



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320900010230
School Name	PS 230 Dr. Roland N. Patterson School
School Address	275 Harlem River Park Bridge, Bronx, NY 10454
District Name	NYC CSD 09
School Leader	Rowena Penn
Dates of Review	May 28-29, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 09X230

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04	Total Enrollment	199	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	14	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		96.7%		% Attendance Rate	
% Free Lunch		95.3%		% Reduced Lunch	
% Limited English Proficient		18.1%		% Students with Disabilities	
				18.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		2.2%		% Black or African American	
% Hispanic or Latino		55.5%		% Asian or Native Hawaiian/Pacific Islander	
% White		0.2%		% Multi-Racial	
				N/A	
				N/A	
Personnel (2012-13)					
Years Principal Assigned to School		5.34		# of Assistant Principals	
# of Deans		N/A		# of Counselors/Social Workers	
% of Teachers with No Valid Teaching Certificate		N/A		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		13.2%		Average Teacher Absences	
				8.6	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		10.2%		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		63.2%		Science Performance at levels 3 & 4 (8th Grade)	
				N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A		Mathematics Performance at levels 3 & 4	
				N/A	
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	
% of 3rd year students who earned 10+ credits		N/A		4 Year Graduation Rate	
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward				Recognition	
In Good Standing				Local Assistance Plan	
Focus District		X		Focus School Identified by a Focus District	
Priority School		X			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL

1. Goal #1 - To improve teacher effectiveness, with meaningful, formative feedback and next steps from short, frequent cycles of formative classroom observations and the formal observation process to support teacher growth
2. Goal #2 – To provide a comprehensive wrap-around approach towards students social and emotional needs resulting in a reduction of incidences both during and after the regular school day.
3. Goal #3- To improve student achievement in both ELA and math as measured by the NYS assessments. Through aligning the curriculum to the common core standards and providing multiple entry paths for all learners to engage with and become successful with the expectation of the common core.

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:					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:					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: School leaders assess teacher performance and provide regular feedback and professional development (PD) in support of the school comprehensive educational plan (SCEP) goals to implement the Common Core Learning Standards (CCLS). However, limited collaboration among critical stakeholders, few school-wide evidence-based practices, and reactive use of available resources limit high levels of student academic growth and achievement.

Strengths:

All ratings for this Tenet are **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:

Although goals are listed in the SCEP, a vision for school improvement has not been developed collaboratively and is not widely known by all the stakeholders of the school community.

Evidence/Information that Lead to this Finding:

- The school leader noted to the Integrated Intervention Team (IIT) that the identification of the school as a New York City Department of Education (NYCDOE) “phase out” school as well as the co-location of a “phase in” school made it difficult to engage in collaborative activities during the early part of the school year. The school leaders indicated to the IIT that they developed the vision and goals for the 2013-14 school year. The IIT found several variations of the goals when they examined the PD documents, observed goals that were posted in the school, and reviewed those listed in the SCEP and self-assessments documents.
- The IIT found that the school vision does not reflect an analysis of student performance and other relevant school data as a basis for improvement.
- Although the school leader reported and some written documents indicate that there has been initial communication of the improvement goals with signs displayed around the school, during interviews, the review team found that the goals are not widely known by teachers, parents, or students.

- The school leader and various staff members reported that many constituents have not embraced the school's vision. In addition, the school leaders do not assess the school's progress toward achieving the goals and the school leadership team (SLT) does not review school improvement plans.

Impact Statement:

The school's vision and goals are not widely known and understood by all stakeholders, which hinders the school leader's ability to improve 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:

- Prioritize and expedite the collaboration of all stakeholders to develop, communicate, and implement a vision as well as aligned SMART goals to ensure progress toward school improvement and student achievement.

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:

Although the school leader has made some strategic decisions for school improvement efforts, she does not have a strategic plan for the allocation of resources.

Evidence/Information that Lead to this Finding:

- Although part time coaching positions have been retained in the budget, staff indicated that support to teachers in the areas of content, critical school improvement goals, and the pedagogical shifts of the CCLS are inadequate. They also noted that although there is a collection of texts to support the curriculum in the school library, students and teachers do not regularly have access to them to support literacy development.
- The review team was informed that as a result of the phase-out status of the school, staff positions have been eliminated and reconfigured, and some certified staff have been placed in positions in which they do not have recent experience. The school leader reported to the IIT that as because of these changes, she conducted an analysis of staff performance on the teaching rubric to identify PD needs and identify next steps for accountability and school improvement. She indicated that that resources were provided for extensive PD in the area of literacy, the pedagogical shifts of the CCLS were prioritized, and the assistance of cost effective consultants supported increases in staff capacity. Many services and PD were funded and available through the network resources; however, only select ones were used during the school year.
- While the school leader has configured the master schedule to include an uninterrupted two-hour literacy block, systems to provide enrichment and extended learning time based on ongoing, flexible and frequent assessment of student progress are not yet in place.
- With co-location of multiple schools this year, school leaders have reconfigured available space in

conjunction with leaders of co-located schools.

Impact Statement:

The lack of a strategic plan for the allocation of resources limits school improvement efforts and 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:

- Use student and staff performance data to develop a strategic plan for allocation of all school resources with built in contingencies for unpredictable obstacles to provide additional opportunities for student to experience and demonstrate success.

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:

School leaders implement the district's Annual Professional Performance Review (APPR) plan to regularly assess the quality of staff performance and provide feedback for improvement of practice. However, the feedback is not always timely or tailored to bring about improvements in staff practices.

Evidence/Information that Lead to this Finding:

- School leaders have received training and support from a talent coach provided by the network to learn the teaching rubric and district APPR procedures. Norming and calibration activities occurred in the past but are not ongoing. School leaders reported to the review team that they conduct formal and informal observations of teachers, using the teaching rubric and provide timely written and verbal feedback to staff. Teachers reported to the IIT that the observation and feedback loop occurs once every four to six weeks, which allows too much time to pass without ensuring that improvement feedback is immediately implemented. The school leader does not review or ensure that other evaluators provide accurate assessments of practice or next steps in alignment with critical school improvement goals. The IIT found a lack of consistently actionable feedback aligned to individual teacher goals and performance. Although the school leader reported that monthly meetings are held to review performance of the assistant principal (AP), criteria for performance are not evident and explicit written feedback is provided only in the area of required PD and not in performance areas specifically aligned to school improvement goals. Staff reported that the support services staff this school year did not receive assessment and feedback on their professional practice.
- The school leader provided a document summarizing two occasions of analysis of the summative results of the APPR ratings for existing teachers using the tool, *Advance*. The school leader indicated this data was used and presented to the superintendent to plan differentiated PD for staff during the 2013-14 year, but the review team did not find evidence of formal monitoring of those plans or

indication of action steps.

Impact Statement:

Inconsistent, timely, actionable feedback limits the ability of the school leader to hold staff accountable for continuous improvement, which minimizes 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 feedback is timely, purposeful, and actionable and is related to the needs of individual staff identified in observations. Provide targeted PD with clear expectations of practice and create mechanisms to hold staff accountable for implementing feedback and the content and skills gained in PD.

2.5 **The school has received a rating of *Ineffective* 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 does not generally use evidenced-based systems and structures to assess and adjust school-wide or classroom practices.

Evidence/Information that Lead to this Finding:

- Although the school leader uses some APPR data to align PD activities for individual staff, formative assessment of the implementation and effectiveness of the PD is not regularly conducted. In addition, weaknesses in the procedures for providing actionable and effective feedback from lesson observations limit efforts to drive improvements in instruction and student learning.
- Data binders are maintained by the school leader and some school staff, which include reports of student progress in various programs. However, the IIT did not find procedures or protocols for analysis and monitoring of measureable progress toward the achievement of critical school goals. The IIT observed in the grade/subject meetings and some teacher and school leaders reported that a few staff members are beginning to look at student performance data in the Achieve 3000 computer software for instructional purposes. However, systems of evidence collection, protocols for analysis, monitoring, or revision are not in place and plans for integrating current review procedures were not evident during the IIT review.

Impact Statement:

Because the school leaders have not developed and implemented evidence-based systems for monitoring and guiding school improvement efforts, progress toward improving critical school-wide practices is hindered.

Recommendation:

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

should:

- Ensure the development and implementation of evidenced-based systems for data collection and analysis and monitor progress toward achieving school-wide goals and increasing student achievement.

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

Tenet Rating

I

Debriefing Statement: While some commercial programs have been adapted to address the expectations of the CCLS, a comprehensive plan to implement CCLS curricula across all areas and subjects is not fully in place. Although interim, formative assessments are administered in English language arts (ELA) and mathematics, minimal formal analysis and limited planning for multiple points of access for all subgroups hinders students from achieving at high levels.

Strengths:

All ratings for this Tenet are **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:

Although the curricular development efforts have begun with a focus on the CCLS for some subjects, monitoring and adaptations to meet the needs of all students in the school is not yet in place.

Evidence/Information that Lead to this Finding:

- Although there was no evidence provided of a formal and systematic written plan to ensure CCLS aligned curricula, the review team found that the school leader has used some structures to facilitate alignment. These include common planning time in the master schedule, PD supports, implementing interim assessments, and aligning topics of the scope and sequence from the textbook with the New York State (NYS) CCLS module topics. In addition, the SCEP lists other activities and strategies related to the development of coherent curricula, but implementation of these activities is not consistent nor monitored and adjusted to ensure progress.
- The school uses a combination of commercial resources and NYS modules to develop units in some areas of study to provide alignment with the CCLS. However, the review team found that protocols to ensure CCLS and NYS standards alignment have been used on a limited level to align scope and

sequence topics for the priority areas of literacy and mathematics. There was no evidence of similar work in other subject areas of the school, and the review team did not find evidence of protocols to monitor the implementation of the curricula and make adjustments to meet the needs of all students.

Impact Statement:

Limited alignment of curricula with the CCLS minimizes students' opportunities for learning experiences that prepare them to be college and career ready.

Recommendation:

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

- Formalize a comprehensive plan to systematically develop and implement a curricula aligned with the CCLS in all subjects and grade levels.

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

Overall Finding:

Although lesson planning is used by many teachers to implement the curricula, the plans do not yet reflect data driven instruction (DDI) protocols or are they fully aligned with the CCLS.

Evidence/Information that Lead to this Finding:

- The school has a suggested lesson plan template for planning daily instruction. However, not all teachers use this template, and they are not regularly held accountable for providing unit and lesson plans aligned to the CCLS. The review team used the Tri-State Quality Rubric to assess the written lesson plans of over 20 classes. The team found that nearly 90 percent of the plans were rated as "R-Revision needed" due to partial alignment and the plans needed revision in more than one dimension. Standards were listed on all plans with a number and phrase, but most were inadequately unwrapped in the development of the objectives, strategies, and assessments of learning. Ratings were assigned primarily due to the absence of higher order questions and prompts to promote rigor. Extensions for advanced and struggling students were generally not included, and most plans had limited methods of assessing the degree of mastery on the listed standards. In addition, there was limited evidence to indicate that rubrics are regularly used or that unit and lessons are planned with the intended use of complex learning materials aligned to CCLS.
- The IIT review of lesson plans and classroom observations indicated that student data was not formally used to plan, monitor effectiveness, or make adjustments to meet the needs of students in most subjects and grade levels across the school.

Impact Statement:

Teachers do consistently use lesson plans aligned with the CCLS or use DDI protocols to address student needs, which limits improvements in 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 focused PD and targeted coaching for staff to develop and implement best practice instructional plans to meet the demands of the CCLS and to use grade level DDI protocols. Ensure that teachers monitor and adjust curricula to support CCLS shifts and include higher order thinking skills and complex learning materials.

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:

The school does not prioritize or have a plan to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- The IIT's review of the master schedule, staff reports, and document review indicate that students do not have enrichment opportunities during the regular instructional environment. Evidence from observations indicates that almost no lessons reflected aspects of integrated learning that provided student with opportunities to use core skills across different content areas. Any instances the IIT noted related to the individual initiative of the teacher.
- Although teachers have professional meeting time allocated within the school day, the time is not focused on the development or delivery of cross-curricular connections. The school leader has prioritized the integration of instructional technology and encouraged staff to use it to provide enhanced and engaging learning experiences. However, only some classes demonstrated any intent to do so, including use of IPADs, SMART Board displays, and internet-based video. The review team found that that technology generally was not used in a proactive manner to enhance the quality of student learning or engagement.

Impact Statement:

There is no comprehensive plan for teachers to work together to create interdisciplinary curricula within and across grades and subjects. As a result, student's opportunities to engage in thoughtful, cross-curricular activities are minimized, which hinders students' ability to be academically successful.

Recommendation:

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

- Ensure that teachers collaborate to identify topics and subjects for making cross-curricular connections, and ensure that curricular and instructional planning is expanded to include these connections. Hold all staff accountable for providing these interdisciplinary experiences aligned with the CCLS.

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 using a range of assessments to guide and inform their curriculum planning, and they are not providing students with the feedback they need to ensure ownership of their work.

Evidence/Information that Lead to this Finding:

- Teachers reported to the review team that they have a data binder where they compile student assessments from the reading and mathematics programs and that this information is used to reshape the classroom workgroups. The school leader reported that analysis for trends is conducted during teacher team meetings based on reports generated by the data specialist. However, neither protocols, meeting minutes, nor adjustment outcomes were evident during the IIT review to illustrate this process.
- Lesson observations conducted by the IIT indicate that teachers do not use assessment information or ongoing assessments to inform curricular decisions or to make adjustments to curriculum planning or instructional implementation.
- Some common grading rubrics have been adopted for assessing student work, but use of this process to assess student work and provide meaningful feedback to students is inconsistent. Some student writing examples and some mathematics products contained data- based feedback that was written in accessible language and formats for students, but this was not widely seen across the school. The review team found that test data is not analyzed in an effective manner, and the outcomes are not used to outline to students what they need to do to achieve at a higher level. Many written lesson plans leave the planning for formative assessments blank or do not design assessments that effectively measure gains in student learning.

Impact Statement:

The lack of alignment between the curriculum and assessments and limited, meaningful feedback to students hinders student ownership of their learning 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:

- Ensure that teachers create and use a variety of formative and summative assessments to drive instructional planning and practices. Ensure that teachers have a system for providing regular and explicit feedback to students that is based on data and guides them on the steps needed to achieve at a higher level.

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: Teacher practices do not generally reflect adequate strategic instructional decision-making that addresses the needs of all students. Consequently, high levels of engagement, cognitive rigor, and student achievement are limited.

Strengths:

All ratings for this Tenet are **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:

Teachers generally develop unit and lesson plans to guide daily instruction; however, most plans do not reflect analysis of student data to meet students' diverse needs.

Evidence/Information that Lead to this Finding:

- The school leader has allocated time in the master schedule for teacher teams to meet and review student performance data. However, the IIT's examination of meeting agendas and minutes indicate that little review and analysis of data occurs during these meetings and rarely translates to formal instructional adjustment to meet the specialized needs of students. Staff are not held accountable in a formal way for the content of these meetings. The school leader indicated "their professional time is used the way they see fit." Some teachers reported that team meeting time is inefficient and does not support their need to adequately prepare instruction to meet the demands of the CCLS.
- A suggested lesson plan template is inconsistently used across subjects and grade levels, and the review team found no evidence of evaluative feedback on the planning process other than the formal and informal APPR feedback in Advance. School leaders reported that coaches are embedded in the school to provide support for instructional strategies; however, the frequency and need of PD support in the school surpasses the availability of part-time coaches.
- During interviews with the IIT, some students reported that teachers set goals for them to improve their grade, pass the course, and complete all their work. However, goal setting related to the progression of mastery in content or skills is not evident in most classes and in student portfolios reviewed by the IIT. Analysis of the written plans indicated that extensions, such as increased text complexity and differentiated analysis prompts, were not provided for more advanced students and developmentally appropriate scaffolds were widely inconsistent across the school.

Impact Statement:

Teachers' instructional strategies and practices do not promote high levels of student engagement and inquiry that lead to the meeting of student goals and increased 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 effectively to drive instruction through aligning plans and data; establish goals for all students and support teachers in the development of instructional plans to meet those goals; provide mechanisms for regular review of progress on the goals and hold all staff accountable for attainment.

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

Overall Finding:

Teachers are beginning to implement plans with some alignment to the CCLS shifts, but they do not consistently provide rigorous learning opportunities for all students.

Evidence/Information that Lead to this Finding:

- Analysis of over 35 class visits by the IIT indicated that at least half of the pedagogical shifts in ELA/literacy were evident in a majority of the classes. The IIT noted examples of the shifts, such as an appropriate balance of fiction and non-fiction text, writing linked to the readings, academic vocabulary, and building knowledge in the disciplines. An analysis of seven mathematics classes visited by the IIT indicated that more than half of the pedagogical shifts of the CCLS in mathematics were used. However, teachers inconsistently use strategies to address the needs of diverse learners. In some classes, students are grouped according to the independent reading level, but in others, choice and proximity comprise the grouping schema. Differentiation techniques by content, product, process or learning environment were observed in approximately half of the classes visited by the review team, but strategies to support student access to instruction by interest, readiness, or learning profiles were rarely seen.
- Use of higher level questions and prompts are inconsistently used across the subjects and grade levels; the cognitive activity of remember/recall was observed in nearly all classes, and activities to evaluate and create or extend thinking were observed in less than ten percent of the classes. The majority of prompts were on the level of understanding and applying information. In one grade three mathematics lesson, students were asked to think and resolve verbally, specific word problems with a partner. Students were adept at the mental mathematics required and at discussing the steps to solving a problem orally. However, in several classes, the review team noted over-use of copying from screens and boards to papers and notebooks as well as significant loss of instructional time due to inefficient procedures and prompt transitions.

Impact Statement:

Teachers' instructional practices are providing some alignment with CCLS expectations, but the general lack of rigor and higher order questioning minimize student engagement and inquiry that lead to high levels of 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:

- Expand PD efforts to build staff capacity to increase the cognitive rigor of daily instruction, hold all staff accountable for full implementation of the pedagogical shifts of the CCLS, and ensure higher order questioning is a consistent feature in all lessons.

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:

While school-wide behavioral expectations are not explicitly defined, most classrooms have articulated expectations displayed, and students are generally well behaved. However, there is minimal planning to meet the needs of the diverse groups of students.

Evidence/Information that Lead to this Finding:

- Although school-wide expectations for a positive learning environment are not explicitly defined, most classrooms of the school have clearly articulated expectations, procedures, and consequences displayed. In some cases, the expectations were collaboratively developed with students of the class, but this practice is inconsistent. During interviews with students, participants reported to the review team that classroom expectations are different from teacher to teacher but within each class, the expectations are enforced. However, none are explicitly taught and reinforced.
- Interactions between teacher and students were generally positive in most classes visited by the IIT, and some students reported that they feel comfortable seeking the support of their teachers and school leaders. However, some students stated that they did not always feel intellectually safe in classrooms because they were not always sure what the response of classmates would be if they asked or answered questions in class. Some felt that they were likely to be teased or ridiculed and this at times prevented them from being active learners.
- The IIT found limited evidence that students are provided with opportunities to share views and opinions or opportunities to listen to different values and perspectives across a range of issues.

Impact Statement:

Teachers do not consistently address the diverse needs and perspectives of students, which minimizes the development of a learning environment that is physically and intellectually safe for all students.

Recommendation:

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

- Incorporate student values and perspectives into the design of the explicit expectations and recognition systems so that students can consistently learn in an intellectually safe environment. Implement a research-based positive behavior model using a school-wide approach with classroom applications.

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:

Although some teachers are beginning to use assessments to adjust instructional planning, this is a widely inconsistent practice across the subjects, teachers, and grade levels of the school.

Evidence/Information that Lead to this Finding:

- Data binders are maintained as an archive of interim assessments of student mastery. Although school leaders reported to the IIT that team meetings are used to analyze the data and adjust instruction, the review team did not find evidence of formal protocols or adjustment to instructional plans or strategies. Students reported to the IIT that they are grouped according to their reading levels in some classes and by their grades in other classes. Evidence from lesson observations and planning documents indicate that teachers do not routinely use data to guide and inform student groupings or consistently use ongoing data to adjust groupings.
- Some students interviewed by the review team reported using rubrics in some classes to guide their writing and project work; however, the IIT found that this is inconsistent across grade levels, subjects, and tasks. Student work is displayed in various areas of the school. A few examples included data-based feedback with criteria of the rubric noted and provided steps for improvement. However several samples of work that were displayed and others described by students had check marks, numeric scores, or no rating at all, and did not include indications for next steps.
- During instruction, checks for understanding were limited and mostly included guided practice techniques and teachers circulating to reinforce processes and directions.

Impact Statement:

The limited use of data-based instruction that is timely and purposeful and minimal pertinent feedback to students hinders the ability of students to reach high levels of 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 teachers use data to inform instructional decisions and provide relevant feedback to

students to foster participation in their own 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: Although students feel safe and supported in their classroom environment, the school does not have a comprehensive system to address the social and emotional developmental health needs of the students and to build staff capacity in this area.. As a result, student social well-being and academic success are limited.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school does not have an overarching system of referrals and supports to develop and sustain student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Students expressed to the review team that they know the school rules. However, both parents and students indicated that they are inconsistently enforced across the school, which was confirmed by classroom visitations and observations in the school.
- Although the use of the “scholar dollars’ point system and store has been a historical practice at the school to reward positive behaviors, neither students or teachers indicated participation in this point system and classrooms did not have evidence related to this practice.
- Discussions with students and staff indicate that there is no formalized system that allows each student to be well- known by a designated adult. Students are not sure whom to contact if they have any worries or concerns.
- The student support services staff meets to consider student referrals from teachers when they struggle in the classroom, but there is no comprehensive or proactive approach to support the social and emotional developmental health needs of students. During interviews, teachers indicated to the IIT that there is a lack of clarity as to the ladder of referral and so this leads to inconsistencies in referrals between teachers and classrooms.

Impact Statement:

The lack of a comprehensive system to address students' well-being impedes the school's ability to address barriers to students' social and emotional developmental health and academic success.

Recommendation:

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

- Develop, and implement a comprehensive system to identify, assign, and monitor supports and services for students' social and emotional developmental health needs; ensure that a system is in place for all students to be known by a designated adult.

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 have an explicit vision and corresponding curricular program for supporting the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- Although some staff report that a motto of "REACH: Respect, Enthusiasm, Achievement, Caring, and Hard Work" has been in place at the school for many years, there has been no training, explicit instruction or programmatic provision for ensuring a safe and healthy school environment this school year. REACH assemblies provide formal recognition of positive traits, including most improved and student of the month awards, and perfect attendance acknowledgements., However, these efforts do not represent a school-wide program for explicit teaching of positive behaviors or social and emotional skills.
- Members of the school support staff (SSS) indicated that PD/awareness of some common issues of bullying and mental health related concerns have been discussed at faculty meetings, but the school leader reports that providing training to the classroom teacher to improve their capacity to support behavior or the social and emotional needs of students was not a priority in the school this year. .

Impact Statement:

The lack of a guiding vision and school-wide program to address social and emotional developmental health, attitudes, behaviors and skills, hinders the ability of the school to provide a safe and healthy school environment for all students.

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 communicate a vision for social and emotional health and adopt a corresponding program and curriculum; provide PD for all staff to build adult capacity and hold them accountable

for teaching and modeling the skills and behaviors of the curriculum.

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:

The school has not strategically organized its work with school stakeholders to ensure that students' social and emotional developmental health needs are consistently met, and constituents are not aware of their specific roles in building a safe environment conducive to learning.

Evidence/Information that Lead to this Finding:

- Staff reported a referral process is used to reactively provide interventions to at-risk students when referred by a teacher via the school intervention team (SIT) of counselors and related service providers. A school-wide form is used as a record of the interventions contributing to the referral, but this form does not address the needs of students. Collaborative processes between instructional and support staff to identify and attend to the social and emotional health needs of students and families was not evident in the IIT examination of written materials, during interviews, or from observed practices
- A partnership with the CBO, SCAN, provides direct counseling support for students and families in the school, and the Arts in Schools program includes after school programs in the arts, sports, and academic areas. However, there was no evidence of formal collaboration among stakeholders to identify their roles and contributions to ensure a safe and nurturing school environment. Discussions with staff, students, and parents indicate that they do not have a clear understanding of the specific roles they have to play in making the school a safe place to learn. Staff are not sure of how and when to refer students. Procedures for addressing behavioral issues are inconsistently applied. Students stated to the IIT that there is not an emphasis on students taking responsibility for their actions and behavior.
- Despite the frequency of incidents in the immediate vicinity outside of the school, parents, students, and staff report that physical safety in the school is generally assured. However, teachers, students, and parents indicated that an intellectually safe environment is inconsistent across the school and that the student support services do little to reach out proactively to students for emotional and social issues.

Impact Statement:

The lack of a formal coordinated plan and a common understanding of the specific roles of stakeholders in building a safe learning environment hinder the school's ability to support students' needs and success.

Recommendation:

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

- Prioritize the adoption of a formal plan and collaborative model of roles and responsibilities for stakeholders in proactively responding to and meeting the social and emotional developmental health needs of all students.

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 does not have a strategic plan to collect, analyze and use data to identify and meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- Staff noted that Online Occurrence and Reporting System (OORS) and attendance data are collected and monitored. The student support staff and school leaders reported that they meet formally “when a need presents itself,” and they “touch base everyday” on an informal basis. School leaders and support staff indicate that analysis of students with persistent issues is conducted to apply an intervention, but this does not ensure that the needs of less frequent struggling students are addressed.
- The review team found that no specific plans or systemic protocols have been established for collecting or using data to formally support the social and emotional developmental health needs of all students. Discussions with school leaders and staff indicate that available data is not analyzed to ascertain the needs of all students. No specific strategies or interventions are consistently put in place to meet the student needs, and there is a lack of attention to academic data.

Impact Statement:

Because the school does not adequately use student data to address social and emotional developmental health needs, students’ opportunities to become academically and socially successful are hindered.

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 plan with structures for using relevant student and family data to provide supports and services to fully meet the needs of all students.

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

Tenet Rating

I

Debriefing Statement: The school uses various methods to communicate with parents. However, the lack of a formal plan to communicate high expectations or to build reciprocal relationships and the lack of PD that focuses on building and sustaining partnerships with families results in many unmet student and family needs

Strengths:

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

Areas for Improvement:

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

Although the school uses some regular information dissemination mechanisms, the school's communication methods do not ensure that students and families are aware of the school's high expectations for academic achievement.

Evidence/Information that Lead to this Finding:

- Although the school uses various methods of outreach, there is little evidence that the high expectations and demands of the CCLS are well known to all students and parents. Discussions with parents and an evaluation of documentation and correspondence indicate that the school does not make clear its academic expectations to parents and families. The school does not use its communication channels, either school-wide or from individual teachers, to reinforce the school's vision of high academic success to parents and families.
- Opportunities provided for parent involvement, such as the SLT, Parent Association (PA), and various open house and open door events have very low attendance, representing less than five percent of the student enrollment.
- Other than ongoing efforts of the parent coordinator, the review team found no evidence that the staff is reflecting on or working to adjust their efforts to build family relationships.

Impact Statement:

Because not all families are aware of the school's high academic expectations for students, parents are not empowered to partner with the school to improve their children's 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:

- Use research based best practice to develop and implement a plan for regularly fostering dialogue with parents and families that emphasizes the school's high academic expectations; review the strategies for building effective relationships with parents and address weaknesses that are identified.

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 uses multiple tools for communicating with parents and provides translation into pertinent languages. However, reciprocal communication between the school and families about school and student issues is limited.

Evidence/Information that Lead to this Finding:

- The PA has a membership of approximately six parents and primarily organizes trips and volunteer activities, such as working with students who need extra help and arranging fund raising activities. Staff indicated that the SLT has parent representatives but that there are infrequent meetings, which limits partnerships with parents.
- Parents are invited to attend the REACH assemblies where students are recognized with awards, and some parents attend these events. The school has also sponsored family fun nights, the staff also includes literacy-based information, and strategies related to school improvement goals.
- Staff reported that performances involving students generates large attendance of parents, but generally the same small group of parents attends most other events. The parent coordinator has started a morning “Muffins and Joe” every month to encourage informal meetings between teachers and parents. Evidence from discussions with staff indicates that few parents have attended these events. Parents and school leaders report that communications are provided in the most prevalent languages identified by parents, but that literacy challenges in the first languages hinder some parents from fully understanding the communications and expectations of the school. The school also sends home practice tests and guidance documents to help parents learn simultaneously with the children, but not all parents are able to use the materials. The review team found that the school has not formally evaluated the effectiveness of its strategies for communication with parents.

Impact Statement:

Although the school has initiated some efforts to partner with parents, limited reciprocal communication between the school and families minimizes families’ ability to support their children’s academic achievement and social and emotional growth.

Recommendation:

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

- Expand outreach efforts to include research based best practice strategies for engaging families with the demographics of the school community. Develop formal plans to continuously monitor the effectiveness of these strategies in establishing effective partnerships in order to ensure the best match of strategies and outcomes for the school community.

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 had not provided a program of training for staff and parents on home-school partnerships so that they are able to work together to support student achievement.

Evidence/Information that Lead to this Finding:

- The IIT review of the school-wide PD plan, the differentiated PD plan for teachers, and the workshop list for parents, all indicated no offerings to enhance the capacity of the staff and parents to build and sustain strong home-school partnerships. Little guidance is provided for parents on how they can best support their child’s academic development. However, the parent coordinator has attended network- hosted events to improve her capacity to liaison between the school and community.
- Partnerships with the CBOs, SCAN and Sports & Arts, are fostered to provide direct supports and services to students and families, but do not focus on collaborative relationships between home and school.

Impact Statement:

Because the school has not prioritized building the skills of all stakeholders to support student success, students are not benefitting from a robust home-school connection, which hinders students’ progress.

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 plan for all staff to gain understanding and expertise in creating effective partnerships with families and community agency partners; Provide PD for the school staff and hold them accountable for using best practice strategies to partner with families and the community to support student well-being and academic success. Explore strategies for providing guidance for parents on how they can best support their child’s academic development.

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 some data with parents, but data is not shared in a way that enables all parents to advocate for services that address their children’s needs.

Evidence/Information that Lead to this Finding:

- During interviews with parents, participants shared with the review team that the school distributes report cards and progress reports every five weeks throughout the year. Using verbal

communications via phone calls and parent meetings, teachers engage some parents in dialogue around student progress and needs, but this practice is inconsistent across the grade levels and department staff.

- The IIT found no evidence of formal coordinated efforts to integrate data systems to support identification and response to student and family needs or to provide specific workshops or training for parents.

Impact Statement:

The school does not share data in a way that enables all families to take action to support their children's learning, which impedes higher 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 shared in a way in which all families can understand student learning needs and successes. Establish comprehensive protocols and procedures for integrating data and communicating across all partnerships related to student and family needs. Regularly assess the effectiveness of these procedures to ensure that parents have information and support to advocate for the needs of their children.