



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320900011414
School Name	Jonathan Levin High School for Media and Communications - 09X414
School Address	240 E. 172 nd St., Bronx, NY 10465
District Name	09
School Leader	Nasib Hoxha
Dates of Review	March 4-5, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 09X414

School Configuration (2013-14)					
Grade Configuration	10,11,12	Total Enrollment	249	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	Yes
Types and Number of Special Education Classes (2013-14)					
# Special Classes	9	# SETSS	1	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	5	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.7%	% Attendance Rate			82.2%
% Free Lunch	100%	% Reduced Lunch			0.0%
% Limited English Proficient	37.0%	% Students with Disabilities			22.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			23.6%
% Hispanic or Latino	73.8%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	10.34	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.0%
% Teaching with Fewer Than 3 Years of Experience	3.5%	Average Teacher Absences			7.7
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	49.3%	Mathematics Performance at levels 3 & 4			27.0%
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			27.1%
6 Year Graduation Rate	53.0%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	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 Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
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	No
Economically Disadvantaged	No		

School Priorities as Described by School:

1. Improving outcomes for ELL students
2. Professional Development to align curriculum and instruction to the CCLS and the CCLS shifts
3. Provide courses and instruction to prepare students to graduate, attend college, and become college and career ready

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:					I

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:				I

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 created goals and a mission statement that are articulated to stakeholders, however there is a lack of a limited systematic and coherent focus that is informed by data. Therefore, not all student academic needs are addressed and not all students achieve high academic outcomes.

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 status as a phase out school, and limitations due to a shrinking population, the school leader has made many strategic decisions that use resources to address student academic and social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school has lost almost half of its student population over the past two years due to the phase out process. The school leader has used resources to continue to support programming for students and teachers to address graduation requirements, and expanded learning time programs for some groups of students. A schedule including a nine period day was implemented to ensure that all students could receive appropriate classes utilizing the limited staff now available. Additionally, English language arts (ELA) and mathematics classes were programmed for ninety minutes a day to address the drop in literacy and mathematics scores. The percentage of English language learners (ELL) has risen from thirty-seven percent in the 2012-13 school year, to sixty percent in the 2013-14 school year. In order to address the needs of the students, resources were allotted to purchase programs such as ILearn and Achieve 3000, and to implement an after school program including academics and clubs to respond to social and emotional developmental health. Additionally, the Global Kids program works with ELL students on Saturdays, and during lunch periods, to improve academic progress. The Saturday program also works with students to help prepare them for the Regents examinations.
- The school leader has used funds to make strategic decisions in an effort to support school-wide goals. Funds have been allocated to support the Common Core Learning Standards (CCLS) alignment of teacher planning and instruction by hiring contracted coaches from Redesign, and Generation Ready, for individual teacher support and for professional development (PD). An absent teacher reserve assistant principal was hired to assist and support instruction in coordination with the coaches. This has proven to be a successful strategy because evidence points to some improvements in instruction, in some targeted classrooms. Resources have also been used to address social and emotional health, and the barriers it creates for learning. The Leadership Program supports students who are having behavioral issues, and provides counseling and support.

The New Settlement program helps in the college application process, including college visits. WEDIKO Children's Services was hired to address the plummeting attendance, and has helped the school increase attendance almost fifteen percent.

Impact Statement: Despite limitations faced regarding human and programmatic resources, and fiscal capital expenditures, the school leader has strategically addressed school needs allowing the school to support student achievement, and social and emotional health.

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 articulated a shared vision and has created specific, measurable, ambitious, results oriented and timely (SMART) goals, however although the school community is aware of and supports the schools' mission, SMART goals do not contain benchmarks for success and are not known and understood across the whole school community.

Evidence/Information that Lead to this Finding:

- Based on the last State review, the school leader together with the assistant principals created the SMART goals, which were then shared with the School Leadership Team (SLT), and disseminated to the staff. However, the goals did not contain benchmarks nor were they effectively disseminated to families and other members of the school community. Parent and staff handbooks do not include the SMART goals. Parents, students, and community agencies are only aware of an emphasis that students graduate and go to college. Although the SMART goals have been shared with the staff in meetings, the school leader reports that they are not uniformly accepted and supported by the teachers. In interviews with the parents, students, and staff, it is clear that the entire school community sees the vision as including increasing student attendance, credit accumulation, graduation rate, and passing Regents exams. How the SMART goals relate to this vision is not clear for most constituents.
- The school leader has a data-driven mission focusing upon student attendance data, occurrence reports, credit accumulation, and Regents results to improve the graduation rate. Credit accumulation data is tracked on charts in all rooms and by the guidance counselor. The guidance counselor meets with students and develops individual profiles for each student. These individual profiles are used to track credit accumulation and Regents exam needs and results in order to work with students towards meeting graduation requirements. However, discussions and documentary evidence indicate that specific student data that addresses individual and subgroup needs is not consistently collected and analyzed to improve student achievement.
- Although the school leader has adapted SMART goals that align to the long-term vision, the SCEP contains no benchmarks for implementing and achieving these strategies and activities. Student

data that is collected is not systematically analyzed and used to monitor and evaluate success of SCEP goals or to adapt practices to ensure the successful implementation of the goals.

Impact Statement:

There is limited connection between the school's vision and the SMART goals that hinders the achievement of the long-term vision and the school's ability to sustain improvements to support 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 benchmarks for SCEP goals so that revisions or adaptations can be implemented to access and adjust goals. These goals and benchmarks should be shared with all constituents so that instruction and achievement can be monitored, evaluated, and adjusted to create high expectations for all students.

2.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader has instituted a functional plan to conduct targeted and frequent observations and track progress of teacher practices based on feedback, but has not based these practices on student data and does not systematically track feedback.

Evidence/Information that Lead to this Finding:

- The school leader has developed a plan aligned to the Annual Professional Performance Review (APPR) for frequent observations; however, feedback is aligned to the Danielson Framework of Teaching Competencies and student data is not considered. The school had only one assistant principal before December 2013 and joint visits often were conducted with the Talent Coach to calibrate practice. According to the school leader, coaches who were initially hired to work with teachers and provide PD were deemed incompetent and were replaced with new coaches. Observations are now being implemented according to a schedule and coaches are only now providing feedback, but there is no evidence yet that feedback is aligned fully with observations.
- The school leaders are providing actionable feedback to teachers. However, limited student data is use used in addressing staff needs or for providing feedback. Additionally, there is no system for tracking feedback in order to assure that teachers are implementing best practices or to ensure that feedback is aligned to teacher goals. In teacher interviews, most staff were concerned with their rating on each component of the Danielson Framework and the affects this would have on their teacher rating for the year. These teachers focused on whether the rating was fair and seemed to disregard feedback specific to best practices. Only a few teachers considered the actionable feedback as being helpful or accurate.
- The school leader has hired consultants from Redesign and Generation Ready to coach teachers and

provide PD twice a month for three hours. Coverage is provided for staff so that they may attend PD during the school day. Some teachers felt that these sessions were not useful and took them away from their classes. In addition, the PD plan disseminated in February designates the bi-monthly PD sessions for addressing the different elements of the Danielson Framework rather than being responsive to observation data.

Impact Statement:

PD is not fully aligned to individual teacher needs in order to improve student achievement, and staff is not uniformly being held accountable for continuous improvement in all areas of instruction.

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 system to monitor and to track progress of teacher practices based on student data and track feedback and ensure follow-up from school leaders and coaches so that the actionable feedback is implemented and teacher progress monitored.

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 or 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 exams, and attendance the focal point at the school in order to improve graduation rates. Data regarding credit accumulation is visible in all classrooms and offices, and all staff is aware of the role it 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. The guidance counselor creates profiles for each student and tracks credit accumulation and Regents exam scores. However, little other data is used to address the needs of individuals or groups of students. Grade meetings are only just starting to use item analysis to target student needs. The classroom visits and observations yield feedback tied to the Danielson Framework, but this feedback is not tracked to ensure a change in school-wide practices. Additionally, data is not interconnected in a way that leads to changes in school-wide practices. In interviews with staff, it was noted that there was a gap between students passing courses and the low rate of passage for Regents exams, yet little adjustment in class instruction was noted and there is little analysis of this gap and its relationship to instruction.
- The school leader has started work to develop evidence-based systems to monitor and revise instructional practices. As this is a work in progress, it is not yet fully affecting all classrooms. An

inquiry team was established in February 2014 to examine student work to inform instructional needs. Grade teams are starting to look at data to modify unit and lesson planning, but no plan or protocol for these meetings is evident. Assessments are not regularly analyzed and used to inform instruction or identify student needs. Student achievement is related primarily to attendance and does not respond to the needs of individual or groups of students. Although observations of staff are tied to the Danielson Framework, limited adjustment of instructional practices was evident.

Impact Statement:

The lack of collecting and analyzing data and connecting evidence-based systems is limiting progress toward achieving critical goals regarding instructional practice, leadership development, and 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 and implement protocols to assure that data is used to adapt unit and lesson plans to address the needs of all students.

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	I
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Debriefing Statement: Although the staff has developed curriculum maps to align with the Common Core Learning Standards, instructional practices, and unit and lesson plans do not reflect pedagogy that consistently responds to the needs of all students across all content areas. As a result, student opportunities 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 supports the implementation of coherent curricula aligned to the CCLS, but the staff is not consistently using standards to inform instruction to support rigorous curricula.

Evidence/Information that Lead to this Finding:

- The school has purchased Prentice Hall CCLS aligned series for ELA, mathematics, science, and social studies, but teachers are not using the materials along with data to target goals to address the needs of all students. Data when collected is not deeply analyzed and student goals are general and not subject and skill specific. For example, student goals included better attendance, passing classes, working more diligently, and graduating. Goals identifying specific academic needs were seldom evident in the review of documents or in interviews with students. Staff does meet regularly in grade and vertical teams, but team discussions often focus on anecdotal information rather than on how specific data can be used to match learning to the academic needs of different students. Additionally, the staff reported that curriculum maps were developed with little support from the network and a review of curriculum maps showed that they do not consistently address CCLS demands effectively. In classroom observations and reviews of lesson plans, the team found that CCLS aligned unit and lesson plan templates are not consistently used to address student needs. There is a calendar for PD, but most PD is directed towards examining the components of the Danielson Framework.
- The school leader has begun to provide support to help teachers align curriculum to the CCLS and the CCLS instructional shifts. The network achievement coach comes weekly to work with staff in aligning curriculum. Coaches were hired to observe and work with teachers and to provide PD. Materials aligned to the CCLS and the CCLS instructional shifts were purchased to help guide instruction. Nevertheless, there is a lack of focus on individual and subgroups of students and their instructional needs. Lesson plans inconsistently address differentiation and scaffolding and team visits to classrooms reveal limited rigor in classrooms. Most classrooms, including self-contained special education classes, integrated co-teaching classes, and classes for ELLs showed inconsistent evidence of differentiation. Programs to address the needs of students with disabilities and ELLs have been purchased and are used to supplement direct instruction. Achieve 3000 is used with most students with disabilities and ILearn is used to support ELL instruction and credit recovery for all students. However, the lack of analyzing and using data to differentiate instruction to address the needs of students with disability and ELLs hinders the achievement of these students.
- Although CCLS-aligned programs were purchased, instruction does not uniformly address the needs of the students or align to the rigor of the CCLS. There was little scaffolding provided in most classrooms and students used the same text. The only accommodations that were noted involved translation into Spanish of readings and documents for ELL students. The school leader has purchased Babylon, a program for translating text into Spanish, which is the dominant second language, so that students could access the same content in a comprehensible language. Due to limited resources, electives and advanced placement courses have been discontinued. A Response to Intervention (RTI) program was not evident in document reviews or in most classrooms. Credit recovery during ninth period, which uses ILearn, Saturday classes for ELL students, Regents preparation, and the after school program, are all used as academic intervention services (AIS), but do not consistently target individual student needs.

Impact Statement:

The inconsistent implementation of CCLS-aligned curricula and lessons, the lack of a targeted Response to Intervention (RTI) plan, and the failure to identify individual student needs result in uneven instruction and rigor, and limits increased academic achievement as well as student learning.

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 systems to assure that lesson plans are reviewed and instruction addresses the needs and adapts instructional modifications for all students. Develop a RTI plan that ties interventions to student needs and ensures the implementation of appropriate interventions 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 New York State content standards and address student achievement needs.

Overall Finding:

Teachers are beginning to create CCLS aligned unit and lesson plans across all grades, but do not effectively use baseline data, ongoing analysis of assessments and student work to plan in order to meet student needs.

Evidence/Information that Lead to this Finding:

- Teachers report that they inconsistently meet regarding data or to plan collaboratively. Coaches have been hired to assist teachers in planning. Teachers have developed some curriculum maps with pacing but some of these inconsistently align with the CCLS. A review of lesson plans and classroom observations indicate that most lesson plans are taken directly from the Prentice Hall curricula and are not uniformly adapted by teachers to meet student needs. Grade level meetings with the assistant principals are starting to look at baseline data with teachers but are addressing older data rather than ongoing assessments. In a review of unit and lesson plans, the team found that assessments were not clearly defined and interviews with teachers indicated that they were not uniformly recorded and data from them was not always analyzed. Students reported that rubrics were inconsistently used, mainly in ELA and that many consisted of a checklist that they were asked to copy. Classrooms and hallways showed a scarcity of writing, particularly extended responses. Most bulletin boards lacked rubrics and comments on posted papers were routinely general in nature. Although lesson plans were generally aligned to the CCLS, aspects of the lesson were not delivered with consistency. In classroom observations, there was limited evidence of differentiated text complexity. As a rule, most students used the same text with some teachers providing Spanish translations for beginner ELL students. Few teachers observed provided scaffolding for students and in classrooms where students were grouped, few used purposeful grouping, and some groups only sat together but did not uniformly work together. Most questions asked only required single word answers or very limited explanations and did not ask students to think critically or to justify their responses. Expanded discussion was lacking in the majority of classrooms. Instruction was often teacher-centered with little student interaction.
- Teachers are beginning to modify instruction with the help of the coaches. However, most teachers still use the lessons provided in the purchased programs. PD is being provided bi-monthly with a focus on planning and instruction. Currently there are no protocols for monitoring lesson planning to ensure that lessons address the CCLS shifts and the New York State content standards. School leaders work with staff, but there is limited evidence of a clear, formalized system for reviewing unit

and lesson plans to assure that they align to CCLS.

Impact Statement:

Planning and instruction are not consistently rigorous and aligned to the CCLS and students are showing limited growth in meeting the demands of the CCLS.

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 protocols and monitoring systems for reviewing student work, and unit and lesson plans to assure that student data is used for alignment with the CCLS and New York State content standards. Focus meeting time on adapting vendor-supplied lesson plans to ensure rigorous implementation of the CCLS and the use of data to adjust curricula to ensure growth in student achievement.

3.4 **The school has received a rating of *Ineffective* 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 are not currently developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- Interdisciplinary planning and instruction was formally done with collaboration between the media teacher and some teachers including social studies, English as second language (ESL), and ELA teachers. However, due to the phase out status of the school, these teachers are no longer at the school and common planning time has not been created. Currently, the teachers and school leader relate that there is no longer common interdisciplinary planning. The media teacher does work with students, particularly ELL students, to improve communication skills through the media in a Saturday program called Global Kids. Through this program, students create public service announcements, interview people, and support their ELA skills.
- There is currently no formal collaboration on delivering interdisciplinary curricula within grades and classes. Additionally, student work is uniformly handwritten, including final drafts of writing pieces. In student interviews, most students related that they have a computer at home, and that there is a local library nearby, however teachers do not ask for final drafts to be word processed for printing. As a result, students are not being trained to use technology to revise and deliver final drafts of work.
- The media teacher still incorporates some past interdisciplinary curriculum into his instruction; however, there is no plan or process for collaboration to revise the current curricula.

Impact Statement:

Students are not being provided with an opportunity for integrating technology and art, and for enrichment

opportunities.

Recommendation:

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

- Provide meeting time across grades and content areas to develop interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas to enable all students to discover, create, and communicate information through a variety of modes and media. Ensure that these units are consistently embedded in practice.

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

Overall Finding:

Teachers have not developed comprehensive systems for using formative and summative assessments and data is not use used effectively to make curricula decisions.

Evidence/Information that Lead to this Finding:

- Teachers are beginning to look at data on a limited basis. An inquiry team has recently been created to look at student work to inform instruction. However, few teachers are involved in this effort. In the grade meeting observed, the assistant principal was looking at Regents results for students who failed in June 2013 to identify general areas of concern such as algebra, geometry, or measurement, through item analysis. While item analysis information was used to adjust instruction, it did not address individual student needs. ESL teachers did not uniformly use the item analysis on the New York State English as a Second Language Assessment Test (NYSESLAT) to identify individual student needs. Often students were just identified as beginning, intermediate, or advanced. Consequently, assessments are not being used to identify the needs of individual and groups of students.
- Teachers do not consistently use assessments nor record and analyze assessments to make curricula decisions. Unit and lesson plans did not clearly identify specific assessments. Teachers did not consistently meet with or work with individual or groups of students to ascertain knowledge level or to provide guided instruction. Teachers did not uniformly take notes to memorialize student strengths and weaknesses when working with students. There was also little evidence of comprehension checks in the classroom. Little differentiation in products for unit assessments was noted in classroom visits or unit plans. As a result, plans do not consistently address the needs of individual and groups of students.
- Teachers provide limited feedback based on data. The credit accumulation chart is posted in all classes, but specific data regarding student achievement is not shared regularly. Students related that teachers do talk to them about their work, but that little of this is tied to a rubric or to specific strategies or skills in which they need improvement. Teachers are encouraging in terms of giving students praise and support but they do not consistently provide actionable feedback that clearly outlines what students need to do to improve their work. There is no formal protocol or system to have students look at their work and reflect upon their progress. Student work is not regularly

posted and most comments are general in nature. Data that is distributed is not analyzed or discussed in detail with students to help them inform their learning.

Impact Statement:

Consequently, assessment and curriculum are not effectively aligned and students do not reflect on specific skills and strategies that lead to ownership of their learning.

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 use formative and summative assessments to ensure alignment between curriculum and assessment, and to allow teachers to provide targeted and data based feedback to address student ownership of learning and improve 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: Teachers do not uniformly strategically engage in practices and decision-making in order to address the gap between what students know and need to learn. Not all students experience high levels of engagement, thinking, and achievement. Therefore, most students are not challenged and do not achieve at high levels.

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.

Overall Finding:

School and teacher leaders are beginning to engage teachers in conversation about aligning instruction with student data, but this data is not being appropriately collected, analyzed and disaggregated to plan and deliver quality instructional practices that advance student achievement.

Evidence/Information that Lead to this Finding:

- Curriculum materials have been purchased to align with the CCLS and curriculum maps have been developed to guide instruction. The school leader has implemented department meetings and inquiry team meetings to use data to plan and revise instruction. The school leader has also hired outside coaches to help teachers plan instruction and to provide PD to address student needs.

However, data is not disaggregated and interviews with teachers did not indicate concrete evidence that data actually was used to address all student needs. Staff spoke of some data, but related that it is used mostly to track class trends in order to adapt lesson plans. The department meeting is now starting to look at data for individual students, but the data is limited and is also used mainly to indicate whole class needs rather than targeting instruction more closely to the needs of groups of students or individual students.

- Teachers are being supported in their efforts to use instructional practices and strategies that are aligned to plans to provide differentiated instruction for students. The school has purchased Prentice Hall teacher and student materials that align with the CCLS and provide differentiation strategies for students. Although many teachers do incorporate multiple modalities in their lesson planning to address different student learning styles, observations of classrooms indicated that most teachers do not implement differentiation strategies in their lessons. Additionally, few teachers provide scaffolding to address student needs and classes make few adaptations in instruction for the ELL students. For example, there was little evidence of word walls with academic vocabulary or translations of key academic words for ELL students. Grouping, where observed, was not primarily based on the academic abilities of students but rather on attributes such as friendship. Coaches are beginning to work with teachers to address aligning instruction to meet the needs of individual and groups of students; however, the lack of collecting and analyzing data does not support this effort.
- Students set goals at the beginning of each semester, but these goals are general in nature and do not address specific academic needs. Student goals pertained to effort and character traits as a rule, for example, improving attendance, working harder, focusing better, or reading more. Although the school leader has implemented teacher meetings to discuss and address data, and provided coaching and PD, systems and structures are not yet in place to ensure that the outcomes of these activities are reflected in all classrooms.

Impact Statement:

Teachers' instructional plans and practices are not consistently informed by data to address the needs of all students. Consequently, high levels of student engagement and inquiry are not evident, and student achievement has not significantly increased.

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 structure where teachers are provided with in depth analysis of individual, group and subgroup data, and PD to analyze data for teachers to create targeted goals for all students. Create systems to monitor unit and lesson plans, and instruction to assure that students are provided instructional interventions and that Individual Education Program (IEP) recommendations and modifications are connected to instruction that lead to improvements in achievement and learning.

4.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding:

While teachers are becoming more knowledgeable about the planning components of instruction aligned to

the CCLS, few components are being integrated into their instructional practices.

Evidence/Information that Lead to this Finding:

- Teachers are beginning to use lesson plans aligned to the CCLS and CCLS instructional shifts, but instruction often does not mirror these plans and lessons are not adapted enough to meet the needs of individuals and groups of students. Most lesson plans are taken directly from vendor-supplied materials with general rather than targeted accommodations and interventions for students. In classroom visits, the team observed that most instruction was teacher-centered with little student-to-student interaction. Lessons observed were not always aligned to lesson plans and in some cases, the objective did not match the actual instruction. For example, in one class where the objective was about free market economy, the lesson was about the circular flow map of business. In many classes, the objective was not clearly posted. Most questioning was on the level of basic inquiry tasks as opposed to higher order thinking skills. Little classroom discussion was observed, and most questioning did not require critical thinking. The little discussion observed was general and when referencing readings, students were not asked to cite text and there were no strategies for annotating text or identifying evidence. Academic language was not addressed in most lessons. Few classrooms had word walls, and those that did were sparse and contained low-level vocabulary. Observations also found that there were limited opportunities for short and extended writing tasks and little student work was posted.
- In most classes, teachers use a single text for all students and there is little evidence of strategies or scaffolding such as chunking of text, interpreting new information, or checking for understanding to allow students to engage in learning. There was one access point for all students, and tasks and products were not differentiated even in classes with ELL and students with disabilities. In most classes grouping consisted of students sitting together, but working alone, subsequently group assignment was not purposeful and students did not have assigned jobs within the group. Groups were not well monitored for student contributions, and in one class, a student working alone indicated that it was more productive than working in a group. Although students were generally on task, there was little discussion and student engagement with few critical thinking tasks included in the lessons.

Impact Statement:

Students are inconsistently being provided with the practices and skills to support student engagement and promote high 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 unit and lesson plans include multiple access points for students and higher order thinking skills that lead to high levels of student engagement and achievement. School leaders should ensure that plans with multiple access points and higher order thinking skills are applied consistently in all classrooms and that the impact of these plans on learning and instruction is evaluated.

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.

Overall Finding:

Although the school community is cognizant of a code of acceptable behavior, the code is not implemented with consistency. In addition, a lack of practices that addresses the needs of different groups, and use of strategies that address the changing needs of the student population, hinders the creation of a learning environment that is responsive to students' varied experiences and which is tailored to the strengths and needs of all students.

Evidence/Information that Lead to this Finding:

- Students are aware of acceptable behaviors in the school and report that teachers present them in teacher lessons at the beginning of each term and monthly assembly programs reinforce them. Students uniformly related that they felt intellectually and physically safe in the school and in their classrooms. However, the school rules are not uniformly applied in all classrooms. In some classrooms, students came late without any apparent recording by the teacher and without consequences. Other students were eating in class, wearing hats, chewing gum, despite their understanding that this was not allowed. Teachers did not uniformly enforce the school code for these behaviors. However, besides these infractions, no behavioral issues were evident in classrooms or the hallways and students were collegial in the learning environment.
- Few strategies exist that acknowledge diverse groups of students and their needs. The school has a high percentage of ELL students who are predominantly Spanish speaking. In order to address their learning needs, the Babylon program was purchased which allows teachers to supply translations for students with limited English language skills. However, there is limited evidence of practices to address ELL needs within the classrooms. There is a lack of classroom libraries and books in Spanish. There is also no program for addressing cultural diversity. There are also few accommodations for students with disabilities. Projection of text on screens is common in most classes; however, the font is often small and hard for many students to read. Students with vision problems are not strategically placed in classrooms often being seated far back in the room. Consequently, the unique needs of students are not being routinely addressed to increase student achievement.
- Teachers are inconsistently discussing strategies that address the changing needs of the student population. For example, in a vertical teacher meeting, instructional strategies or accommodations for English as a second language (ESL) students and strategies for students with disabilities were not discussed. In the grade-level meeting, these students and their needs were also not addressed. However, in team interviews, parents, students, and staff related that they were comfortable and felt safe intellectually and physically in the school and in their classrooms. They also related that they feel valued and respected by staff and students.

Impact Statement:

Although all students feel that the learning environment is safe, and perspectives of different student groups are valued, student learning is hindered by the lack of practices that address the needs of different groups.

Recommendation:

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

should:

- Assure the implementation of differentiated instruction and implementation of instructional strategies, including targeted grouping, to assure that the school environment is conducive to student learning for all individuals and groups.

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 not regularly use summative and formative data to inform planning or to foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- Students often sit in groups, but these groups are not always functional and are not purposeful or flexible. A review of documents indicated that teachers do not regularly plan grouping and the lesson-planning template does not provide for grouping strategies. Students reported that groups were mostly static and that groups rarely changed and were not geared towards any specific skills and abilities. In classroom observations, groups were mainly organized by which students were sitting together and some lesson plans indicated that student grouping was by student preference. Students rarely had a designated role in the groups that were observed, and in many classes, students did not work consistently in groups.
- Teachers do not uniformly track formative or summative data to inform instructional decisions. Data is mainly general and is not looked at deeply or disaggregated to address the needs of individual or groups of students. For example, teacher notations, even in classes with ELL and students with disabilities addressed only lexile levels or general achievement levels. Assessments are not uniformly tracked and recorded to inform teachers of data related to specific skills or knowledge. NYSESLAT information for ELL students was used to identify and group students as beginner, intermediate, or advanced, but not used to target specific individual or group needs of students.
- Classroom observations, document reviews, and student interviews revealed that there are few opportunities for student self-assessment of work products. Interviews with students and staff indicated that feedback was inconsistent and that it was often general in nature. Only in a small number of classes were students provided opportunities to reflect on their work and identify areas of growth as well as areas that need improvement. Little student work is displayed and often there is no rubric to help guide student work. Teacher feedback tends to be general rather than relating to specific strategies or skills, and does not always relate to the rubric where one exists. As a result, too few students are self-reflective of the strategies that help them learn or knowledgeable about their strengths and needs.

Impact Statement:

Teachers do not consistently use data and assessments to inform and adjust their instructional strategies and groupings, or to provide the timely feedback necessary to increase achievement, resulting in a lack of rigor to drive 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 and implement protocols and provide PD for analyzing individual and group data to inform planning and to provide targeted and actionable feedback so that students take ownership of their learning including self-reflection protocols for students to reflect upon and assess their own progress.

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 community promotes and supports social and emotional development leading to a healthy relationship between all constituents in a safe and nurturing environment. As a result, the learning environment is safe physically, emotionally, and intellectually for the students.

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.

Overall Finding:

An overarching system has been established to support and sustain student social and emotional developmental health through utilization of school resources and partnerships with outside programs.

Evidence/Information that Lead to this Finding:

- Student social and emotional developmental health is supported through the integrated support team , the guidance counselor, the substance abuse prevention and intervention specialist worker, the deans, the parent coordinator, and school partnerships including the Leadership Program, Wediko, New Settlement and AccessNYC. The integrated support team uses student data from credit accumulation and Regents exams, the Achievement Reporting and Innovation System (ARIS), and the National Clearinghouse. Team interviews with students and staff confirm that all 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, although most students also felt there were other adults in the school that knew them and could help them. Students related that they felt comfortable discussing academic or personal issues with numerous adults in the school. Students uniformly agreed that teachers encourage academic success and motivate them to achieve at a higher level. Additionally, outside agencies work with students who have been identified as high risk utilizing anecdotal information, attendance, referral, and suspension data. In team interviews, teachers understood the referral process that is clearly defined in the teacher handbook, and the guidance counselor and workers from the partnerships regularly interact with the students during lunch and after school. The school also has AccessNYC in the building that addresses health and social and emotional needs of students. The school leader has implemented weekly attendance team meetings, with the guidance counselor, parent coordinator, attendance teacher, Wediko

counselors, school leaders, and Leadership Program counselors to review attendance data. Besides addressing attendance issues with strategies including generating wake up calls, observations of the attendance team meetings revealed that they discuss the social and emotional developmental health of students, are aware of all home situations, and make home visits. The team looks not only at attendance data, but also at credit accumulation and Regents exam results. The school has also implemented an awards program called the Levins that recognizes student successes ranging from attendance to scholarship. As a result, attendance rates have increased almost fifteen percent since the beginning of the school year.

- The guidance counselor reviews student data each semester and creates a profile for all students. He uses this profile as a focus for meetings with each student at least once each semester to discuss academic, social, and emotional health issues. The school also uses a variety of partnerships to promote student social and emotional developmental health. The Leadership Program works with students who were suspended, incarcerated, or identified as having behavioral or social and emotional needs. Students involved in this program shared that it has helped them socially and emotionally, and academically. The Wediko program works primarily with students who have attendance issues, but also reaches out to other students through personal contact during lunch and through teacher and student referrals. Other partnerships address student needs in dealing with college and career preparation. New Settlement works with families and students to address college issues including the application process, financial aid, and college visits. The coordinator meets with students who are not college bound and uses a survey to address programs and training for career readiness.

Impact Statement:

Implementation of programs through support services from various school resources and partnerships ensures that students are known by at least one adult, and therefore effectively supports student social and emotional developmental health.

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 connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

Overall Finding:

The school has numerous systems to assure a safe and healthy school community.

Evidence/Information that Lead to this Finding:

- The school has several programs that work with students to provide learning experiences pertinent to creating a healthy school environment. The Leadership Program works with students, who have been suspended, have been referred, or who self-refer, for behavioral or emotional issues. These students learn about taking responsibility for decisions and about leadership skills through lunchtime and afterschool activities and classes. For example, students in the Leadership Program work to recruit other students who are having social and emotional problems and serve as mentors for them. Students also become involved in leading social service projects such as the New York Care Coat Drive and the Winter Scarf Drive. These students also receive academic support in afterschool classes. Other agencies such as Wediko and New Settlement work directly with both

students and their families. Wediko, and its included program, Living with Loss, works with students who are experiencing attendance problems and with families who have lost someone. The New Settlement program provides assistance to students and their families with the college application and the financial aid application process.

- The school staff has developed and implemented a vision to know all children and their families. Positive character traits that lead to success are consistently communicated. In team interviews, students and parents spoke of how they believed the teachers were always positive and emphasized behaviors that lead to success. The school does have several programs that teach behaviors related to social and emotional health including the Leadership Program and Wediko program. The Levin awards celebrate positive traits for success and social and emotional health, and teachers are consistently available to students.
- The integrated support team receives monthly PD from the network support team in areas of social and emotional health. Additionally, they receive other information and support through emails and webcasts. Teachers and support staff interact regularly, and teachers' classes are covered when they need to meet with support staff. The pupil personnel team (PPT) meets on a monthly basis, looks at specific academic data, and addresses teacher referrals. While there is no specific PD plan to provide staff with support in skills and behaviors to address the social-emotional needs of students, one is in the process of being developed.

Impact Statement:

Students learn in a safe and healthy school community, which uniformly addresses skills related to their social and emotional health.

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.

Overall Finding:

School stakeholders are aware of the steps that the school takes to create a safe environment that helps facilitate student learning.

Evidence/Information that Lead to this Finding:

- During team interviews, staff was able to articulate the structures and supports available to support student social and emotional developmental health needs. Additionally, staff was clear on their roles in this process and teachers noted that the student needs in these areas were vital in their mission to know all students and their families. Discussions with staff indicate that they are aware of the ladder of referral and of the different supports provided by the school and its partnerships. Team interviews revealed that the school leaders and all staff followed an open door policy and parents confirmed that they felt free to contact staff through phone calls, emails, and school visits. Staff, students, and parents are aware of the supports offered by the school and community agencies. Team observations of weekly attendance meetings, in which all students with any issues are discussed, serve to coordinate services for students and families.
- The student council participates and plans school wide drives around social issues, such as

addressing the need for winter coats through the New York Care Coat Drive, and provides feedback regarding student concerns. Student participation in addressing social issues is further promoted through the Leadership Program and through the media program and Global Kids Saturday program. The school also has a Life Skills program that provides services and parenting classes for students with children. Parent and staff interviews revealed that staff consistently provided their email addresses and cell phone numbers to ensure open lines of contact with parents. The Office of School and Youth Development (OYSD) personnel from the school network monitor student attendance, and contact homes through phone calls or home visits.

- Teachers meet regularly with integrated support team members and community agencies that provide services for students with social and emotional health needs. Student attendance is carefully monitored, as are students who have been suspended or incarcerated. Other students receive services from the guidance counselor, the substance abuse prevention and intervention specialist worker, and counselors from Wideko and the Leadership Program who regularly are available during lunch periods and after school. Credit accumulation is closely monitored and changes in status are investigated for academic or social-emotional issues. Team observations of the weekly attendance meeting, which lasts several periods, revealed that almost half the school population might be discussed for academic or social-emotional needs during one meeting. Parents shared that they believe the school was responsive to student and family needs.

Impact Statement:

The school is a safe learning environment that supports student emotional and social health development.

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

Overall Finding:

The school leader, support staff, and community partners regularly review data to help respond to the social and emotional developmental health needs of students and use data to address academic needs and opportunities.

Evidence/Information that Lead to this Finding:

- The attendance team, that includes support staff from the school, school supervisors, the network attendance teacher and support staff from the community partners, meets weekly and targets students with greater than a thirty percent absence rate. The team reviews attendance data, suspension data, credit accumulation, and Regent exam results for these students. Incentive awards to celebrate student incremental successes are presented monthly. Follow-up with families is by phone, email, or in some instances by home visits. Additionally, the same data is reviewed for all students in the school and the guidance counselor creates a profile for each student that uses this data to monitor student progress and needs. The guidance counselor meets with all students at least once a term, and students who show a lag in progress are referred to the PPT or a partner agency to address social and emotional health concerns and academic progress. The PPT meets monthly to discuss student support and teachers are made available to meet with the team and create a plan of action. As a result, students are closely monitored in order to address their social

and emotional, and academic needs.

- Several school programs and community partnerships serve students who are targeted for intervention. Counselors from the school, the substance abuse prevention and intervention specialist worker, the Leadership Program, and Wediko provide counseling for targeted students or students who self-identify. The school leader has instituted after school clubs based upon a student interest inventory to further address social and emotional developmental health needs. Students in need of credit retrieval are programmed for the ILearn program, which is accessible to them during the school day and after school. ELL students take part in the Saturday school program that addresses English language communication skills and helps them overcome cultural barriers. The school also provides support for students and families for the college acceptance process through a partnership with New Settlement. Additionally, career-bound students receive services through a coordinator.

Impact Statement:

Comprehensive systems are used to monitor all student social and emotional needs and provide support to all students to ensure they achieve academic and social success.

Areas for Improvement:

All ratings for this Tenet are either **Highly Effective** or **Effective** and therefore, comments are listed under **Areas for Strength**.

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	I
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Debriefing Statement: The school has established partnerships with various community-based organizations to support student academic, and social-emotional development, however the school does not provide sufficient opportunities for reciprocal communication with families to support student academic progress. Additionally, there is a low level of parent engagement. Consequently, parents are not fully engaged in understanding data and supporting student achievement.

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.

Overall Finding:

The school has effectively communicated high expectations for student achievement to families, but is inconsistent in providing the tools necessary to support student learning.

Evidence/Information that Lead to this Finding:

- The school leader has graduation as a clear goal for all students, and students and parents consistently spoke of high expectations and of acceptance to college. The staff handbook speaks of ensuring “that all students meet graduation requirements” and the parent handbook speaks of “Every graduate prepared to pursue higher education and/or successful career placement.” However, the parent handbook does not consistently address how students will achieve this goal.
- Posted credit accumulation charts are in all classrooms and offices so that staff and students are consistently aware of progress. The IIT review team noted however that all chart text is in English, and does not clearly explain the significance of the credit chart to visiting parents. Translations of school notices are available in all relevant languages, and some school signage is translated. However, when in the building, non-English speaking parents view text that is almost exclusively in English, and therefore cannot easily navigate without a translator.
- Despite an emphasis on achievement, there is no evidence of workshops that would help parents to acquire skills and strategies to help their children improve their levels of academic achievement. This lack of communication creates a climate where high expectations are spoken about in the parent handbook, but where there is no plan to educate parents about how they can support their children academically to achieve these goals.
- The school staff fosters positive contacts; however, there is no established vehicle for assuring an interaction with parents that promotes high expectations. There is no functioning Parent Teacher Association, and school functions are poorly attended. Although the school staff acknowledges a lack of parent involvement, there currently are no plans to adjust efforts to build relationships with families. The staff contacts parents through individual phone calls and email. There is no electronic forum for parents to track or support their children’s progress. Some parents know of ARIS and were provided access, but few report using this tool.

Impact Statement:

Although the school speaks of high expectations, the lack of a consistent relationship with families hinders the ability of the school to foster high achievement 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:

- Collaborate with parents to ensure the creation of a Parent Teacher Association (PTA) and provide targeted meetings with parents to address vital academic issues, in order for parents to understand how they can support high achievement for their children.

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

Overall Finding:

The school does not effectively plan and communicate student needs and strengths with most families and

community stakeholders.

Evidence/Information that Lead to this Finding:

- The school leader has partnered with New Settlement, a community agency that has a college visitation program for students and works with students and families to guide them through the college application, selection, and financial aid process. However, according to the school leader, the school no longer has college partnerships due to their phase out status, and is no longer able to provide advanced placement classes.
- The school uses limited tools to communicate with families about school and student issues. Most communication is done through notices and phone calls in prevalent languages. The school has not created a structure to assure communication with all constituents through emails. Additionally, the school has no website that they reference with parents, and no newsletter from the school leader or school staff. The school leader, staff, and parents report that there are no progress reports or online grading system accessible to families. The school purchased Easy Grade Pro, but the school leader reports that not all teachers use this tool and it is not shared with parents. Consequently, although the school leaders and support staff communicate in the prevalent languages, that communication is inconsistent and does not regularly encompass all students and their families.
- The school staff has resources to translate documents in relevant languages, but there is no formal system in place to ensure that all teachers translate documents sent to parents. There is also availability for staff to have conversations with parents translated into their native languages, but again there is no formal system in place and communication is often limited. Parents reported that academic feedback is general and is communicated as subject grades, credit accumulation and scores of standardized tests, but that this academic feedback does not address specific strengths and weaknesses. Parents noted that they often receive phone calls, but these only address academic habits such as homework, upcoming tests, attendance, or lateness. As a result, there is little evidence of reciprocal communication that identifies students' strengths and needs.
- The school leader and staff indicate that they have attempted to communicate more effectively with parents, but have not been successful. They have offered workshops in the past, but there is no indication that these workshops are still being offered. The parent coordinator and school leader attempt to involve parents, but volunteerism by parents is sparse and there is no formal Parent Teacher Association. There is no plan evident for creating a strong parent-school connection.

Impact Statement:

The lack of reciprocal communication and the limited data shared with families prevents parents from providing adequate support for the needs of their children.

Recommendation:

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

- Provide additional means of communication, such as an interactive website and progress reports providing meaningful information regarding individual students' strengths and needs, so that all families are able to support their children's academic achievement and social and emotional growth.

6.4 **The school has received a rating of *Ineffective* 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 engaged with families and community agencies to promote and provide training across all areas to support student success.

Evidence/Information that Lead to this Finding:

- In review team interviews with school leaders, staff, and parents there was no evidence of workshops or PD for parents to aid them in providing support for the success of their children. Although the school has several partnerships with community agencies, they are focused on attendance, suspensions, and credit accumulation. Parents are provided with help in the college application process, however, there is no support provided to promote the academic growth of their children. There are no plans for teaching parents' ways to support student learning and growth. Consequently, parents are not equipped appropriately to support student academic 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. Currently, there is no plan for providing this training to staff.

Impact Statement:

Due to a lack of staff PD for developing family relationships, and the low level of family engagement, most families are not being provided the support that would benefit students in their quest for college and career readiness and for greater academic, social, and emotional 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/or the community. Implement PD utilizing existing partnerships to provide families with the tools to support student social and emotional health development and academic success.

6.5 **The school has received a rating of *Ineffective* 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 shares only limited data with parents, students, and the school community, and it does not systemically provide learning opportunities for families to use and understand data.

Evidence/Information that Lead to this Finding:

- There is no integrated data system to share pertinent achievement data with parents. Most data is

not deeply analyzed to identify student strengths and needs, and little data is shared with parents. Most data centers on credit accumulation and attendance. Parents shared that they received little if any data regarding their children's specific needs and that they had not received training in utilizing data to advocate for their children. One parent shared his concerns about his child's speech services, but was not aware of exactly how to address these concerns. Attendance and credit accumulation data is not interconnected with individual student learning needs and thus cannot be tracked to determine adjustments necessary for student achievement.

- Parents do not receive data that can help them advocate for their children, and are not receiving training in understanding data that is available on the ARIS system. The school does not generate progress reports that would regularly let parents know about student progress throughout the term in specific classes.

Impact Statement:

The school does not share comprehensive data that allows stakeholders to understand both student and family needs and as a result, parents are not able to advocate for services that address their children's needs.

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, use, and analyze school and student data. Provide workshops focused on understanding how to understand and support their children's education.