



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310100011292
School Name	Henry Street School for International Studies
School Address	220 Henry Street, New York, New York
District Name	New York City
School Leader	Christine Loughlin
Dates of Review	February 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 01M292

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	323	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	63
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	9	# Drama	6
# Foreign Language	27	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	71.8%	% Attendance Rate		84.7%	
% Free Lunch	82.7%	% Reduced Lunch		2.6%	
% Limited English Proficient	21.1%	% Students with Disabilities		28.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American		27.6%	
% Hispanic or Latino	54.9%	% Asian or Native Hawaiian/Pacific Islander		12.6%	
% White	2.1%	% Multi-Racial		1.0%	
Personnel (2012-13)					
Years Principal Assigned to School	0.31	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		4.6%	
% Teaching with Fewer Than 3 Years of Experience	22.9%	Average Teacher Absences		5.8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	1.2%	Mathematics Performance at levels 3 & 4		3.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		14.3%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	60.6%	Mathematics Performance at levels 3 & 4		32.6%	
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		57.6%	
6 Year Graduation Rate	67.5%				
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 – Elementary and Middle 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	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 Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	No				
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	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				

Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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		

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

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

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			X	

	planning that involves student reflection, tracking of, and ownership of learning.				
	OVERALL RATING FOR TENET 3:			D	

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

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

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

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

	OVERALL RATING FOR TENET 5:		E		
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
	OVERALL RATING FOR TENET 6:			D	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has established systems and structures designed to foster a professional learning community and a culture of high academic performance. The school leader monitors the fidelity of the implementation of the Common Core Learning Standards (CCLS) and the instructional shifts using a rubric-supported system. This framework of systems and structures has prioritized high expectations for academic performance and social-emotional well-being of all students.

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 has made a series of programmatic, prioritized, and strategic decisions to address issues within the school since taking over as principal 18 months ago. As a result of a lack of meeting time for teachers to collaborate, the school leader changed class schedules in order to generate formal meeting times to allow groups of teachers to engage in professional dialogue and common planning. The school leader identified a shortage of enrichment activities and opportunities for students and made connections with Community based organizations (CBO) to provide programs related to enrichment and social-emotional development. These CBOs are now providing additional professional staff, including a “Dream Director” that serves the Future Leaders Project and a college counselor. To reinforce home-school partnerships, a search has been initiated to secure a parent coordinator capable of building stronger parent engagement. The school leader has also contracted with a software company this year to introduce a system to provide transparency and accessibility to school behavior, attendance, and academic data for staff, parents, and students, as well as a portal for parent contact and reciprocal conversations. The school leader allocated funds to build classroom libraries and has purchased mathematics and English language arts (ELA) textbooks and curricular materials that have been identified by the New York City Department of Education (NYCDOE) as appropriate to support the CCLS for middle school students. A special education coordinator and an English language learner coordinator have been appointed to support students. Additionally, the school leader hired a guidance counselor to support middle school students and initiated a Saturday academy to provide reinforcement for students who are taking Regents Examination in January and June. The school leader received a grant to provide SMART Boards in 90 percent of classrooms and iPads to encourage planning, collaboration, and communication among teachers. The school leader established a partnership with New York University that resulted in three teaching interns to support science instruction. The school leader also secured an additional assistant principal (AP). The result of these strategic decisions is that resources and systems are being deployed to address the immediate and long-range needs of the school.

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

- The school leader has established a system for the implementation of APPR that is comprehensive in scope. This system employs the Danielson Framework and emphasizes actionable next steps for teachers with timely feedback provided through follow-up conferencing and e-mails. Teachers are expected to implement areas identified for improvement into their instructional practice and teachers and school leaders then collaboratively set performance goals for the school leaders to monitor. The school uses the NYCDOE's teacher evaluation and development system (Advance) and provides weekly training on its use. The school has conducted a series of low-stakes classroom observations under the direction of an Association of Supervisors and Curriculum Development (ASCD) educational consultant to calibrate the observation process. This calibration activity is repeated four times per year. The leadership cabinet has also developed a Boyles Matrix to determine the willingness and ability of teachers to accept and implement feedback from observations, so that instructional support can be differentiated. School leaders use a glow/share low-inference feedback system aligned to the Danielson framework. There is a defined system for walk-throughs as well as a feedback loop for follow-up observations and walk-throughs. The school leader directs teachers to professional development (PD) opportunities aligned to their needs. The cumulative impact of these strategies is that teachers and school leaders are held accountable and improvements in instruction are beginning to emerge.

Areas for Improvement:

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

- The school leader identifies in the SCEP and in the PD plan a series of goals that are organized around the overarching mission of improving academic performance. However, discussions and a review of documents did not indicate to the review team that the goals and vision are the result of a collaborative process involving teachers, students, parents, and community members. Students and teachers are aware that improving academic performance is a school priority, but parents were unclear of the school's mission. The school has identified a set of specific core values that are known by the entire school community and are prominently posted: Respect, Responsibility, Organized, and SAFE. In discussions with reviewers, students recalled these concepts and explained their importance. Twice per week, middle school students receive workshops through the leadership program focused on "Respect for All" to reinforce the core values of the school. However, discussions with different stakeholders demonstrated that there is a lack of awareness of the specific goals leading to sustained school improvement, particularly in terms of academic achievement. Additionally, there is a lack of clarity among stakeholders as to the precise actions and time frames that are to bring about improvements in achievement and instruction. The lack of clearly known goals and a mission by all stakeholders limit student achievement.

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).

- The school leader has initiated a number of systems and structures to examine and improve critical individual and school-wide practices delineated in the SCEP. These systems and structures include a configuration of recently introduced formal staff meetings, such as subject and grade level teacher-meetings. These meetings have a formal agenda and structure. During a subject meeting, a team leader set specific tasks for the analysis of a class assignment and monitored the timed sequencing of events. However, the review team noted that the analysis conducted during this meeting did not promote practices and strategies setting high expectations for student performance. School improvement teams, a School Leadership Team (SLT), and a range of planning meetings have been created to engage staff in dialogue about improving student academic performance and social-emotional well-being. Data is the focus of quarterly meetings designed to identify at-risk students based on quarterly performance data. The school leader has introduced a coding system that allows for student needs to be identified so that teachers and support staff can target interventions and supports. While these structures provide the school community with opportunities to analyze data, there was little evidence that this data is being used. For example, while performance data is available for English language learners (ELLs) and students with disabilities, the review team found limited evidence of teachers using this data to modify planning or instruction. The result is that the school leader does not consistently ensure the use of data to monitor school-wide goals and to improve student academic achievement.

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

Tenet Rating	D
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Debriefing Statement:

The school leader is providing support and PD to help teachers implement the CCLS. However, there are inconsistencies in how these support strategies are being implemented in classrooms. These shortcomings, together with inconsistencies in how teachers utilize data to inform instruction and how feedback is used to empower students to take ownership of their learning, result in a curriculum that lacks coherence and rigor to fully meet the needs of different groups of students.

Strengths:

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

Areas for Improvement:

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 leader has developed, and is implementing, a plan for PD, collaborative meeting times, and targeted goals related to the implementation of the CCLS and instructional shifts. However, the plan has not been implemented to its full potential and its impact is not yet realized consistently across the school in meeting the needs of all students. The school leader and network coaches review curriculum plans and provide feedback. The school leader has purchased mathematics and ELA texts and curricular materials identified by the NYCDOE as consistent with the expectations of the CCLS for the middle school, and teachers have received PD in the use of these materials. The school leader has established goals to address the needs of all students and subgroups and created a PD schedule linking PD to specific goals for increasing rigor and CCLS curricular implementation. The school leader sets expectations for staff to use comprehensive curricula and instructional strategies. However, the support and training teachers have received are not reflected in instructional practices and student achievement. For example, teachers acknowledged that they had received PD the CCLS instructional shifts, but could not recall those what the shifts entailed. Further, classroom visits demonstrated inconsistencies in the application of training received, as in the majority of classrooms, teaching and learning did not reflect the CCLS and instructional shifts, and did not challenge and engage students. The curricula and instructional strategies do not consistently meet the needs of all students and limit 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.

- Teachers do not consistently develop unit and lesson plans that include DDI protocols and align to the CCLS to meet student needs. Teachers have opportunities to collaboratively develop unit and lesson plans that meet the demands of the CCLS. Further, the school uses a recommended lesson plan template that incorporates the use of data. The middle school has been provided with the Achieve 3000 program to determine student Lexile scores and plans are being made to bring Read Plus to the lowest performing high school students. However, a review of unit and lesson plans demonstrated that plans do not consistently meet the expectations of the CCLS. The review team also found inconsistencies in the use of formative and summative assessment data, rubrics, higher-order questions, and scaffolds for ELLs and students with disabilities. These inconsistencies prevent students from showing growth in meeting the demands of the CCLS across grades and subject areas.

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.

- Teachers do not consistently partner across grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. The school is in the process of developing plans to create a more interdisciplinary approach to learning within social studies and ELA classes. However, these plans are at an early stage of development and rely on the individual

approach of teachers, rather than a formal system of collaboration. The school leader provided resources for teachers, such as technology, to create lessons that incorporate interdisciplinary activities. However, opportunities for teachers to plan an interdisciplinary curriculum together are limited. Teachers use SMART Boards differently throughout the building depending on their individual level of proficiency. As a result, students do not consistently have opportunities to engage in thoughtful cross-curricula activities and this limits student achievement.

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

- Teachers are beginning to develop a system to analyze and use data to make curricular decisions, but this is at an early stage of development. Teachers have access to different forms of assessment data. Additionally, the school leader has secured a data specialist to assist teachers in accessing and using this data. Teachers have access to Individual Educational Programs (IEPs) for students with disabilities and ESL teachers identify students according to three levels of English language proficiency. Classroom teachers have been provided access to summative student performance data. PD has been provided in the use of formative data assessment strategies, including exit slips and rubrics. Although preliminary work has been carried out to raise teacher awareness of the benefits of using data to guide curriculum and instructional planning, this is not translating yet to effective practice in the classroom. An analysis of curriculum planning and classroom visits demonstrated that few teachers use data to differentiate instruction, modify the curriculum, or provide appropriate scaffolds for students with disabilities or ELLs. In addition, the review team found that few teachers provide data-based feedback to students or give students clear and concise guidance on what they need to do to improve their work. The inconsistent alignment between curriculum and assessment hinders student achievement.

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

Tenet Rating

D

Debriefing Statement: School leaders have initiated ongoing conversations concerning the use of strategic practices that are informed by data to promote high levels of engagement, thinking, and achievement for students. However, staff members do not consistently employ those strategic practices or demonstrate high expectations for all students across the school.

Strengths:

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

Areas for Improvement:

4.2 The school has received a rating of *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 and teacher leaders are beginning to engage teachers in conversations about aligning plans to data linked to the needs and skill levels of students. The school and network have worked together to provide PD on planning and instructional practices to meet the needs of different groups of students, such as ELLs and students with disabilities. The school leader ensures that teachers and coaches in ELA and math are beginning to work together to establish goals for students. However, there is a disconnect between support mechanisms and classroom practices. A review of unit and lesson plans demonstrated inconsistent and limited evidence of differentiated instruction tied to short or long-term goals for groups of students, and only 33 percent of classroom visits demonstrated evidence of differentiation during instruction. The inconsistent implementation of instructional practices and strategies organized around plans that address all student needs limits student academic 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.

- Teachers are beginning to develop lesson plans that align to the CCLS and reflect the instructional shifts. However, a review of lesson and unit plans, and classroom visits, demonstrated that teachers do not consistently align instruction with the CCLS. During classroom visits, there was evidence of the instructional shifts in only 20 percent of classrooms, and students were engaged in tracking their own progress in only eight percent of classrooms. Further, teachers modified instruction for ELLs and students with disabilities in only 29 percent of classrooms, which limited the multiple access points for students. In addition, teachers across the school did not consistently ask higher-order questions or use materials that contained high levels of text and content complexity. The school's instructional practices do not consistently lead to increased student academic 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.

- Teachers do not consistently promote a learning environment that is responsive to all student needs. The school community follows the core values, Respect, Responsibility, Organized, and SAFE, and both teachers and students shared that the school is a safe and supportive environment. The school leader has directed resources to support small class sizes to facilitate the tailoring of learning to the needs of students. However, the review team found that teachers do not consistently meet student needs or promote high expectations. Classroom visits demonstrated that instructional activities are often low-level, such as worksheets or copying notes from the SMART Board, and the review team found evidence of differentiation in only 33 percent of classrooms visited. While the learning environment is safe, the lack of instruction tailored to student needs limits student success.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and

formative data sources (e.g., screening, interim measures, and progress monitoring).

- Teachers are at an early stage of analyzing and using data to adjust student groupings and instructional strategies. Classroom visits and discussions with the school leader and teachers demonstrated that although teachers have access to a range of data, they do not consistently use this information to inform their planning or to modify instruction. While a small number of teachers created thoughtful student groupings based on data during classroom visits, this was not consistent across the school. Further, a review of student work demonstrated that teachers do not consistently give students specific feedback on what they need to do to improve their work, but generally feedback includes a single grade or a short generic phrase. The inconsistent use of data-based feedback that is timely and purposeful limits student 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.

Tenet Rating

E

Debriefing Statement: The school has initiated programs and secured additional staff to support student social and emotional development. As a result, staff and students are positively engaged in a safe, respectful environment that is conducive to learning.

Strengths:

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

- The school leader, together with staff, has established a system that ensures that all students are known by adults and that there is always someone to turn to if a student is experiencing social, emotional, or personal difficulties. Students reported that because of the small size of the school, they feel valued and that adults care about their success. Parents confirmed that school personnel know their children and care about their well-being. In addition, the school leader secured a guidance counselor to support the social and emotional health of the middle school students. The school social worker, guidance counselors, school psychologist, and college counselor reported that there are well-established pathways and protocols in the school for student referrals. The Future Leader Project uses a researched-based referral system for their programs aimed at the social and emotional health of students. The school leader is introducing a computer system this year that will provide all staff and parents with a single source for accessing individual behavior, attendance, and assessment data to support student social and emotional well-being. The implemented systems address barriers to student social and emotional developmental health and promote student success.

5.3 **The school has received a rating of *Effective* 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's Future Leaders Program engages students in a curriculum aligned to the school's emphasis on the social-emotional core values of Respect, Responsibility, Organized, and SAFE. In addition, this program facilitates the teaching of student social and emotional developmental health. The staff received training in deterring bullying in the school and receives additional periodic training from the network on social-emotional issues and responses. Further, there are weekly meetings with the network to review the status of the use of protocols and activities in place to provide a safe and healthy school environment for families, teachers, and students. These weekly meetings support and expand the capacity of the student support services staff to promote social-emotional developmental health. The school leader has also contracted with the Henry Street Settlement Center to provide the Middle School Success Center, which is designed to target students who are struggling in academics, as well as social-emotional health. This program is built around small advisory sessions, peer mediation, and an emphasis on leadership. There is also a research-based program for high school students called "Organized for Life." This program promotes interpersonal communication, self-esteem, and leadership skills. As a result of these efforts, students are learning in a safe and healthy school community, which supports student success.

5.4 **The school has received a rating of *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 is committed to involving stakeholders in achieving the school's vision for student social and emotional developmental health. Discussions with students indicate that they are aware of the expectations relating to behavior and the role that they play in helping to create a safe and respectful learning environment. Parents are informed of what is expected of their children and how they can support the school in its efforts. Within the school, processes are in place to support staff in achieving the school's vision, which includes the use of an online behavioral anecdotal referral system where teachers record disciplinary infractions. Deans review these referrals on a daily basis and collaboratively work with support staff to plan interventions and outreach based on the social and emotional needs of the students. Guidance counselors participate in high school grade team meetings that collect anecdotal data from teachers and then respond with a plan of action for identified at-risk students. The attendance office collects and uses attendance information to engage parents in an effort to improve individual student attendance. The implemented systems address barriers to student social emotional developmental health and support student success.

Areas for Improvement:

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

- The school leader is preparing to introduce a new comprehensive technology-based system of data collection that consolidates attendance, behavior, and academic data in one location. This system provides easy access for parents and opportunities for reciprocal on-line communication with both parents and students. However, as this system is not yet established, the current systems are not

effective in supporting the use of data to respond to student social and emotional developmental health needs. Although the data-specialist is helping to develop the capacity of staff to use data to meet student needs, the review team found the use of data for referrals and interventions is inconsistent across the school. The inconsistent use of data to respond to student social and emotional developmental health needs hinders student success.

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

Tenet Rating

D

Debriefing Statement: The school leaders, community agencies, and staff are developing strategic ways to share the responsibility for developing high academic expectations for students and ensuring social-emotional well-being. However, there are limited opportunities for parents to understand student performance data and to become more engaged in supporting the academic success of all students.

Strengths:

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

Areas for Improvement:

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.

- The school leader does not consistently ensure that regular communication with families fosters high expectations for student academic achievement. While parents reported that there are linguistic and social-emotional barriers to regular communication with families, the school is working to develop events aimed at promoting a greater dialogue between the home and school, such as a school-wide curriculum night, a career day, honor roll luncheons, and workshops on graduation requirements. However, staff reported that attendance at these events has been low. The school leader is engaging the Henry Street Settlement to provide a college counselor to work with the high school guidance counselor on improving parent understanding about college- and career-readiness. However, despite these efforts, the school has not fully engaged families in a partnership to promote a shared culture of high expectations, as there was limited evidence of the school monitoring the effectiveness of its strategies. The inconsistent communication with families regarding student academic expectations limits student college- and career-readiness.

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.

- The school is creating a plan for reciprocal communication with families in order to support student needs. While staff calls parents with attendance issues in English, Spanish, and Cantonese, and

translators are used during meetings with parents, the staff does not have multiple tools for communicating with families concerning student progress and achievement in all prevalent languages. Furthermore, the school does not have a parent coordinator, although a search is underway for a replacement for the previous parent coordinator. The school leader shared that the school is currently planning to introduce Jupiter Grades, a tool to communicate student attendance, academic, behavior, and social-emotional data with parents. Inconsistent reciprocal communication with families limits student success.

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

- The school community currently partners with community agencies, such as the Henry Street Settlement, New York University, and the Asia Society. However, the school leader shared that she is in the process of developing a more cohesive and formalized plan to work with these, and other agencies, to provide training for parents to support their children’s academic growth. The school leader has also identified the need to provide staff with PD to enable them to build stronger partnerships with families and the community to support student success. The school is developing a plan to ensure that students benefit from a robust and focused home-school connection.

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.

- While the school staff has access to data, the school does not consistently share this data with all stakeholders and community partners. Staff reported that teachers share information with parents at parent workshops, but that attendance is low. Additionally, the school is working to recruit a new parent coordinator to engage and empower families to use data to advocate for appropriate services for their children. The school leader shared that the new software program that will be implemented will make data more accessible to parents and students, so that they can take greater ownership of the learning. Further, the school leader shared that she is planning to survey parents concerning how well the school shares academic data with families and then will use the outcomes of the survey to better empower parents to support higher achievement for their children. The school is developing plans to empower families to support student achievement and success.

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: Create a process for stakeholders to collaboratively create and endorse the school's mission and SMART goals in order to encourage ownership of that mission.
- 2.5: Ensure evidence-based systems drive programmatic and strategic decisions in order to measure progress toward critical school-wide goals.

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 teachers implement and adapt curriculum in order to meet the needs of all students.
- 3.3: Promote the instructional shifts in all content areas. Closely monitor the collaborative discussions, common planning meetings, and lesson and unit designs for direct evidence of the adaptations of the standards to ensure that planned instruction meets the needs of all learners.
- 3.4: Collaboratively develop a plan for integrating curricula across all classrooms. Monitor the implementation of these experiences to ensure a variety of complex activities, applying a range of skills and understandings drawn from a variety of disciplines, for all students.
- 3.5: Support the efforts of the data specialist by creating a school data team. Create a clearly defined set of strategies and expectations for the use of formative and summative assessment data to modify performance activities to create higher performance expectations linked to the needs of all students.

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: Ensure that teachers use data to create lesson plans that meet the needs of students.
- 4.3: Provide additional PD in the use of instructional practices that are aligned to the CCLS and reflect the CCLS instructional shifts, such as higher-order thinking and high levels of text and content complexity.
- 4.4: Collaboratively identify strategies that engage diverse groups of students in thoughtful, interactive activities that incorporate student values and perspectives.
- 4.5: Ensure that teachers use data to create targeted plans that incorporate thoughtful student groupings and instructional strategies based on student needs. Provide PD on how to provide feedback to students containing next steps, so that students can reflect upon and assess their own progress.

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:

- 5.5: Implement the designated software system designed to generate data to help identify and meet the needs of the students. Ensure that staff benefit from PD on the use of the system and monitor the use of this program to ensure that data is timely, accurate, and is used by all stakeholders responsible for the success of students.

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: Collaboratively develop a set of clear priorities and plans for student achievement and communicate those priorities and plans in a consistent and meaningful way to staff, parents, students, and community stakeholders.
- 6.3: Collaboratively develop plans and protocols that establish purposeful and authentic dialog with families centered on building commitment to the school's priorities for student achievement. Implement that plan and monitor its effectiveness, revising where appropriate.
- 6.4: Establish a set of protocols and expectations for all staff members to partner with community organizations and families to support student achievement and developmental health.
- 6.5: Ensure the use of data to identify the needs of families and to empower families to support student academic achievement.