



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310200011625
School Name	High School of Graphic Communication Arts 02M625
School Address	439 West 49 th Street, NY, NY 10019
District Name	NYCDOE CSD 2
School Leader	Brendan Lyons
Dates of Review	April 29-30, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 02M625

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	735	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	29	# SETSS	19	# Integrated Collaborative Teaching	64
Types and Number of Special Classes (2013-14)					
# Visual Arts	64	# Music	N/A	# Drama	N/A
# Foreign Language	22	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.7%	% Attendance Rate			73.8%
% Free Lunch	99.8%	% Reduced Lunch			0.1%
% Limited English Proficient	7.9%	% Students with Disabilities			18.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			30.7%
% Hispanic or Latino	63.2%	% Asian or Native Hawaiian/Pacific Islander			2.7%
% White	2.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			7
# of Deans	N/A	# of Counselors/Social Workers			10
% of Teachers with No Valid Teaching Certificate	4.1%	% Teaching Out of Certification			34.4%
% Teaching with Fewer Than 3 Years of Experience	36.1%	Average Teacher Absences			4.4
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	58.2%	Mathematics Performance at levels 3 & 4			35.6%
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			59.3%
6 Year Graduation Rate	62.8%				
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	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	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	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- 1. Improvement of Teacher Performance on Danielson components 3b, 3c and 3d**
- 2. Aligning curricula with the CCLS**
- 3. Professional development and implementation of Universal Design for Learning**
- 4. Reduction of student suspensions**
- 5. Increasing student attendance**

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	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:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	

	OVERALL RATING FOR TENET 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:			D	

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

#	Statement of Practice	H	E	D	I
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 – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has collaboratively developed and communicated a shared vision and SMART goals with expectations of high academic outcomes. However, it is not fully embraced by staff and parents. Consequently, although the school culture encourages high expectations, it does not uniformly support student achievement.

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.

Overall Finding: Despite the school’s status as a phase-out school and the limitations of a shrinking student and staff population, the school leader has made strategic decisions to organize programs and schedules, and utilize resources to address students’ immediate academic and social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- Resources have been allocated to ensure that teacher and student programming supports a full course of study and addresses graduation requirements. The school leader has created expanded learning time programs for all groups of students.
- The school adjusted scheduling throughout the year to continue to support Career and Technical Education (CTE) programs in digital media design. A schedule including expanded learning time was implemented to ensure that all students could receive appropriate classes utilizing the limited staff now available. To address the low number of students passing Regents Comprehensive Examinations, preparation classes have been implemented after school. Additionally, partnership organizations such as Graduate, Prepare, Succeed (GPS) and the Urban Arts Partnership provide different programs including Regents examination preparation and other classes four afternoons a week and on Saturday. The Urban Arts Partnership also provides a college connection class in the areas of entrepreneurship and business. Physical education is provided in a Saturday program and credit recovery is supported using the iLearn program. Guidance counselors individually program students to ensure that their academic needs for graduation are addressed. The graduation rate increased more than five percent during the 2012-13 school year.
- The register loss due to the school’s phase-out status has resulted in a decrease of staff across content areas. Nevertheless, the school leader has been able to support a full academic program by retaining some key teachers and by hiring new teachers from the Absent Teacher Reserve (ATR) pool. The school leader has been able to maintain morale throughout the school community with a

focus on meeting the needs of students that unifies the school.

- The school leader has used funds to make strategic decisions in an effort to support school-wide goals. An ATR dean was recently hired to assist with security and student support services. As a result, suspensions have declined by over 40 percent for the current school year.
- Funds were also used to hire coaches from Teaching Matters, an organization designed to support teachers in helping them become more measurably effective in instructional practices and curriculum implementation.

Impact Statement:

The school leader strategically uses available resources to address the immediate needs of the school community, which improves student success.

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.

Overall Finding: A fully functional system aligned to the district's Annual Professional Performance Review (APPR) has been developed and implemented by the school leader in order to conduct targeted and frequent observations. Teacher practices are tracked to ensure progress based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader has implemented a plan that is aligned to targeted components of the Danielson Framework and the APPR for frequent observations with feedback that utilizes student data. A review of documents and interviews with the school leader and teachers indicate that observations have been conducted according to a prioritized schedule with external coaches providing additional support. Follow up coaching and professional development (PD) is provided based on individual teacher needs. Additionally, the leadership team meets regularly to review feedback on teacher practices.
- The school leaders and coaches provide actionable feedback to teachers aligned to the Danielson Framework. Feedback is tracked using the Advance platform for school leader observations that are scheduled six times per year for all teachers. Post-observation conferences are held within twenty-four hours according to school leaders, teachers, and documentary evidence. Feedback is aligned to the teacher goals that have been discussed between leaders and teachers and is tracked to assure best practices are implemented throughout the school year. Coaching visits are also tracked and external coaches share feedback information with the teachers and with each other in order to coordinate their efforts. In teacher interviews, staff indicated that the school leader and coaches visit them at least once a week. These teachers considered the actionable feedback both helpful and accurate, and stated that it allowed them to reflect on improving their planning and instructional practices.
- The school leader monitors observations and utilizes student data to address instructional practices. Teachers are held accountable for continuous improvement and teachers that receive an ineffective

or developing rating have individual teacher improvement plans. All teachers participated in a mid-year review to assess progress in targeted instructional practices. Additionally, feedback from observations and coaching visits are used to plan PD for the following week that is programmed into all staff schedules. Interviews with teachers confirm that this PD is responsive to their needs.

Impact Statement: Staff is held accountable for continuous improvement based on student progress data and teacher practices are adapted to better meet the needs of students as a result.

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).

Overall Finding: The school leader has created a shared vision and has specific, measurable, ambitious, results oriented and timely (SMART) goals. However, not all stakeholders are able to articulate the school's vision and goals.

Evidence/Information that Lead to this Finding:

- The SMART goals were created by the school leaders, the school leadership team (SLT), and the Department of Education (DOE) network before being disseminated and discussed with staff. The goals were based on data sources including Regents results, interim assessments, teacher practices, attendance, and suspension data. School goals and plans are shared monthly with community stakeholders through general council meetings and through written documents and electronic media; however, these goals have not been effectively communicated to all stakeholders and the school does not issue student and parent handbooks to further explain and inform families. During interviews, parents, students, and staff were unable to clearly articulate the SMART goals or how these goals relate to the school's vision for student success.
- The school leader has a data-driven mission focusing on student attendance, occurrence reports, credit accumulation, and Regents results to improve the graduation rate. Credit accumulation data is tracked on charts and by guidance counselors who meet with students to check that their programming addresses credit accumulation, Regents exam needs, and graduation requirements. However, discussions and a review of documents indicate that students are not consistently counseled throughout the school year in order to support improved student achievement.
- The school leader and instructional team review progress toward SMART goals at least twice a year. Results of these reviews are shared with the SLT and staff. However, the review team found limited evidence of how the school makes adjustments based on the reviews, especially in the area of attendance, which has not improved.

Impact Statement:

The school does not effectively share SMART goals and make adjustments to practices based on data, which hinders student achievement

Recommendation:

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

- Implement and regularly monitor systems to ensure that all stakeholders work together to achieve SMART goals that address student needs.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding: The school leader encourages the staff to use some evidence-based systems and structures to improve school-wide practices. However, these systems are not effectively used and interconnected and do not uniformly improve individual and school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has made the collection of data regarding credit accumulation, Regents examination results, and attendance as the focal point at the school in order to improve the graduation rate. Data regarding credit accumulation is visible in the second floor hallway, and all staff is aware of the role this data plays in keeping students on the path to graduation. The attendance team meets weekly to discuss all students with attendance issues and any related personal or family problems. While the guidance counselors track each student and track credit accumulation and Regents scores, little other data is used to address the needs of individual or groups of students. During grade meetings, teachers are starting to look at student work to assess individual student needs, but data is not disaggregated to assess the needs of groups of students. In one grade meeting, the assistant principal used a tuning protocol to have teachers look at student work in order to address instruction for students performing below standards on writing evidence-based essays. However, although teachers identified weaknesses in evidence-based writing, no uniform strategy was developed to support improved student achievement.
- The school leader has created an instructional leadership team (ILT) that supports distributive leadership by empowering teachers to take the responsibility for becoming teacher leaders. Common planning time is held daily to ensure that teachers plan together. The school leader has instituted the use of a lesson plan template to address gaps in planning; however, the template does not specifically address differentiation. Assessments are uniformly administered, but are not regularly analyzed and used to inform whether goals are being met.

Impact Statement:

The inconsistent use of data connected to evidence-based systems is limiting progress toward achieving critical goals regarding instructional practice, leadership development, and student academic achievement.

Recommendation:

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

should:

- Ensure that data is disaggregated so that the needs of groups and subgroups are clearly indicated. Develop a consistent strategy for teachers to correct weaknesses in evidenced-based writing. Develop and implement protocols to assure that data is used to adapt unit and lesson plans to address the needs of all students and so raise student academic achievement.

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

Tenet Rating

D

Debriefing Statement: The school leader provides opportunities for staff to revise and implement curriculum in all core subjects. The school has instituted protocols to adapt curriculum to meet the needs of the students. However, teachers do not uniformly utilize data to modify instruction for individual and identified subgroups in order to maximize student learning outcomes. As a result, opportunities for student to be academically successful are limited.

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.

Overall Finding: The school leader does not consistently ensure the quality implementation of a systematic plan for rigorous and coherent curricula aligned to the CCLS and adapted to meet student needs.

Evidence/Information that Lead to this Finding:

- The school is using online resources, such as EngageNY for English language arts (ELA), while math, social studies, and science teachers have created their own curriculum maps, unit, and lesson plans. However, most curriculum maps do not identify an essential question, but rather identify the skills that the teachers will address in the unit. Consultants from Teaching Matters are used to help develop curriculum, but there is limited differentiation or purposeful grouping included in lessons. Additionally, teachers are not consistently using data to target goals to address the needs of all students. Data is collected, but there is little indication that it is analyzed to inform the needs of individual or groups of students.
- Literacy is a school-wide focus and teachers are attempting to address the CCLS shifts in this area with the teaching of academic vocabulary, close reading, and annotation of text. However, the

review team only found evidence of the introduction of academic vocabulary and some annotation of text during classroom visits. Staff does meet regularly in grade and vertical teams, but data discussed is not consistently subject-area specific.

- The school leader has begun to provide support to help teachers align curriculum to the CCLS and the instructional shifts. Coaches were hired to observe and work with teachers as well as to provide PD. External coaches from Teaching Matters and Cambridge Education, consultancy companies appointed to improve teacher effectiveness, come weekly to work with staff in aligning curriculum and instruction. Nevertheless, there is a lack of focus on individual and subgroups of students and their instructional needs. Lesson plans do not consistently address differentiation and scaffolding, and the review team found limited evidence of rigor during classroom visits. Most classrooms, including Integrated Co-teaching (ICT) classes, and classes with English language learners (ELLs) showed inconsistent evidence of differentiation.
- Programs, such as Achieve 3000, have been purchased to supplement direct instruction in areas, such as ELA. However, the lack of analysis and use of data to differentiate curriculum planning and instruction in order to address the needs of all students hinders improvements in academic achievement.
- Although literacy is a school-wide focus, little writing was evident throughout classrooms. Despite the focus on academic vocabulary, word walls were inconsistently used and did not uniformly address academic vocabulary. A Response to Intervention (RTI) program was not evident in a review of documents or in most classrooms, and the school leader stated that the plan is in transition. Credit recovery courses are offered during extended learning time and during the summer program, and dual credit courses are offered through the CTE program. Regents preparation is provided through Fresh Prep, teaching artists during the school day, and extended learning time programs.

Impact Statement:

The inconsistent implementation of CCLS-aligned curricula and lessons, the lack of a targeted RTI plan, and the inconsistent identification of individual student needs based on data analysis results in inconsistent instruction and rigor, and limits increased academic achievement.

Recommendation:

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

- Implement systems and regular meeting times to assure that CCLS aligned curricula is planned and delivered to address the needs of all students. Attention should include a focus on the inclusion of essential questions, academic vocabulary, writing, and student grouping. Develop an RTI plan that connects interventions to student needs and ensures the implementation of appropriate curricula for all students.

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

Overall Finding: Teachers do not consistently develop and ensure that unit and lesson plans include DDI

protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- Teachers have common planning time each week to address curriculum and to look at student work. They have created curriculum maps, but do not consistently create essential questions to drive units and to engage students in their learning. During classroom visits, the review team found that teachers inconsistently deliver lessons with adaptations or differentiate to meet student needs. Assistant principals and lead teachers use common planning meetings with teachers to look at student work utilizing the tuning Protocol. However, these meetings only address data related to literacy and are not subject specific.
- Despite the use of formative assessments, teachers do not consistently use the item analysis to modify instruction and student work is not consistently aligned to rubrics that guide instruction. While some teachers use rubrics, many of these rubrics consisted of a checklist of skills and did not provide opportunities for students to address specific criteria. Classrooms and hallways showed little evidence of extended student writing. Although lesson plans were generally aligned to the CCLS, there was little evidence of differentiation or scaffolding strategies. During most classroom visits, students used the same text with limited text complexity. While some teachers grouped students, these groupings were not purposeful and some groups sat together, but did not work together.
- Lesson plans are monitored through observations to ensure that these lessons address the CCLS instructional shifts. Although school leaders work with staff to analyze and use data from literacy assessments, there is no consistent approach for adapting lessons and implementing the literacy initiative. During team observations of grade meetings, teachers analyzed student work to determine the implications for instruction, but did not consistently determine how they would revise practices to address student deficiencies in writing.

Impact Statement:

Curricula and instruction are not consistently rigorous and aligned to the CCLS, which hinders student growth.

Recommendation:

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

- Ensure lesson plans are based on data in order to meet the needs of all students.

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.

Overall Finding: Teachers do not consistently partner across grades and subjects to create interdisciplinary curricula that targets the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- The teachers and school leader shared that there is no common interdisciplinary planning across the school. However, art is integrated into the curriculum through a partnership with Urban Arts and teaching artists embed video clips and art within PowerPoint presentations in content-area lessons. The review team did not limited evidence of teachers using technology or the arts during instruction, and a review of documents provided little evidence of interdisciplinary planning or instruction.
- While there is a school-wide literacy program for integrating writing into instruction, the review team did not find consistent evidence of staff integrating this plan into instruction across subjects.
- While SMARTBoards are available in most classrooms, the review team found limited evidence of teachers using them as an interactive tool for students.
- Expanded learning time opportunities do exist through the Urban Arts and Creative Connections partnerships, which offer an after-school program that includes dance, music production, and vocal production. The Saturday program offers physical education. The CTE program offers opportunities for the use of technology and the arts so students learn how to create businesses and address public relations and advertising.

Impact Statement:

Students are not consistently provided with opportunities to engage in thoughtful cross curricula activities, which limits student success.

Recommendation:

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

- Ensure teachers partner to develop interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas. Provide PD as necessary to train staff on using SMARTBoards as an interactive tool for teachers and students.

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

Overall Finding: do not consistently use assessments for curriculum planning that involves student ownership of their learning.

Evidence/Information that Lead to this Finding:

- Although teachers administer formative and summative assessments across content areas, data is not analyzed consistently to inform curriculum planning. Common planning time and grade meetings are used to look at student work to inform instruction, but adjustments to plans are not consistently implemented to address student needs. Additionally, teachers with students with disabilities in their classes do not consistently implement strategies and goals outlined in the

student individual education plans (IEP). Further, assessments and data are not consistently used to identify the needs of individual and groups of students.

- Teachers do not consistently analyze data to make curricular decisions. Classroom visits demonstrated that teachers did not consistently meet with or work with individual or groups of students to assess knowledge level or to provide guided instruction. PD was provided on the use of comprehensive checks of student understanding to inform instruction, but only ten percent of classrooms visited had evidence of this strategy.
- Teachers inconsistently provide individual student feedback based on data. Students stated that teachers sometimes talk with them about their work, but that specific feedback tied to a rubric is given in ELA classes, but not consistently in other classes. Specific strategies or skills needed for improvement are not uniformly addressed, as there is no formal protocol or system for self-reflection. Student work is not regularly posted and the review team found that teacher comments are general.

Impact Statement:

The inconsistent alignment between curriculum and assessment limits student achievement.

Recommendation:

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

- Develop a system and protocols to ensure that teachers revise curriculum based on accurate and timely analysis of student work and provide students with targeted feedback based on data.

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, staff, and community partners engage in conversations about student progress, attendance, and instruction. However, teachers do not systematically use data-driven protocols to make decisions for lesson delivery to address the gap between what students know and what they need to learn. The limited use of instructional strategies that support higher-order thinking skills and student engagement hinder student achievement.

Strengths:

4.4 **The school has received a rating of *Effective* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding: The learning environment is intellectually and physically safe for all students and is inclusive of all student groups.

Evidence/Information that Lead to this Finding:

- The school community has created a learning environment that has clear behavior expectations understood by all students. Interviews and a review of documents indicate that behavior expectations are explicitly reviewed and discussed with students at assemblies during the beginning of the school year. During interviews, students indicated that they were aware of these expectations and that they felt comfortable in class asking and answering questions. Observations of classes verified this information. Students stated that consequences for inappropriate behavior were fair and appropriate, and that students were treated equally. The review team found that students treat each other and staff with respect and that there has been a reduction in the number of suspensions.
- The school has an inclusive environment that fosters interaction among all groups of students. The team found that classrooms and hallways were quiet. The school leader has worked towards assuring the least restrictive environment for all students with IEPs. The teaching model has changed with the implementation of ICT classes that include both general education and special education students where students work together in a collegial manner. Teachers have common planning time to allow the special education and general education teachers to plan cooperatively. All programs and extended learning time opportunities are inclusive and accessible to all students. Additionally, there are two guidance counselors and a social worker who effectively address student social and emotional developmental health.
- Classroom visits demonstrated that teachers allow students to present different perspectives and cultures, and that students feel valued and respected by staff and students.

Impact Statement:

The learning environment is safe and perspectives of different student groups are valued, which improves student success.

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.

Overall Finding: School and teacher leaders have begun to engage teachers in conversation about aligning instruction with data, but this data is not consistently gathered, analyzed, and used to plan and deliver quality instruction that advances student achievement.

Evidence/Information that Lead to this Finding:

- The school leader has implemented common planning time for teachers to review and analyze data in order to adjust unit and lesson planning. Unit assessments have been implemented across subjects and grades. All teachers have data binders that include assessments, but few teachers use student data to modify instruction. Most teachers use test results to identify whole-class needs, but

few disaggregate data in order to address the needs of individual or groups of students. Some teachers effectively use data to plan instruction with appropriate adaptations that address and track student progress. However, not all teachers use data effectively to revise planning.

- The school leader has instituted assessments and common planning to address school literacy goals. Teacher leaders and assistant principals work with teachers to look at student work from the literacy program using a protocol to address student needs related to the CCLS. Although teachers analyze student work during these meetings, the review team found that they did not develop strategies to implement across grades and subjects to meet the needs of students.
- The school and teacher leaders implemented a lesson-planning template to support CCLS aligned instruction, but the template does not provide for planning differentiated instruction for students. Classroom visits demonstrated that most teachers do not implement differentiated instruction in their lessons that promote high levels of student engagement and inquiry.
- During classroom visits, student groupings were not strategic or flexible in order to meet student needs. Many teachers were unaware of the specific needs of ELLs and students with disabilities or of the strategies required to address these needs. Few teachers provided scaffolding to address student needs or made adaptations in instruction. There was inconsistent evidence of word walls with academic vocabulary or translations of key academic words to support student learning. Team interviews and a document review indicated that although IEPs are accessible to teachers, teachers do not consistently read the IEPs or address student goals and strategies.
- Students do not consistently set long- or short-range goals. Although some classes have student work folders, most of these are not used to track student progress and do not help students delineate their next steps to improve academic outcomes. Although data is collected, there was little evidence of procedures to discuss and address data in order to inform instruction. Student work is beginning to be looked at in grade and subject meetings, but many teachers do not yet understand how to use this data to address specific student needs

Impact Statement:

Instructional practices do not consistently promote high levels of student engagement and inquiry, which hinders student achievement.

Recommendation:

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

- Monitor instruction to assure that all students are provided differentiated instructional interventions. Ensure that IEP goals and strategies are connected to instruction and their implementation is monitored closely to ensure they lead to improvements in achievement and learning.
- Ensure teachers have the skills to analyze and utilize assessment data to manage flexible groupings and to provide learning tasks that address the needs of individual and groups of students.

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.

Overall Finding:

Teachers do not consistently provide coherent and appropriately aligned CCLS instruction that leads to multiple points of access for all students.

Evidence/Information that Lead to this Finding:

- While many teachers use lesson plans that partially align to the CCLS and some of the instructional shifts, planning often does not incorporate strategies adapted to meet the needs of individual and groups of students. Most lesson plans utilize the school template, but do not include targeted accommodations and interventions for students. In classroom visits, the team observed that most instruction was teacher-centered with limited student-to-student interaction.
- Lessons observed did not regularly include multiple points of access, scaffolding, extensions, or differentiated tasks or products for students. Although some higher-order questioning was observed, most questioning was low level. Students were not routinely asked to explain or defend their answers, and most discussion did not foster critical thinking.
- There was little evidence of different text complexity in classes, and students usually used the same text. Discussion of text was limited. Often teachers analyzed the text rather than students. Many students stated to the review team that they were not academically challenged in their classes.
- There is a comprehensive calendar for PD, which is focuses on teacher questioning and discussion techniques, student engagement, and the use of assessments in instruction. While the PD is based on teacher needs, the review team found limited evidence of teachers implementing PD learning into instruction practices.

Impact Statement:

Instructional practices do not consistently lead to high levels of student engagement and achievement.

Recommendation:

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

- Ensure that plans materials include multiple access points for students and clearly delineated higher-order thinking skills questions and tasks so that instruction leads to high levels of student engagement and achievement.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding: Teachers do consistently inform planning or foster student participation in their own learning process by using assessment data.

Evidence/Information that Lead to this Finding:

- While the review team found student groupings in some classrooms, interviews with teachers and a review of documents demonstrated that these groupings were not consistently purposeful. Further, a review of documents demonstrated that teachers do not regularly adjust groupings or provide specific grouping strategies. Additionally, students did not work collaboratively to synthesize information in order to gain insights and knowledge during classroom visits.
- The school and teacher leaders work with staff during common planning meetings to use formative and summative literacy data to inform instruction. However, not all staff members use this data to adjust groupings and instructional strategies for students.
- Classroom visits, a review of documents, and student interviews by demonstrated that there are few opportunities for student self-assessment. There was little evidence that students are asked to reflect on their work and identify areas of growth and areas that need improvement. Interviews with students and staff indicated that feedback was inconsistent and that it was often general. Limited student work is displayed and often comments are not directly tied to the rubric or checklist.

Impact Statement:

Data-based instruction is not consistently timely or purposeful, which hinders student success.

Recommendation:

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

- Ensure that teachers are grouping students based on data. Provide timely feedback to involve students in the learning process in order for them to improve their 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

D

Debriefing Statement: The school community provides a safe, respectful environment that is conducive to learning for all constituents. However, the school has not established uniform systems to identify and address the social emotional developmental health needs of all students.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of Ineffective for this Statement of Practice:** The school leader establishes overarching systems and understandings of how to support and sustain student social and

emotional developmental health and academic success.

Overall Finding: While the school has some programs in place, the school leader does not establish overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school does not have a formal referral process to support the needs of all students. There are no Pupil Personnel Team (PPT) meetings, which would include support staff and school leaders, to discuss individual student academic and social-emotional needs. The PPT team does not have a comprehensive on-going system for tracking academic progress on more than a semester basis.
- There is neither a formal schedule for meeting with at-risk students nor a formal process for identifying these students. In team interviews, teachers and support staff reported that there is no formal referral process and referrals that are done are informal. Interviews with students and staff confirm that most students have at least one adult who they feel comfortable talking with and discussing any problems. In most cases, this is a guidance counselor or a classroom teacher.
- Student social and emotional developmental health is supported through the Integrated Support Team (IST), five guidance counselors, the dean, the social worker, and school partnerships including Graduate, Prepare, Succeed (GPS), and the Urban Arts Partnership. The IST utilizes student data from report card grades, credit accumulation, and Regents exams to monitor student progress. Although teachers use Skedula, an on-line data tool, to post student grades and anecdotal reports, there was no evidence that counselors regularly monitor student progress through this tool. Additionally, although there are five licensed guidance counselors, one who serves as the college advisor, students formally meet with their counselors only once per marking period.
- The school leader has implemented systems for tracking and addressing student attendance. This includes the guidance staff meeting with GPS to track attendance of students with twenty to seventy-five absences during the previous year. The school attendance aide and the network attendance teacher outreach to students and their families. Automated phone calls are generated to the homes of all students who are absent. After three consecutive absences, a personal call is placed, and after ten consecutive absences, home visits are conducted and strategies are shared for ways to address issues that were discussed with the attendance team. The school and GPS have implemented an awards program to motivate students and recognize progress in attendance and academic achievement. However, attendance has not increased during the current school year.
- The guidance counselors review student data each semester and meet with students to keep them on track for graduation. However, data is not tracked on a systematic basis to address student needs during each report card period to identify students at risk. Urban Arts Partnership works with approximately four hundred students and provides tutors through their Connect program.

Impact Statement:

The lack of formalized systems hinders the ability of the school to address at-risk students and barriers to social and emotional developmental health and academic success.

Recommendation:

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

- Develop and implement a formal procedure for student referral. Monitor usage of the procedure to ensure that students receive appropriate services and supports by all support staff on an ongoing basis throughout the semester. Provide training to counselors and social workers in the use of Skedula and monitor that appropriate staff attend regular meetings to identify and develop strategies to address students' social and emotional needs.

5.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding: The school provides a safe environment for students to learn. However, there are no curricula or comprehensive program that promotes a school vision that addresses the social and emotional developmental health of all students.

Evidence/Information that Lead to this Finding:

- The school has not instituted a program or curriculum that identifies specific skills and behaviors to support student social and emotional developmental health. While there are partnerships that offer students academic support in afterschool classes and support in the college application process, there is no overarching program or curriculum to support the social and emotional developmental health of students.
- Team interviews indicate that teachers receive PD in the areas of social and emotional developmental health on a voluntary basis. The IST members attend PD through the district three to four times a year. However, the IST members have not provided in-depth turnkey training to the school staff.
- Despite the resources available that include five school guidance counselors and a school social worker, there is no coordinated program to identify and address student social and emotional developmental health needs. Additionally, there are no plans or structures to use the expertise of the guidance staff to build adult capacity to support student social and emotional developmental health. The school does not have regular PPT meetings to address student needs and to plan strategies to ensure student academic success or to reach out and support families.

Impact Statement:

The lack of a program or curriculum aligned to the school's vision for student social and emotional developmental health hinders student success.

Recommendation:

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

- Develop a vision that is embraced by all stakeholders to consistently implement a curriculum that incorporates skills and behavior to support student social and emotional developmental health. Ensure that PD is provided to build adult capacity to meet the needs of all students.

5.4 **The school has received a rating of *Developing* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding: All stakeholders do not consistently work together to develop a common understanding of their contributions in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- During team interviews, staff was unable to consistently articulate the structures and supports available to meet student social and emotional developmental health needs. Additionally, staff was not able to speak consistently about protocols and processes to address student needs or describe a student referral process.
- Team interviews demonstrated that school leaders and staff follow an open door policy and parents confirmed that they felt free to contact staff through phone calls, emails, and school visits. The school does not have formal system to articulate or describe the school's vision to support student social and emotional developmental health. The student government reviews school goals and works to address social issues. Parents and staff stated that staff consistently provides their email addresses and cell phone numbers to ensure open lines of contact with parents. However, interviews with staff, school leaders, and parents demonstrated that not all stakeholders have a clear understanding of their roles in supporting the social and emotional needs of students.
- Although the IST has access to student data, there was no system to monitor that data is analyzed and used in a consistent and structured manner. Further, there is no system to ensure guidance counselors review Skedula data on a regular basis.
- While student attendance and suspensions are monitored, the school Pupil Personnel Team (PPT) does not meet regularly to discuss individual student social and emotional developmental health needs. Guidance staff indicated that mandated student counseling is provided and that counselors meet weekly to informally identify students in need of support, but that there is no formal structure to provide counseling for at-risk students. Credit accumulation is monitored and changes in status are investigated for academic or social-emotional issues.

Impact Statement:

Not all school constituents are able to articulate how their roles in supporting student social and emotional developmental health, which hinders student success.

Recommendation:

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

should:

- Ensure the understanding of all stakeholders concerning the structures, protocols, and supports available and role of all constituents in supporting student social and emotional developmental health.

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

Overall Finding:

The school leader and support staff do not consistently use data to support student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school monitors attendance, credit accumulation, class grades, and Regents scores through the data collected by the attendance team, guidance counselors, and GPS team who all provide social and emotional support for students. However, the PPT does not meet regularly to discuss and coordinate student support services. As a result, all student social and emotional needs are not consistently addressed.

Impact Statement:

The inconsistent use of data to support student social and emotional developmental health limits student success.

Recommendation:

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

- Develop, implement, and monitor a system that allows for regular review of student data, including academic data, in order to identify the social and emotional developmental health needs of students.
- Implement weekly PPT meetings and a system for monitoring the effectiveness of regularly scheduled services for students identified as being at-risk.

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
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Debriefing Statement: The school has developed community partnerships to support student success. However, the lack of parent involvement and the limited understanding of student data impede the ability of families to support student learning.

Strengths:

All ratings for this Tenet are **Developing** 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

Overall Finding: The school leader does not consistently ensure that regular communication with students and families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- A review of documents demonstrated that the school shares expectations with parents in writing at the beginning of the school year to ensure that they are aware of NYC Department of Education expectations for academic success and preparation for college- and career-readiness. Students consistently spoke of the school's high expectations.
- While most communication with families is done by phone and the school does have an electronic platform, Skedula, to interact with parents who have internet access, staff use of the platform is not consistently monitored to ensure ongoing communication with families.
- The school leader has implemented systems to monitor the progress of all students each semester toward graduation. Guidance counselors hold their meetings with students each semester and contact parents to talk about the progress of their children. They explain programs available to help families prepare for the college application process, the financial aid process and requirements, college selection, and the college visitation program.
- GPS offers workshops for SAT preparation and for parents regarding college readiness. However, attendance at these meetings is limited according to documents. Further, there is no evidence of workshops that would help parents to acquire skills and strategies to help their children improve their academic achievement.
- While there is a functioning Parent Teacher Association and the school monitors parent engagement, the school has not made necessary adjustments to build a strong home-school partnership. Parents stated that there are few opportunities for them to volunteer other than chaperoning trips or attending events.

Impact Statement:

The inconsistent relationship between the home and school limits student success.

Recommendation:

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

- Communicate expectations with families, monitor the home-school partnership, and make adjustments as needed.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding: The school inconsistently plans and communicates student needs and strengths with most families and community stakeholders.

Evidence/Information that Lead to this Finding:

- The school uses limited tools to communicate with families about school and student issues. Most communication is done through notices and phone calls, and some are translated into Spanish, the dominant second language. Although teachers share their email addresses with parents, the school has not created a structure to assure communication with all constituents through emails. Additionally, the school has no newsletter from teachers to address academic or curricular issues. Although teachers are expected to generate bi-weekly progress reports, these communications are not monitored. Consequently, although the school communicates in English and the prevalent second language, that communication is inconsistent and does not regularly address all students and their families.
- The school staff has resources to translate documents in Spanish, but there is no formal system in place to ensure that all teachers translate documents sent to parents. While there are opportunities for staff to have conversations with parents translated into Spanish, but there is no formal system in place to ensure that all communication is translated.
- Parents and students reported that academic feedback is general and is communicated as subject grades, credit accumulation, and standardized test scores, but stated that this feedback does not consistently address specific student strengths and weaknesses. Parents noted that they often receive phone calls, but these only address concerns, such as homework, upcoming tests, attendance, and lateness. As a result, there is little evidence of reciprocal communication that identifies students' strengths and needs.

Impact Statement:

The lack of reciprocal communication between the home and school and the limited data shared with families hinders student success.

Recommendation:

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

- Monitor communication, such as Skedula and progress reports, to ensure that families are consistently provided with meaningful information in their dominant language regarding individual student's strengths and needs, so that all families are able to support their children's academic achievement and social and emotional growth. Reflect on strategies for communicating with

families and make improvements where needed.

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

Overall Finding: The school has not consistently engaged families and community agencies to promote and provide training across all areas to support student success.

Evidence/Information that Lead to this Finding:

- Interviews with school leaders, staff, and parents demonstrated that there are limited workshops or PD for parents to train them in providing support for the success of their children, and that attendance is low at the training that is offered. The school does have several partnerships with community agencies that offer workshops for parents, provide guidance services, and offer peer tutoring for students. Parents are provided with help in the college application process. However, there are no plans for teaching parents specific ways to support student learning and growth.
- The school does not provide PD to staff for developing partnerships with parents or the community. Although the school works with community agencies to provide some students with services, teachers are not systematically involved in developing these relationships.

Impact Statement:

Students do not consistently benefit from a robust home-school partnership and this limits student success.

Recommendation:

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

- Provide PD for staff on developing partnerships with families and the community and provide families with training to support student social and emotional developmental health and academic success.

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

Overall Finding: The school does not consistently share data with families in a way that promotes dialogue and empowers families to advocate for their children.

Evidence/Information that Lead to this Finding:

- The school shares a data with parents through several data systems including Skedula, school messenger, letters, school newsletters, and emails. Most data centers on credit accumulation and attendance. Parents shared that they received little data regarding their children's specific

academic needs and that they had not received training in using data to advocate for their children.

- The review team found limited evidence of how the school is training parents to understand data that is available on the ARIS system. Further, staff does not consistently generate information that would inform parents about student progress.

Impact Statement:

The school does not consistently empower families to use data to support student learning and success.

Recommendation:

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

- Provide detailed student data and PD opportunities for families to understand how to read and interpret school and student data. Provide workshops for families focused on how to understand and support their children's academic needs.