



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321200011692
School Name	Monroe Academy for Visual Arts and Design
School Address	1300 Boynton Avenue, Bronx, NY 10472
District Name	NYCDOE CSD 12
School Leader	Richard Massel
Dates of Review	May 20-21, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 12X692

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	460	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.8%	% Attendance Rate	75.8%		
% Free Lunch	91.3%	% Reduced Lunch	3.4%		
% Limited English Proficient	27.5%	% Students with Disabilities	22.0%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American	21.2%		
% Hispanic or Latino	76.3%	% Asian or Native Hawaiian/Pacific Islander	0.6%		
% White	1.1%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals	1		
# of Deans	N/A	# of Counselors/Social Workers	3		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	17.5%		
% Teaching with Fewer Than 3 Years of Experience	9.1%	Average Teacher Absences	13.8		
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	76.2%	Mathematics Performance at levels 3 & 4	62.6%		
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	44.8%		
6 Year Graduation Rate	58.9%				
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	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American	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	Yes	
Economically Disadvantaged	No			

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Improvement of Teacher Performance on Danielson components 3b, 3c, and 3d
2. Cross grade and subject collaboration to create robust curriculum
3. Increased graduation rate
4. Increased course passage rate

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:				I

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:				I

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
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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 not collaboratively developed and communicated a shared vision and Specific, Measurable, Ambitious Results oriented, and Timely (SMART) goals with expectations for high academic outcomes. Consequently, student achievement is limited throughout the school.

Strengths:

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

Areas for Improvement:

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 does not consistently ensure that the school community shares the school’s goals, vision, and mission as outlined in the SCEP.

Evidence/Information that Lead to this Finding:

- The SMART goals were created by the school leader with the support of the network, and were disseminated and discussed with the staff, but only recently shared with the School Leadership Team (SLT). School goals outlined in the School Comprehensive Education Plan (SCEP) target school priorities, but do not include measureable benchmarks to monitor progress. While goals were based on data sources including Regents results, pass/fail rates, teacher practices, and attendance and suspension data, the goals have not been communicated to families and other members of the school community. Parents, students, and community agencies were only aware of an emphasis that students graduate and go to college, and staff was unable to consistently articulate the vision or goals.
- The school leader has a data-driven mission focusing on student attendance data, occurrence reports, credit accumulation, and Regents results to improve graduation rate. The school leader ensures that student programming addresses credit accumulation and Regents exam needs, in order to meet graduation requirements. Guidance counselors also track this data and provide support for students who are not meeting graduation requirements. However, specific benchmarks for meeting with students were not articulated by the school leader or support staff.

- The school leader reviews the SMART goals, however only at the end of the school year. As a result, on-going adjustments to the goals were not evident.

Impact Statement:

Not all stakeholders are consistently able to articulate the school's vision and goals, 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:

- Collaborate with stakeholders to create a vision and SMART goals that are clearly articulated, embraced, and supported by all constituents.

2.3 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The school leader has made some strategic decisions to utilize resources to address student academic and social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school leader has used resources to support programming for students and teachers that addresses graduation requirements and expanded learning time programs for all groups of students. A schedule that includes extended learning time has been implemented to ensure that all students receive appropriate classes. Afterschool, Saturday programs, and regular day scheduling are used to support students in preparation for Regents exams. English language learners (ELL) are programmed for additional instruction during the extended day program. However, not all ELL students receive English as a second language (ESL) instruction matched to their ability level. Students are block programmed for grade nine and individually programmed for other grades by the school leader to ensure that their academic needs for graduation are addressed; however, as there is no collaborative system to assess programming needs, input is limited. Although the school leader has developed program partnerships in areas, such as dance, Informational Technology (IT) certification, health, leadership, and sports, the review team found that technology has not been integrated into classrooms across the school or into expanded learning time, despite the fact that the school's focus is visual arts and design.
- The school leader has ensured that appropriately licensed teachers have been hired to address student-programming needs. Staff, such as a bilingual social studies teacher, has been hired to address multiple areas when possible.
- The school leader has used funds to make some strategic decisions in an effort to support school-wide goals. Resources have also been used to address placing students with disabilities in the least restrictive environment. An Integrated Co-teaching (ICT) class was implemented in grade nine. Funds were also used to hire a coach from Innovative Design in Education (IDE) to guide curriculum

development and to work with staff to improve instructional practices. However, funds were only allotted for seven weeks of coaching, resulting in a lack of support for teachers.

Impact Statement:

The inconsistent use of available resources to address the needs of the school community 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 a programming committee with representatives of all stakeholders to analyze student data and create priorities for the utilization of resources; utilize resources to integrate technology into the curriculum especially as part of the visual arts and design focus of the school.

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 a system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observations, but systems for monitoring teacher progress and providing actionable feedback on teacher practices have not been effectively implemented.

Evidence/Information that Lead to this Finding:

- The school leader has a plan aligned to the APPR for frequent observations with feedback that is aligned to targeted components of the Danielson Framework. However, a review of documents and interviews with the school leader and teachers indicate there is no formal schedule. Further, a review of documents demonstrated that school leaders do not consistently provide actionable feedback to teachers. Teachers stated that when they do receive feedback, it is not always timely or actionable.
- While school leaders conduct observations according to the APPR, leaders do not consistently monitor progress to address the improvement of teacher practices, and student data is not used to inform observations or feedback. The school leader is beginning to track feedback for the ratings for the components of the Danielson Framework. There is no structure to ensure timely follow up visits to address teacher practices. Additionally, there are no improvement plans to support teachers who are in danger of being rated as ineffective.

Impact Statement:

Staff is not consistently held accountable for continuous improvement and this 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:

- Provide teachers with timely, actionable feedback based on identified components of the Danielson Framework and tied to student achievement data. Develop a system to track observations and feedback, and implement timely follow up to support the improvement of teacher practices.

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 does not consistently use evidence-based systems and structures to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has made the collection of data regarding credit accumulation, Regents scores, and attendance the focal point of the school in order to improve the graduation rate. Data regarding credit accumulation is disseminated to students each semester. The attendance team meets weekly to discuss all students with attendance issues and any related personal or family problems. The school leader and guidance counselors track each student's credit accumulation and Regents scores. However, little other data is used to address the needs of individuals or groups of students.
- Teachers are starting to look at student work during grade meetings to assess individual student needs; however, data is not disaggregated to determine the needs of groups of students. Further, teachers are not using a protocol to look at student work. For example, although teachers identified that students were weak in a particular area of math, there was no uniform strategy developed to support improved student achievement in this area.
- Common planning time is held daily to ensure that teachers plan together; however, there are no protocols, agendas, or minutes for these meetings. Common planning time is provided for the Integrated Co-Teaching Team (ICT) teachers to plan together. Assessments are not consistently administered or analyzed to inform instruction or identify student needs.

Impact Statement:

The inconsistent use of evidence-based systems limits the school's ability to measure progress toward critical school-wide goals and 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:

- 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; ensure that systems to monitor the quality of instruction and student progress lead to quantifiable and sustained improvement.

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

Debriefing Statement: The school leader provides opportunities for staff to revise and implement curriculum in all core subjects. However, protocols and systems have not been instituted to adapt curriculum to meet the needs of the students, and teachers do not uniformly utilize data to modify instruction. 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 has not implemented systems to ensure that the staff is consistently adapting plans to meet the needs of students.

Evidence/Information that Lead to this Finding:

- The staff is using online resources from EngageNY for math. Some teachers plan lessons based on the NYS Scope and Sequence, or by using published curricula. Other teachers have created their own curriculum, unit, and lesson plans. However, only some subjects have curriculum maps and these are not uniform in design or include essential questions and assessments. Additionally, there is no uniform suggested lesson plan template, and teachers are not consistently using data to target goals to address the needs of all students.
- The school leader stated that a consultant from Innovative Design in Education (IDE) was hired to help with curriculum design, but a review of plans and classroom visits demonstrate that there is limited differentiation or purposeful grouping included in lessons. Teachers are attempting to address some of the CCLS shifts in English language arts (ELA) with the teaching of skills for evidence collecting and argumentation. A document review shows that staff does meet regularly in grade and vertical teams, but there are no protocols and little supervision of meetings. Although data is discussed and weaknesses identified, it is not necessarily used to plan instructional revisions. There

is a calendar, but no formal plan for PD. There is no evidence of teacher input for PD, which is mainly focused on examining teacher questioning and discussion techniques, assessing student engagement, and using assessment in instruction.

- The school leader has begun to provide support to help teachers align curriculum to the CCLS and the instructional shifts, but this support is limited. A coach was hired for seven weeks, and the network achievement coach comes twice a month to work with teachers on curriculum planning. Nevertheless, discussions and observations indicate 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 team visits to classrooms reveal limited rigor in classrooms. Most classrooms, including classes with students with disabilities and classes with ELLs, showed inconsistent evidence of differentiation.
- Classroom visits and a document review of unit and lesson plans showed that there is little scaffolding provided in most classrooms as students routinely used the same text. Although writing is a school wide focus, little writing was in evidence throughout classrooms. Most classrooms did not have word walls or have student writing posted. A Response to Intervention (RTI) program was not evident in document reviews and the school leader stated that it is a work in progress.

Impact Statement:

The inconsistent implementation of CCLS-aligned curricula and lessons 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 an instructional team that includes teacher leaders and additional support personnel to create benchmark practices driven by data and to create curricula aligned with the CCLS. Provide PD to improve teachers' ability to provide an aligned curriculum and instruction that consistently meet the needs of all students.

3.3 **The school has received a rating of *Ineffective* 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:

Most teachers do not develop and ensure that unit and lesson plans use DDI protocols and align to the CCLS to meet student needs.

Evidence/Information that Lead to this Finding:

- While teachers confirm that they have common planning time each week to address curriculum and to look at student work, there are no protocols, which leads to inconsistent work. Teachers have created some curriculum maps, but most teachers do not create essential questions, utilize assessments, or provide supports and differentiation to drive unit work and engage students in their learning. Classroom visits demonstrate that teachers do not adapt lessons to meet student needs or

differentiate instruction. There are no uniform formative assessments, and assessments administered, such as the mid-term and final exams, are not consistently analyzed to identify the needs of individuals or groups of students. Additionally, informal assessments were observed in only one of twenty-three classrooms visited by the review team.

- Most lesson plans were not fully aligned to the CCLS, and differentiation and scaffolding strategies were not consistently present during instruction. Lesson plans are not routinely monitored to ensure that they address the CCLS shifts and the New York State content standards. There is no unified approach to adapt lessons and implement supports for all students.
- During classroom visits, the review team found limited evidence of differentiated text complexity. In classrooms where students were grouped, few utilized purposeful grouping, and some groups only sat together, but did not work together. Further, teacher questions did not ask students to think critically and discussion was lacking in the majority of classrooms.

Impact Statement:

Instruction is not consistently rigorous and aligned to the CCLS, 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:

- Ensure that planning includes points of entry, prompts for higher-order thinking, and purposeful grouping for all students.

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 developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- The teachers and school leader stated that there is no common interdisciplinary planning. Art is provided through electives and extended day learning opportunities, such as those provided by the Alvin Ailey Dance Company. LEAP provides artists in residence who work twice a week with ninth and tenth grade classes in ELA, and Ballet Hispanico works with students in Spanish classes.
- Classroom visits demonstrated that technology and the arts were not regularly integrated into lessons and a document review revealed no evidence of interdisciplinary planning. Additionally, although the school focus is visual arts and design, there is no technology program. Extended learning time opportunities for technology do exist through Per Scholas Inc., which offers informational technology training for students culminating in a certification. The art electives offer

opportunities in the visual arts, but do not integrate art with technology.

Impact Statement:

Students do not have multiple opportunities to engage in thoughtful cross-curricula activities and this 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:

- 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.

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 are not implementing a system for using assessments to plan curriculum or involve students in ownership of their learning.

Evidence/Information that Lead to this Finding:

- Teachers are not consistently administering formative assessments across content areas, and data is not being analyzed to inform curriculum planning. There are no formative exams uniformly given, only summative exams for mid-term and final grading. Few teachers are identifying areas of concern through a timely item analysis of assessments. While a few teachers are starting to develop pre-assessments that would allow for adjustments to unit and lesson plans based upon student needs, most teachers are not assessing student learning or making adjustments to instruction.
- Common planning time and grade meetings have been created to look at student work to inform instruction, but these meetings do not have set protocols and are not regularly monitored by supervisors in order to ensure teachers are using data to inform instruction.
- Few teachers of students with disabilities are implementing strategies and goals indicated in student's Individual Education Programs (IEPs).
- While assessment results are loaded onto Engrade Pro, an online grade book that is accessible to students, data is not analyzed or used to address the needs of individuals or groups of students.
- Teachers do not consistently provide individual student feedback based on data. Students stated that teachers sometimes talk with them about their work and that while specific feedback based on a rubric is given in ELA and social studies, feedback is not given in other subject classes. The review team found that teacher feedback does not provide students with specific next steps to improve their learning, but is often general with comments such as, "good work."

Impact Statement:

The lack of alignment between the curriculum and assessments hinders 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:

- Implement uniform formative assessments with a plan for regular use and ensure that data is analyzed to inform long and short range planning.
- Develop a system and protocols to ensure that teachers provide targeted and data-based feedback to students. Develop, implement, and monitor a self-reflection protocol to allow for student ownership of learning and the improvement of student achievement.

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
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Debriefing Statement: Teachers do not systematically use data-driven protocols to make decisions for instruction that addresses the gap between what students know and what they need to learn. The limited use of instructional strategies that support higher-order thinking skills hinders 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:

4.2 **The school has received a rating of *Ineffective* 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 leaders have begun to engage teachers in conversation about aligning instruction with student data, but this data is not effectively gathered, analyzed, and used to plan and deliver quality instructional practices that advance 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. However, as assessments are not consistently implemented across all subjects and grades, teachers are not using data consistently to adapt instruction. Some teachers have data binders that include data from classroom assessments, but

few teachers collate data to modify instruction.

- Interviews with staff demonstrated that most teachers use assessment results to identify whole class needs or trends, but few disaggregate data in order to address the needs of individuals or groups of students. As a result, few of the plans reviewed contained adaptations for students, even those with IEPs. While teachers meet to look at student work, there was no evidence that they develop strategies to address student needs based on the student work reviewed.
- The school leaders have not identified specific elements to be implemented in lesson planning to ensure plans and instruction align to the CCLS. A review of lesson plans demonstrated that most teachers do not implement differentiated instruction to promote high levels of student engagement and inquiry. Additionally, few teachers provide multiple entry points or scaffolding to address student needs.
- There was little evidence of word walls in classrooms to support student understanding of academic vocabulary. Most student groupings, where observed, were not strategically planned. Some classrooms, mostly in ELA, sat in semi-circles to promote collaboration and discussion; however, many teachers were unaware of the specific needs of ELLs or strategies to address these needs. Team interviews and documents reviewed indicated that although IEPs are accessible, there is no system to ensure that all teachers have reviewed relevant IEPs.
- Teachers do not work with students to create long or short-range goals. Staff stated that students do not have work folders or portfolios, and that there is limited tracking of student progress.

Impact Statement:

The school's instructional practices do not promote high levels of student inquiry and engagement, 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:

- Ensure that data is used to guide, inform, and drive instructional planning and practices so that work is tailored to the needs of students; monitor instruction to assure that students are provided interventions and that goals and strategies are connected to data-based instruction that leads 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:

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

Evidence/Information that Lead to this Finding:

- Most teachers are not using lesson plans aligned to the CCLS and the instructional shifts, and planning often does not incorporate strategies adapted to meet the needs of individuals and groups of students. Most lesson plans do not include targeted accommodations and interventions for students and there is little evidence of instruction connected to student performance data. In classroom visits, the team observed that most instruction was teacher-centered with limited student-to-student interaction. Instruction did not include multiple points of access, scaffolding, or differentiated tasks or products. Additionally, there was limited evidence of extensions for students. For example, in one classroom, students who finished a task early took out books to read unrelated to the class lesson. In other classes, students who finished just sat and waited. Although some higher-order questioning was observed, most questioning was low-level. Many teachers gave students worksheets to complete
- Several teachers shared that they are focused on using non-fiction texts in classrooms to promote evidence-based argumentative writing and the review team found some limited CCLS-based instruction in math classes. However, there is limited evidence of a comprehensive plan to address the instructional shifts across the school. Eleven percent of classes visited used texts with different levels of complexity and a few teachers used scaffolding strategies, such as annotating text or highlighting evidence, but in most classrooms, there is little evidence of strategies to engage students through multiple points of access.

Impact Statement:

Most instructional practices do not 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 unit and lesson plans include multiple access points for all students and that teachers ask higher-order thinking questions to improve student engagement and achievement.

4.4 **The school has received a rating of *Ineffective* 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:

Teachers do not implement a plan to create a learning environment that is responsive to the needs of all students.

Evidence/Information that Lead to this Finding:

- The school has created behavior expectations that are reviewed and discussed with students during the beginning of the school year. Students stated that they were aware of these expectations and felt comfortable in class asking and answering questions. However, some students stated that when they asked questions or gave the wrong answers in class, other students laughed and teachers did

not always address this behavior. Additionally, students related that rules were not consistently implemented in all classrooms and classroom visits demonstrated that teachers do not consistently address inappropriate behavior. As a result, students stated that they felt that discipline was not always fair and appropriate. While there has been a seventy percent reduction of principal suspensions from 2012-13 to 2013-14, the review team found inappropriate behavior and altercations between students in hallways.

- Although the school leaders, staff, and students stated that there is an inclusive school environment, there is no evidence of programs to address diverse groups of students and classroom instruction is not responsive to student needs. While the school leader has started to work towards assuring the least restrictive environment for students with IEPs, introduced an ICT classroom in grade nine, and provided teachers with common planning time, the review team found little differentiation of instruction and no evidence of a co-teaching model that meets the needs of students.
- While students stated that their perspectives are respected, there are no multicultural programs, celebrations, or events and no student government in place.

Impact Statement:

The learning environment is not responsive to the needs of students, 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:

- Implement a consistent plan that promotes a common understanding of the classroom environment across the school; ensure that teachers meet the needs of diverse learners and foster thoughtful learning environments that incorporate student values and perspectives.

4.5 **The school has received a rating of *Ineffective* 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 use assessments to plan or to foster student participation in their own learning process.

Evidence/Information that Lead to this Finding:

- A review of lesson plans demonstrated that most teachers do not plan differentiated instruction or student groupings. While during classroom visits, some students sat in groups, these groups were not created based on data. Further, a review of documents and interviews with teachers demonstrated that teachers do not adjust groups or provide students with differentiated strategies and materials. While ELL students are grouped for instruction in ESL by NYSESLAT level, there was little differentiated instruction found in these classes.
- While teachers look at student work during common planning meetings, the review team did not evidence of teachers analyzing this student work and then using the information to modify and

adapt instruction to meet the needs of students. Further, formative assessments are not consistently administered and data is not analyzed or used to target the needs of individuals or groups of students.

- Classroom visits, a review of documents, and student interviews demonstrated that there are few opportunities for student self-assessment. There was little evidence that teachers ask students to reflect on their work and identify areas of growth and areas that need improvement. Additionally, interviews with students and staff indicated that feedback was inconsistent and that it was often general. The review team found limited student work displayed and teacher comments were not connected to the rubric or checklist.

Impact Statement:

The lack of data-based instruction and feedback hinder 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:

- Implement protocols and training for teachers on disaggregating data in order to create purposeful student groupings informed by specific data and to provide differentiated and guided instruction in all subjects and grades; provide opportunities for student self-reflection to generate increased ownership of their learning

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

I

Debriefing Statement: The lack of implementation of school-wide policies to support student social and emotional developmental health results in an environment that is not uniformly conducive to learning for all constituents.

Strengths:

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

Areas for Improvement:

5.2 **The school has received a rating of *Developing* 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:

The school leader does not consistently establish overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Although student social and emotional developmental health is supported through the Integrated Support Team (IST), two guidance counselors, the dean, the social worker, and school partnerships including Reintegrating Youth through Education (RYSE), Creative Connections, and Healthcare, there is neither a formal schedule for meeting with at-risk students or a formal process for consistently identifying these students. Additionally, teachers and support staff reported that there was no formal referral process and that referrals are done informally or through a ladder of referral for behavior issues. Further, according to the school leader, guidance counselors do not create formal schedules for student counseling. Similarly, the social worker works with at risk students, but there is no formal schedule. Interviews with students and staff confirm that most students have at least one adult who they feel comfortable talking with. However, some students indicated that they did not feel comfortable reporting issues to staff and school leaders. In addition, there are no Pupil Personnel Team (PPT) meetings and no scheduled IST meetings. As a result, there is no systematic structure to ensure teacher input to the IST and no consistent structure for support staff and school leaders to discuss individual student academic and social-emotional needs.
- While the school leader has implemented systems for tracking and addressing student attendance, there are no specific guidelines for interventions. RYSE has a leadership program that works with fifty students identified by the school to improve attendance. Students set individual goals and receive additional after school tutoring. Students meet on a weekly basis with counselors to address obstacles and adjust goals. The school and RYSE have implemented an awards program to motivate students and recognize progress in attendance, behavior, and academic achievement. However, attendance has not increased during the current school year.
- The school leader and guidance counselors review student data each semester. Guidance counselors report that they meet with most students during the semester to keep them on track for graduation. However, data is not consistently tracked systematically to address student needs during each report card period.

Impact Statement:

The lack of formal systems hinders the ability of the school to consistently address barriers to student social and emotional 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 a plan and schedule to ensure that support staff sees all students on an ongoing basis and maintains and analyzes data to meet student needs. Schedule weekly PPT meetings and regular IST meetings and implement a system for implementing and monitoring regularly scheduled services for students identified as being at-risk.

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 does not provide curricula or a comprehensive program to address the social and emotional developmental health for all students.

Evidence/Information that Lead to this Finding:

- The school has not instituted a program or curriculum that addresses specific skills and behaviors to support and develop student social and emotional health. The school leader shared that the school is developing a program to support student behavior, but that one is not presently in place.
- Teachers stated that they do not receive PD in the areas of social and emotional developmental health. The IST members do attend PD through the district several times a year. However, they have not provided in-depth turnkey training to the school staff. Further, 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.

Impact Statement:

The lack of a program or curriculum 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 a curriculum that incorporates skills and behaviors linking social and emotional health with academic achievement; provide regular PD for staff to build adult capacity to meet the social and emotional needs of students.

5.4 **The school has received a rating of *Ineffective* 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 do not work together to develop a common understanding of their roles in creating an environment that supports student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school does not communicate its vision or the structures that are in place to support student social-emotional growth. As a result, parents, staff, and students were not able to articulate their roles in supporting student emotional and social developmental health or any structures and

referral processes in place.

- Team interviews demonstrated that the school leaders and staff have an open door policy and parents stated that they felt free to contact staff through phone calls, emails, and school visits. However, discussions with staff and a review of documents demonstrated that parent involvement is limited.
- The school PPT does not meet to discuss individual student social and emotional health development needs. Student attendance is carefully monitored, and guidance staff provide mandated student counseling, but that there is no formal structure to provide at risk counseling for other students. Credit accumulation is monitored and changes in status are investigated for academic or social-emotional issues. However, the IST does not meet regularly, and there is no formal process to review and support student needs.

Impact Statement:

School constituents are not able to articulate their roles in supporting student social and emotional developmental health and this 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 all stakeholders have clearly articulated roles in establishing and fulfilling a school vision for the social and emotional developmental health for students; develop and implement a formal procedure for student referral and monitor usage of the procedure to ensure that students receive appropriate services and supports.

5.5 **The school has received a rating of *Ineffective* 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 work with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- While the school monitors attendance, credit accumulation, class grades, and Regents results, there are no formal systems in place to use this information to support student social-emotional health. The attendance team meets weekly and targets students with twenty to fifty absences in the previous school year, and the team follows up with families by phone, email, or home visits. However, there are no set benchmarks for specific actions by the attendance team. RYSE utilizes the services of counselors to provide social and emotional support for some students. However, neither the PPT nor the IST meets regularly to discuss and coordinate student support services.
- Students are provided with opportunities for activities related to social and emotional health

through the extended day programs with partnership organizations. However, the review team did not find evidence of structures and systems to collect, analyze, and use data to support student social and emotional developmental health.

Impact Statement:

The limited 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 and attendance data, in order to identify the social and emotional developmental health needs of students. Establish benchmarks and define appropriate actions for identified teams to follow.

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

Tenet Rating

D

Debriefing Statement: The school has developed community partnerships to support student success however, the lack of opportunities for reciprocal communication regarding academic progress and student social and emotional health limits the ability of parents to support student learning.

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 leader does not consistently ensure that regular communication with students and families fosters high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- A review of documents demonstrated that the school shares expectations with the parents in writing at the beginning of the school year to ensure that they are aware of the district and school's academic expectations. However, the school does not make adjustments in order to effectively

communicate with families. Most communication is by phone and email, and the school has an electronic platform, Engrade Pro, to provide parents with student grades in all classes. However, teacher use of Engrade Pro is not monitored and the program does not have a component for teacher-home interaction, or a direct parent link to ensure consistent and accurate communication with parents.

- The school leader has implemented a system to monitor the progress of all students toward graduation each semester and has implemented programs to ensure appropriate scheduling. However, according to students, the guidance counselors do not meet with all students after each semester to review their progress. Only seventy percent of students interviewed stated that they have met with a guidance counselor this year. The school communicates the availability of programs to help families prepare for the college application process through its monthly calendar, but does not highlight these meetings to ensure parent participation. As a result, parents interviewed stated that they were unaware of the programs offered by the school. For example, most parents interviewed were unaware of a workshop that was given regarding the college application and FAFSA application process for student financial aid. Through its partnership with Creative Connections, eleventh grade students receive lessons and one-to-one counseling to guide them through the college application and financial aid process, as well as participate in a college visitation program. Additionally, they work with students on strategies to engage their parents regarding the process. RYSE offers additional support for the students targeted for attendance issues.
- Students spoke of high expectations and acceptance to college. College Now courses are offered through Bronx Community College (BCC) for early college credit in the areas of sociology, fundamentals of written composition, and introduction to automotive technology. However, only fifteen students are taking advantage of this program.
- Parents stated that there are limited opportunities to volunteer beyond chaperoning trips or attending events. There is a Parent Teacher Association (PTA), but there had only been five meetings for the current school year at the time of the review. There is limited evidence of workshops that would help parents to acquire skills and strategies to help their children improve their academic achievement.

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:

- Develop a plan to communicate academic expectations to parents and institute a system to monitor and adjust school communication to develop the home-school partnership.

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 does not consistently engage in reciprocal communication with families to meet student needs.

Evidence/Information that Lead to this Finding:

- The school communicates with families through notices, the school calendar, phone calls, and emails, which are translated into Spanish, the dominant second language, and sometimes into Arabic. Although teachers share their email addresses with parents, the school has not created a structure to ensure communication with all constituents through email. Teachers do not consistently generate progress reports, and the Engrade Pro system does not allow for anecdotal reciprocal communication between staff and parents.
- Parents and students reported that academic feedback is general and communicated as subject grades, credit accumulation, and standardized tests scores, but does not consistently address specific student strengths and weaknesses. Parents stated that they often receive phone calls, but that these are usually about attendance or general grade information.

Impact Statement:

The lack of reciprocal communication between the home and school 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:

- Implement and monitor a system for reciprocal communication between families and the school, and issue regular progress reports during marking periods to inform parents of student growth. Monitor communication and progress reports, to ensure that families are consistently provided with meaningful information regarding student 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 community does not partner 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 team interviews with school leaders, staff, and parents there was little evidence of workshops or PD for parents to assist them in providing support for the success of their children. The school has several partnerships with community agencies that provide guidance services and tutoring for students. However, opportunities for parents to increase their knowledge to support their children are limited and parents stated that when the school does offer training they are not made aware of

the events. Parents are provided with help in the college application process through a school-sponsored workshop; however, there is no other support provided to parents or evidence of any future plans to train parents on how to support their children.

- Staff is not provided PD on 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. Additionally, support staff has not provided any PD to staff to support the home-school relationship and there are no plans for providing this training to staff.

Impact Statement:

The lack of training limits the ability of families to support the academic and social-emotional growth of their children and 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:

- Provide PD for staff on developing partnerships with families and the community. Implement PD using existing resources and partnerships to provide families with the tools to support student social and emotional 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 to empower parents to support student achievement.

Evidence/Information that Lead to this Finding:

- The school leaders and staff share data with parents through Engrade Pro, school messenger, letters, the school calendar, and emails. However, only limited types of information is shared with parents, and the school does not systemically provide learning opportunities for families to use and understand this data. Most data shared focuses on credit accumulation, class grades, and attendance. However, parents shared that they received little data regarding their children's specific needs and that they have not received training in using data to advocate for their children.

Impact Statement:

The school does not consistently share data with families in order to empower parents to support student achievement and this 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:

- Provide detailed student data and PD opportunities for families to understand how to read, use, and analyze school and student data in order to empower families to advocate for their children's needs.