



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

Modified School Review



BEDS Code	310200011615
School Name	Chelsea Career and Technical Education High School
School Address	131 Avenue of the Americas New York, New York 10013
District Name	New York City Central School District 02
School Leader	Brian Rosenbloom
Dates of Review	October 16-17, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 02M615

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	443	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2013-14)					
# Visual Arts	16	# Music	N/A	# Drama	9
# Foreign Language	10	# Dance	N/A	# CTE	22
School Composition (2012-13)					
% Title I Population	64.1%	% Attendance Rate			77.9%
% Free Lunch	76.2%	% Reduced Lunch			8.9%
% Limited English Proficient	4.2%	% Students with Disabilities			19.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			32.7%
% Hispanic or Latino	57.2%	% Asian or Native Hawaiian/Pacific Islander			6.8%
% White	1.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	4.25	# 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			34.0%
% Teaching with Fewer Than 3 Years of Experience	17.1%	Average Teacher Absences			7.3
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	80.0%	Mathematics Performance at levels 3 & 4			74.5%
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			79.6%
6 Year Graduation Rate	63.0%				
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	Yes
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	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	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	Yes		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Develop teachers along the Danielson Framework with a shared emphasis on Questioning and Assessment, particularly competencies 3b—Using Questioning and Discussion Techniques—and 3c—Engaging Students in Learning.
2. Teachers will work in triads to enhance their work around Instructional Rounds.
3. Teachers will develop and teach lessons and units that integrate the literacy and mathematics Common Core Instructional Shifts.
4. Develop teachers' skill-set—integrating researched-based reading strategies into lesson planning.

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:

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.

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.

Strengths:

- Based on interviews with school leaders and staff and documents reviewed, the Integrated Intervention Team (IIT) concluded that school leaders have made a number of strategic decisions to organize programmatic, human, and fiscal capital resources. These decisions include programming teachers for two common planning periods each week, one grade level and one subject level. This schedule enables teachers to collaborate on unit and lesson plan development focused on Common Core Learning Standards (CCLS)-alignment; to review student work and modify instruction accordingly; and to receive weekly professional development (PD). To make this collaborative time possible, school leaders schedule teachers to teach on only one grade level wherever possible. School leaders indicate that each student is programmed individually and that freshmen and sophomores are programmed based on summative test scores, and juniors and seniors are programmed based on their choice of one of three Career and Technical Education (CTE) programs. School leaders, staff, and students stated that the school also provides expanded learning time opportunities through a structured after-school tutoring program that is available to all students as well as a program for Advanced Placement (AP) students available through zero and eighth periods. Some decisions around human capital include the development of teacher leaders to build capacity in the school. One group of teacher leaders facilitates the grade level meetings and supports teachers in implementing a school-wide, "Writing Across the Curriculum" strategy. Another group oversees Instructional Rounds during which teacher leaders observe all teachers in the school and engage teachers in discussions and analysis of teaching and learning in the school. The school leader regularly analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts. Some key decisions made this year include continuing the services of Heart of Change and Teaching Matters, two outside organizations that provide instructional and curricular support to the staff; bringing in a part-time guidance counselor to assist students with the college application process; and hiring a new Assistant Principal, starting February 1, 2014, to support the school's work. Strategic use of resources has helped the school to address its immediate needs and to facilitate improvement in student achievement.

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).

Strengths:

- The school leader reported that, based on a needs assessment, leadership identified key areas that needed to be addressed, including low graduation and Regents passing rates, lack of effective instruction, and low attendance. In response, the school has developed a number of individual and school-wide systems and practices to address these needs. These include the use of common planning time, Instructional Rounds and an attendance team. Common planning time, which is both vertical and horizontal, enables teachers across grades and content areas to collaborate on unit and lesson planning. Through a process called “Kid Talk,” which is embedded in grade team meetings, teachers focus on and follow the work of various individuals and student groups to identify student needs and to adapt instruction accordingly. These groups include students with Individual Education Programs [IEPs], English language learners [ELLs], students who fall within the bottom third in achievement, and students who are high achievers. Guidance counselors often participate in these meetings, giving them the opportunity to share their insights regarding individuals and groups of students and hear about students from the classroom teachers’ perspectives. The use of Instructional Rounds, now in its third year of implementation, enables teachers to observe the instruction of their colleagues on a regular basis, to offer suggestions for improvement and to identify instructional practices that teachers can incorporate into their own work. The program has expanded since its inception, and, this year, all teachers formally participate. As part of this system, the teachers and the Assistant Principal receive instructional support from an outside agency, Heart of Change. The implementation of an attendance team, which has engaged in student outreach and follow-up, has helped the school improve attendance. The school leader reports that student attendance increased from 75 percent to 90 percent, during his six years of assignment. Because leaders use evidence-based systems and structures to examine and improve critical individual and school-wide practices the school is better positioned to achieve measurable progress toward critical school-wide goals.

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.

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.

Areas for Improvement:

- Based on interviews with school leaders and staff and documents reviewed, the IIT concluded that school leaders have established a schedule for PD support and vertical/horizontal collaborative meeting time in order to implement the CCLS. Teachers reported that they have been working to implement the CCLS over the past three years and that they receive PD during subject area meetings, grade meetings, and in separate PD sessions scheduled every other week. Two outside organizations, Teaching Matters and Heart of Change, help to support the implementation of the

CCLS. A review of samples of unit and lesson plans provided to the IIT indicated that the work of implementing the CCLS is further along in the English and social studies departments than in other departments. The school, however, is not systematically developing, monitoring and modifying targeted goals to address the needs of all students and subgroups. From a review of unit and lesson plans provided by the school to the IIT and from observations of classroom instruction, the IIT found that most instruction did not include multiple points of entry for all students, scaffolds for struggling students, or extensions for high achievers. When interviewed by the IIT, students indicated they were unclear about the expectations of the CCLS. This lack of clarity among students limits the school's ability to involve students in the ownership of their learning. The school is not systematically developing, monitoring, and modifying CCLS-aligned curricula with targeted goals to address the needs of all students and subgroups in all subject areas. This contributes to teacher use of curricula that are not yet meeting the needs of all students or preparing all students for successful outcomes and college and career readiness.

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.

Areas for Improvement:

- During interviews with school leaders and staff and by reviewing documents, the IIT found that teachers meet weekly in grade-level and content-area team meetings to collaborate on unit and lesson planning aligned to the CCLS. However, lesson plans across grades and content areas were inconsistently aligned to the CCLS, and many did not include a variety of complex materials that incorporate a progression of sequenced and scaffolded skills. Additionally, the IIT found limited evidence that the school is embedding Data Driven Instruction (DDI) protocols school-wide into all subject area planning. School leaders provided the IIT with a sample of the baseline assessment in literacy, with results, that was given to all freshmen in the beginning of the school year. Data from the assessment was reported to be used to support the school's Writing Across the Curriculum initiative. Leaders indicated that an additional benchmark assessment will be conducted in November. The school's literacy assessment consisted of a writing prompt where students were asked to compare and contrast two texts. However, school leaders did not clarify how they made the decision to implement this particular assessment, how this assessment would determine the literacy needs of all students, or how this assessment would help teachers gauge progress towards mastering all summative assessment components. Although the IIT requested them, school leaders did not provide samples of other assessments across content areas. During the teacher interview, when the IIT asked about the use of summative assessments to determine students' individual needs, one teacher indicated that teachers received ELA and mathematics levels from middle school summative assessments. These were overall scores, e.g., a "2" or a "3", and the school had not disaggregated this data to determine individual student strengths and needs. Groups of teachers review student work in grade team meetings. These teams choose two students from each of several groups, i.e., students with IEPs, ELLs, students in the bottom third in achievement, and advanced learners, and follow the work of these two students throughout the course. From these two students, teachers extrapolate the needs of the students in the entire group and apply

instructional strategies accordingly, assuming that all students in a particular group have the same learning needs. When asked about adapting curricula, teachers indicated that they have the opportunity to do so during common planning time. However, the IIT found that the school does not have a structured protocol for making necessary modifications to curricula, and the school staff and leadership did not clarify how they use data in all content areas to guide modifications. The lack of use of DDI protocols, including the analysis of individual, disaggregated summative and formative assessment data in all content areas, limits the school's ability to adapt curricula to meet the needs of all students, to promote growth in meeting demands of the CCLS, and to demonstrate improvement in achievement across all grades and content areas.

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.

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.

Areas for Improvement:

- During weekly common planning time, teachers collaborate to develop lesson plans, designed to support the CCLS. The IIT noted evidence of CCLS strategies in some of the lesson plans provided, such as the expectation that students use text-based evidence. During common planning time, teachers also look at student work from various student groups, and both teachers and school leaders indicate that teachers use this information to adapt instruction. However, in most lesson plans reviewed by the IIT, and in the corresponding classroom instruction observed, teachers did not provide multiple points of access for all students. In most classes visited by the IIT, all students were engaged in the same task, and there was limited evidence of scaffolding to support struggling students or extensions to challenge high achievers. Many teachers also did not check for understanding or make summary statements connecting the work to the aim of the lesson. While some teachers asked higher-order thinking questions, others asked low-level questions that required students to recall information or provide one-word responses. Although a school leader reported that the school uses the CCLS to guide the school in choosing texts, the review team noted inconsistencies in terms of the levels of text and content complexity that teachers incorporated into lessons. Instructional practices do not consistently align to the CCLS, include stimulating questions, use materials with high-levels of text complexity or provide multiple points of access for all students. This limits the school's ability to ensure high levels of student engagement and achievement.

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.

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.

Areas for Improvement:

- In interviews and documents reviewed, the IIT found that the staff and students agree that the school offers a safe learning environment. The school has also implemented a number of protocols and processes to support student social and emotional developmental health. An attendance team follows the attendance of freshmen and sophomores with under 86 percent attendance in grades seven and eight. A guidance staff member is part of this team and contacts students' homes after three days of absence. The school has established a partnership with an outside agency, The Door, that supports students' social and emotional health needs. The school has also implemented "Kid Talk" during grade team meetings where teachers and guidance counselors identify and address the needs of individual students. However, the school does not have a formalized plan that clearly delineates the interconnectedness of each stakeholder's role in providing student supports and the protocols and processes for stakeholders to discuss their roles in providing appropriate student supports for all groups of students. In addition, parents reported that they are unclear as to the range of supports available to their children and what steps they would take to help their children access support. The lack of a formalized plan that identifies and coordinates stakeholders' roles and interrelationships limits the school's ability to provide an environment that meets the social and emotional developmental health needs of all students.

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.

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

Areas for Improvement:

- The school shares academic data via an online reporting system and encourages families to log on to review their children's individual needs and successes. The school also mails report cards to parents' homes. However, the school leader informed the IIT that parent access to online reporting is contingent upon parents registering for this site and that there is a lack of parental involvement in this area. During the IIT's interview with parents, one parent shared that she did not know how to use computers, and the parents of a freshman student indicated that they were not aware of the school's online reporting system. The school provided the IIT with limited evidence of data analysis on an individual student level, making it difficult for parents to be aware of the strengths and needs of their particular children. While the school uncovers some family needs through tracking student attendance and academic data, the school has not specifically integrated data systems to identify family needs. In an interview with the IIT, parents expressed that they did not feel that the partner agency, The Door, that assists the school in supporting student needs, is accessible to parents. The

lack of systems to communicate student data and its implications for student success to parents on a consistent basis, limits the school's ability to empower families to take action to support student learning.