boards being used in many of the classrooms visited. However, the review team found gaps in how instruction was being delivered. There was minimal evidence of differentiation, and most classrooms lack multiple access point for the students. Teachers relied on whole group direct instruction that did not result in significant student engagement in a number of the classrooms that the IIT visited. In addition, many of the objectives posted in the classrooms were activity-based rather than skill-based. Higher-order questioning was also lacking in many of the classrooms that the IIT visited. In just one of the eight co-teaching special education classes visited by the IIT was there evidence of clear team teaching. The other seven had a subject teacher leading the instruction, with the special education teacher having no active part in the co-teaching process other than to lend support to individual students. The school leader indicated during an interview with the IIT that school did not yet use consistently high levels of text and content complexity beyond the TDS mathematics and English courses for students in grades nine and ten. Teacher practices, therefore, do not consistently lead to high levels of student engagement and achievement for all students.

<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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.	<b>Tenet Rating</b>	<b>H</b>
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**Strengths:**

5.4 **The school has received a rating of *Highly Effective* 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.

- The school employs a TDS “school improvement intervention tool” that charts three tiers of interventions focused on improving attendance, behavior, and academic skills in mathematics and ELA. The review team examined documents and observed some of the activities outlined in the “school improvement intervention plan” that stakeholders described consistently during interviews. Tier 1, according to documents reviewed by the team, supports the whole school and focuses on the

classroom level. This tier also provides recognition of classroom groups and Positive Behavioral Interventions and Supports (PBIS) system awards in the form of incentives. Some of the incentives include school-sponsored field trips, raffles, and daily attendance drawings earned through the accumulation of “Panther Paws” for good attendance, behavior, and for recognition of good deeds and exhibiting positive character traits. The school also sponsors social events, such as dances, where students gain entrance by redeeming “Panther Paws.” Grade-level teacher teams use a data analysis process that includes brainstorming solutions to problems uncovered during weekly data analysis sessions. Tier 1 also includes positive parent contacts. Tier 2 is targeted interventions in all four areas: attendance, behavior, and academic skills in mathematics and ELA. The interventions at this level focus on individual student needs and have a “check-in/checkout” (CICO) system with an assigned guidance counselor and small group tutoring before and after school. If the CICO is not enough support for the student, then there is a more intense level of “check and connect,” where a trusted teacher volunteers to work one-on-one with the student and guidance counselor to address student needs. The school has a full-time attendance teacher, who makes phone calls to students’ homes as part of this tier of services. The school leader reported to the IIT that the school contacts families of students who are absent, tardy, or who have slipped down to the next lower color-coded level for any reason. Tier 3 represents the most personal and intensive level of support for students, with inclusion classrooms, Individualized Education Programs (IEP) and 504 plans as appropriate, and includes home visits by the school leader and/or trusted teachers, mental health referrals, and counseling that may include both students and families. The school leader and teachers referred to the extensive system of tiered supports as “wrap around services,” and school constituents articulated to the IIT how the school community is a safe learning environment. Consequently, stakeholders collaborate to support student social and emotional developmental health and respond to the needs of all student subgroups.

**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**

**E**

**Strengths:**

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.

- Parents, students, and school community members consistently described the EWI metrics system to the IIT. Parents and community members explained the color-coded system as consistently and with as much enthusiasm as the students and teachers interviewed by the review team. Parents and family members interviewed by the IIT reported that the environment of the school had improved steadily over the last three years under the guidance and leadership of the school leader. The PBIS system, with the award of “Panther Paws” was also highly regarded by families. Family members of students explained to the IIT their understanding of the PBIS with enthusiasm. Parents reported teachers call them to share positive reports. The parent focus group shared with the IIT samples of school publications sent to parents to keep them informed of school events. Parents

also listed two major school events held in September that gathered over 600 people at one Saturday event and another with more than 275 people that allowed the school to show some of its new programs and resources to the community. The school has an alumni association that meets at the school regularly. Leaders of this group indicated to the IIT that their mission is to promote, encourage, and sustain community engagement with the school. School leaders also indicated they planned programs that would allow parents to visit with teachers at different times throughout the day and evening to accommodate a variety of parental work schedules. Because the school shares the EWI metrics and the PBIS program strategies and outcomes, and publicly rewards and recognizes accomplishments, the school community empowers families to be involved and take action to support student-learning leading to higher student achievement.