



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	332200011495
School Name	Sheepshead Bay High School
School Address	3000 Avenue X Brooklyn, NY 11235
District Name	NYC DOE 22
School Leader	John P. O'Mahoney
Dates of Review	April 29 – 30, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 22K495

School Configuration (2013-14)			
Grade Configuration	09,10,11,12	Total Enrollment	1124
		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	163	# SETSS	6
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)			
# Visual Arts	27	# Music	16
		# Drama	12
# Foreign Language	30	# Dance	N/A
		# CTE	24
School Composition (2012-13)			
% Title I Population	4.2%	% Attendance Rate	76.8%
% Free Lunch	63.9%	% Reduced Lunch	3.5%
% Limited English Proficient	24.4%	% Students with Disabilities	14.6%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.1%	% Black or African American	59.0%
% Hispanic or Latino	16.7%	% Asian or Native Hawaiian/Pacific Islander	12.0%
% White	11.8%	% Multi-Racial	0.2%
Personnel (2012-13)			
Years Principal Assigned to School	0.83	# of Assistant Principals	6
# of Deans	N/A	# of Counselors/Social Workers	9
% of Teachers with No Valid Teaching Certificate	3.6%	% Teaching Out of Certification	2.7%
% Teaching with Fewer Than 3 Years of Experience	26.8%	Average Teacher Absences	7.2
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	59.5%	Mathematics Performance at levels 3 & 4	42.7%
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	44.3%
6 Year Graduation Rate	70.6%		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Accountability Status – High Schools

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

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

1. Design common coherent curriculum in all content areas to align with CCLS.
2. Design common coherent assessment in all core courses to align with CCLS.
3. Analysis of summative and formative assessment results in departmental inquiry teams to develop and/or revise curriculum.
4. Enhance student engagement in all content areas.
5. Promote academic language acquisition.

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

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

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

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.				X
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

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

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

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:				D	

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

#	Statement of Practice	H	E	D	I
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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 uses resources to promote improvements in student achievement and social and emotional developmental health. Partnerships have been implemented to increase instructional practices and student well-being. Although the school leader has these resources in place, lessons do not reflect an environment of rigor and engagement that leads to sustained academic success.

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:

Although the school leader has worked with the school community to develop and promote the school’s goals and vision, members of the school community are not fully aware of, or can they clearly articulate, the school’s vision.

Evidence/Information that Lead to this Finding:

- The school leader told the Integrated Intervention Team (IIT) that the school’s instructional vision was collaboratively developed in the fall of 2012. The school leader shared this instructional vision with members of the School Leadership Team (SLT) at the start of the school year and the vision is posted in the school and in many classrooms. While the vision contains two statements regarding best instructional practices, the IIT noted that these two statements only focus on best practices for teachers and not on a developed mission to drive the instructional and social needs of all stakeholders.
- In speaking with teachers, student support staff, and parents during focus meetings, participants of these groups had varying ideas of what the school vision is. For example, teachers indicated the vision focuses on discipline while parents stated the vision focuses on instruction.
- The school’s vision does not address the school goals as outlined in the SCEP and only indicates best instructional practices. Furthermore, it does not address the social and emotional developmental

health of students.

Impact Statement:

There is no alignment between the goals of the SCEP and the current vision. The lack of a shared sense of urgency around both academic and social emotional goals is limiting the school's ability to meet the needs of the whole child.

Recommendation:

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

- Develop a vision/mission for the school with input of all stakeholders that reflects the SMART goals in the SCEP and addresses academic, social, and emotional health expectations for students.

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 assessed the immediate needs and concerns of the school and made decisions to provide fiscal and programmatic resources that address these needs. Nevertheless, these resources have not made a significant impact on teacher performance and student achievement.

Evidence/Information that Lead to this Finding:

- The school leader has hired three Pearson consultants to provide professional development (PD) in supporting the alignment of instructional practices and planning to the Common Core Learning Standards (CCLS) in the areas of English language arts (ELA), math, science, and English as a second language (ESL). Teach Boost was brought into the school to align observation reports to ADVANCE, New York City's system for teacher evaluation and development. School leaders go on-line to input their observations, which are then moved to ADVANCE. However, at the time of the review, teachers are not able to access their feedback and observation report online.
- The school uses Castle Learning and Success Now to provide an extended learning time program, before and after school, as well as on Saturdays. It is open to all students and subgroups and provides Regents preparation, credit accumulation, language acquisition for English language learners (ELLs), and classes in all content areas. Sheltered Instruction Observation Protocol (SIOP), a framework for organizing instruction, was brought into the school to promote language and literacy skills for all students. In addition, APEX Learning, a provider of blended and virtual learning solutions for credit accumulation, is programmed during the school day and monitored by a staff member. However, the review team found that procedures are not in place to evaluate the impact of these and other resource decisions.
- An iPad safe containing eight iPads was bought for each classroom. However, the review team noted that the iPads were used as part of lessons during only two of fifty classroom visits.
- The school leader has programmed common planning time five days a week for all content area

teachers. ESL classes are programmed with advanced ESL students aligned to an ELA class for a double period, with time for common planning programmed for the two teachers. The school leader also created double periods with the same teacher for students who did not pass the previous class. Flexible programming is in place for students with disabilities based on their Individualized Education Program (IEP) for a less or more restrictive environment. Students with disabilities in alternative assessment classes are able to go off-site three days a week to learn job skills. However, strategies have not been put in place to assess the impact of these practices on improving student achievement and school-wide practices.

Impact Statement:

While the school leader makes some fiscal and programmatic decisions aligned to the goals outlined in the SCEP, the impact of these decisions has not been reflected in effective practices, therefore limiting continuous improvement.

Recommendation:

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

- Review the effectiveness of the school's operations and resources against whether they are enabling the school to reach its improvement goals as set forth in the SCEP. Review how all resources are used to ensure that support leads to improvement in student achievement.

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:

Although school leaders are on schedule for completing all of the required observations as indicated in the APPR, there is little evidence of targeted feedback and the use of data to track teacher improvement.

Evidence/Information that Lead to this Finding:

- The school leaders have a schedule for teacher observations as part of the APPR. At the time of the review, the IIT was informed there are 70 observations left to complete by the end of May. Therefore, each of the five department supervisors have been assigned 13 to 15 teachers to observe, so the school is on schedule to complete all of the required observations by the end of the school year.
- Feedback to teachers after observations is provided verbally and in writing. Within 24 hours, there is a post observation conference with the teacher and within five days, teachers receive the written feedback. The school leader meets with the cabinet every afternoon and once a week they discuss the observation process. The school leader told the IIT that the goal is to make feedback more actionable. Monthly analysis of the data from observations focuses on student engagement and questioning. However, in classroom visits, the IIT saw very few classrooms where students were highly engaged or where teachers were asking questions that promoted higher-order thinking. The

school leader identified these strategies as high needs areas of focus for the school.

- Teachers reported that they receive support and feedback from the supervisor with next-steps indicated for areas of concern. Over 50 percent of teachers have received ineffective and developing ratings, yet a document review of observation reports showed actionable feedback for teachers was inconsistent. For example, one report from October had a developing rating in two areas where no feedback was provided.
- There was no evidence of inter-visitations for exemplary instructional practices cited in any observation reports reviewed. It was also noted that there are no teacher leaders. The school leader told the IIT that Pearson coaches are assigned to meet with teachers that need support as indicated from the observation. Teachers confirmed this, telling the IIT that coaches meet with them twice a week during their common planning time to support their planning and understanding in aligning curriculum to the CCLS.

Impact Statement:

Although the school leader, supervisors, and Pearson coaches are providing support and feedback to teachers based on the on-going observation process, evidenced-based and actionable feedback leading to teacher effectiveness is inconsistent. As a result, teachers are not held accountable for the continuous improvement of instruction.

Recommendation:

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

- Improve teacher feedback to include clear targets for improvement that are rigorous, actionable, and measureable. Follow-up with additional walk-throughs to monitor progress and to hold teachers accountable for the continuous improvement of instruction.

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 S CEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

The school leader and staff use evidence-based systems to provide support in some, but not all, critical areas of leadership development, academic achievement, and social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The APPR system has been enacted with school leaders assessing teachers and providing feedback based on classroom visits, but as feedback is not specific enough to assist teachers in improving their practice. A schedule for grade-level teams to meet for common planning time is in place with the consultant coaches attending two days a week to provide support for planning lessons aligned to the CCLS in all content areas. The assistant principal (AP) attends these meetings and provides the agenda. The review team visited two meetings and found that the AP attended only one and

no agenda was presented at either. Reviewers found that although the team discussed student work, there was no mention of the CCLS, instructional shifts, high-order thinking questions, or differentiated instruction. Further, the consultant coaches were not present at either meeting, although teachers stated they do attend.

- On-going assessment in classrooms is inconsistent, and reviewers found only 28 percent of teachers using some form of assessment during instruction.
- The school leader told the IIT that student attendance is a major issue. The school goal is 90 percent attendance for all students. The monitoring focus is on the day-to-day attendance rather than on long-term absence. The school uses a color-coded attendance tracker with identification numbers for the students and an indication of the percent of time that students are attending school. Although the review team was told by the school leader and the attendance teacher that 445 no-shows were reduced to just 41, the attendance rate for the school is still below the goal.
- College Confidential is in place to offer help to students to prepare for college. A staff member is available for parents and students. Parents and students told the IIT that this is an excellent program and resource for both juniors and seniors. Posted all over the school corridors are college trackers indicating whether students have attained the required credits and passed the required Regents to graduate. Postings of many colleges and universities with the names of students that have been accepted are prevalent around the school. However, the four-year graduation rate for the school stands at only 44.3 percent of its students.
- The school utilizes the Online Occurrence Report System (OORS) to monitor and assess the needs of its students. The IIT noted that the suspension rate from last year to this school year dropped by almost half. The school leader told the IIT that a sixth dean was now in place to monitor student behavior concerns.

Impact Statement:

Although the school leader has many evidenced-based systems in place, the two critical areas of attendance and graduation have not been addressed systemically, are not part of the school’s vision statement, and the attendance rate is not part of the SCEP. As a result, the lack of a targeted approach to improving these areas impedes progress towards meeting the school’s goals.

Recommendation:

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

- Revise the SCEP to include goals, action steps and responsibilities of staff and the school leader for the critical areas of improving student attendance and graduation rates. Provide PD and resources that would ensure the implementation of a plan to increase attendance and the graduation rate and monitor it carefully for its impact on measurable 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	D
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Debriefing Statement: The school leader has provided appropriate access to pedagogical support, materials, and training for the instructional staff. Teachers use a variety of assessments to collaborate and plan instruction. Comprehensive curricula appropriately aligned to CCLS and the instructional shifts have not been fully developed across all content areas. As a result, the implementation of the CCLS limits the ability of students to fully benefit from rigorous curricula and 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:

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 school leader has made efforts to ensure implementation of the CCLS, the delivery of instruction is inconsistent and does not address the needs of all students.

Evidence/Information that Lead to this Finding:

- A review of documents and interviews with the school leader demonstrated that teachers receive support around the implementation of the CCLS through consultant coaches, who come into the school for two of the five common planning time meetings held each week. Despite this, the curriculum the IIT reviewed did not target the needs of all students, including subgroups. Teachers are using Atlas Rubicon, which supports curriculum mapping and planning in addition to providing lesson plan templates. Classroom visits did not demonstrate evidence that the planning and support provided has led to CCLS implementation. Out of 50 classroom visits, there were no differentiated activities noted for students with disabilities or ELLs. Instructional shifts were observed in only seven of the 50 classrooms and rigorous instruction observed in three of the 50 classrooms visited.
- The guided questions in the unit plans do not demonstrate the rigor needed to allow students to meet the demands of the Regents exams and to be college and career ready. The review team found there is no development within lesson plans other than a generic list of activities and assessments, with no specific activities and assessments to guide instruction. Unit plans in math

did not indicate the CCLS instructional shifts, mastery of content, or math practice.

Impact Statement:

Although the school leader is beginning to provide appropriate access to pedagogical support, materials, and training, the implementation of CCLS aligned curriculum is inconsistent and does not lead to high achievement for all students and subgroups.

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 of curriculum maps and unit plans that align with the CCLS. Focus teacher-meeting time on how to implement these plans with rigor to meet the needs of all students. Schedule regular walk-throughs and lesson plan reviews to ensure teachers are following correct protocol.

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 teachers are beginning to collaborate to plan effectively, instruction is not consistently aligned to the CCLS and does not include a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.

Evidence/Information that Lead to this Finding:

- The school leader has implemented the SIOP program, which helps teachers begin to write lesson plans that with learning objectives that addresses academic language and instructional strategies. However, a review of lesson plans submitted to the IIT showed learning objectives were not consistently aligned to the CCLS or rigorous.
- For ESL teachers, the focus is on language development. However, a review of lesson plans, demonstrated that no more than 20 percent of ESL teachers used instructional strategies aligned to the CCLS, and only ten percent of classrooms visited used DDI protocols. One reviewer observed the use of modified texts to provide multiple entry points for students in advanced ESL to better understand the learning objective.
- During grade and subject teacher meetings, the IIT observed a group of teachers collaborating to prepare a lesson, which incorporated the needs of students based on data from the Cumulative Assessment Tasks (CAT). However, the IIT did not observe differentiated instruction for subgroups, data-driven protocols, higher-order thinking, and instruction aligned to the CCLS instructional shifts in lesson plans.
- Procedures for monitoring the quality and implementation of the CCLS are not rigorous enough and

this means that the needs of students are not always met.

Impact Statement:

The inconsistent implementation of CCLS-aligned curricula results in not all students receiving the rigor necessary for high achievement that leads to college- and career-readiness

Recommendation:

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

- Ensure that teachers are writing and implementing rigorous CCLS-aligned lesson plans that expose students to complex material and tasks that promote higher-order thinking skills; ensure that the school leaders carefully and rigorously monitor the planning and implementation of the CCLS and provide additional support where needed.

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 working together to connect curriculum across subject areas in order to promote higher levels of student engagement and more opportunities for enrichment.

Evidence/Information that Lead to this Finding:

- The school leader told the IIT that interdisciplinary collaboration has occurred in one instance between a social studies teacher and an art teacher that will culminate in a student performance. The IIT did not find any other evidence that teachers collaborate and discuss ways to deliver interdisciplinary curricula within and across grades and subjects.
- The development of an interdisciplinary curriculum is not an identified school priority nor is it targeted for future development. No evidence of integrated learning and little use of technology were seen in lessons or student work.

Impact Statement:

As students do not have multiple opportunities to engage in cross-curricular activities, this limits their 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:

- Provide training in how to incorporate the CCLS into all content areas, including art, music, PE, technology, and other enrichment areas. Review unit and lesson plans and monitor instruction for evidence of collaborative planning and implementation of interdisciplinary curricula.

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

Overall Finding:

Although teachers use a variety of assessments to plan for instruction and provide limited feedback to students about their work, this has not resulted in student ownership or increased achievement.

Evidence/Information that Lead to this Finding:

- In a document review, the IIT found that teachers are starting to use data around the Cumulative Assessment Tasks (CATs), Embedded Assessment Tasks (EATs), NYC Performance Assessments, New York State English as a Second Language Achievement Test (NYSESLAT), and the Regents examinations. During teacher planning meetings, reviewers noted discussion based on the CAT from the previous unit and teachers collaboratively planning instruction around next-steps and strategies that could be adapted for ELLs and students with disabilities. However, the review team found limited evidence of these strategies being used during classroom visits. Evidence from lessons indicates that few teachers use assessment data to adjust their curriculum planning or instructional strategies and practices. The school leader recognizes that teachers across the school need more work in the planning and preparation of lessons to ensure that teachers make accurate and informed adjustments to the curriculum based on assessment data.
- Teachers refer to a variety of formative and summative assessments to identify student strengths and areas of need to plan and inform instruction. However, teachers do not consistently use these assessments to provide a high level of student engagement and achievement. In 50 classroom visits, reviewers saw only a few examples of differentiated instruction.
- When grouping students, teachers did not always take into account DDI protocols. Strategies adapted for groups were noted in only two ESL classes and one special education class.
- In observing bulletin boards in halls and during classrooms visits, the IIT found inconsistent use of rubrics that provided actionable feedback connected to student work. There was little evidence of next steps and self-reflection in order to guide student improvement. Most of the feedback written by teachers was generic in nature.

Impact Statement:

The inconsistent alignment between curriculum and assessment limits student achievement.

Recommendation:

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

- Review the current data system and revise where necessary to ensure that all teachers and staff are consistently using current data to inform curriculum and instructional planning to support the academic needs of students.

- Monitor the feedback given to students through rubrics to ensure that it is accurate, actionable, and provides self-reflection.

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: Although teachers meet in teams and participate in PD, their instructional practices do not consistently address all student academic needs, including those in subgroups. The CCLS instructional shifts have not been sufficiently implemented. Data protocols have not been effectively utilized to modify and adjust instructional practices, and therefore not all students are provided with opportunities to engage in learning that meets their academic needs.

Strengths:

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

Areas for Improvement:

4.2 **The school has received a rating of *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding:

Teachers do not consistently ensure that instructional practices are organized around unit and lesson plans that address all student goals and needs.

Evidence/Information that Lead to this Finding:

- During the school leader interview, the school leader told the IIT that the school is beginning to use data to group students and to separate ESL classes into beginner, intermediate, and advanced sections. However, the school leader stated that more work needs to be done to ensure this practice is uniform and leads to better instruction.
- The school leader told the review team that most of the staff has not used data to differentiate instruction. Instructional practices using the DDI protocols were evident in only five of 50 classes visited. In an integrated collaborative teaching (ICT) classroom, there was no specific differentiated grouping.
- Classroom visits showed little evidence of student grouping based on data and there was no evidence of planning to meet specific student learning styles. While the lesson plan template encourages planning how students will be grouped based on data, the use of the CCLS, higher-order thinking questions, scaffolding, modifications, and student engagement, the lesson plans reviewed

by the team did not consistently align to CCLS and the instructional shifts.

- Staff is not consistently using data to set short- and long-term goals with their students so that they know what they need to work on next to improve.

Impact Statement:

The school's instructional practices do not consistently promote student engagement and inquiry, which hinders student success.

Recommendation:

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

- Ensure teachers use student performance data to plan and create instructional groups in lessons.
- Support teachers' ability to use data to create short- and long-term goals for students. Ensure that teachers consistently share these goals to promote student ownership and to encourage student inquiry.

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:

Although some teachers are beginning to plan lessons aligned to the CCLS, teachers do not consistently ask higher-order thinking questions based on high levels of text and content complexity or provide a rigorous, critical thinking environment.

Evidence/Information that Lead to this Finding:

- The review team found evidence of CCLS-aligned instruction in only ten of 50 classrooms visited. During most classroom visits, there limited evidence of CCLS-aligned lessons planning that included the instructional shifts, rigor, use of academic vocabulary, or text-based writing tasks.
- The IIT observed few engaging lessons that incorporated higher-order thinking questions and student-led discussion. Most teachers asked low-level recall questions and there was limited reflection on learned content and few access points for students.
- Reviewers observed students engaged in their own learning in only three of the 50 classes visited. In only two classrooms, reviewers observed students citing text and using evidence. Most lessons observed were teacher-dominated.

Impact Statement:

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

Recommendation:

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

- Monitor teacher planning and instruction on a regular basis to check that differentiated activities for identified subgroups, and strategies that promote multiple points of access, are in place across all grades and subjects.
- Provide support to teachers to enable them to ask questions that require students to think deeply and to support their answers by citing high-level text.

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

Overall Finding:

Although students report they feel physically safe, teachers are not providing a learning environment that includes high levels of student engagement and student voice in the classroom.

Evidence/Information that Lead to this Finding:

- Students stated they feel safe in the school building and in classrooms and they are not afraid, embarrassed, or intimidated when asking questions in class. Parents also stated that their children did not express any concern with safety in the school and felt comfortable taking learning risks in the classroom. In a meeting with reviewers, one student did mention that bullying does take place, but more outside the building than in the school. One parent stated that her child had a bullying problem and she called the school and the school handled it right away. The OORS reports indicated that 4.96 percent of incidents were due to bullying
- Classroom visits showed little evidence of student choice in assignments or multiple points of entry in lessons taught. During the large student focus group meeting, some students reported that they are regularly in groups during instruction, but not sure as to why. Another student stated that students are put into groups to build social skills. One student reported that he was moved to different groups to help others. In a math class, the teacher stated that students were grouped by work ethic as opposed to ability level.

Impact Statement:

While the school provides a physically and intellectually safe environment, instruction is not always tailored to student strengths and needs, nor does it routinely stimulate or invite student participation, reflection, and inquiry. Therefore, students are not engaged in their learning.

Recommendation:

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

- Ensure teachers plan and organize activities that stimulate and invite student participation and

inquiry by creating multiple entry points, planning for purposeful grouping, and inviting choice and reflection.

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

Overall Finding:

Teachers inconsistently use data to inform instruction and adjust student groupings. While some teachers provide some written feedback to students, it is not purposeful and does not allow students to reflect and assess their progress.

Evidence/Information that Lead to this Finding:

- Teachers interviewed stated that they use data from Regents exams, New York City performance assessments, CAT, Embedded Assessment Tasks (EAT), and the NYSESLAT to inform instruction. The SCEP stated that assessments will be revised and analyzed to align with the CCLS and that adjustments will be made for unit and daily lesson plans. In three ESL classes, teachers grouped students according to low and advanced levels where students were paired to complete tasks. However, during other classroom visits, the IIT saw limited evidence of lessons or groupings based on data to inform instructional strategies.
- Teachers use formative assessments to guide their instruction and provide students with actionable feedback in only ten percent of classroom visits. Further, there was limited evidence that teachers were making data-based decisions for groups of students. Most students informed reviewers that they remain in one group. There was no evidence of progress monitoring in lesson plans during classroom visits. Evidence of modification of instruction by special education teachers was only evident in about a fifth of lessons observed.
- Teachers do not consistently provide feedback to students. Feedback posted is not always actionable and there is little evidence that feedback aligns to rubrics or supports improvements. There is little evidence of student reflection on feedback and the IIT noted few ongoing assessments or checks for understanding during instruction. Classroom visits showed that teachers called on volunteers with little collaborative discussion during the lesson. Reviewers found that student portfolios were simply work samples collected by the teacher with some formative and summative data recorded from various assessments given by the school, which was not consistently accurate. For example, one reviewer noted that a student received a 100 percent on an assignment with incorrect responses to the questions.

Impact Statement:

Instruction is not consistently data-based and purposeful, 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 instructional coaches support teacher use of data to inform instructional planning, goal setting, and student feedback. Analyze individual student data to provide meaningful feedback to students that leads them to knowing their next steps in their learning process.

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

Tenet Rating

D

Debriefing Statement: The school has a number of supports and partnerships that provide services for student social and emotional developmental health. Members of the school community feel safe and respected in the school. However, the school does not monitor its data, programs, or protocols to ensure student success.

Strengths:

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

Overall Finding:

The school has established systems to identify, support, and promote student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The IIT, in speaking with the school leader and members of the student support staff, was told about the ladder of referral in place to address different concerns and incidents in class. This involves teachers submitting referrals to a dean or guidance counselor who in turn refers the matter to another member of the school-based support team for further attention and support if necessary. The six deans meet on a weekly basis with guidance counselors and the assistant principals (APs) to discuss students who have been identified by teachers for various behavior concerns. A document review showed a daily log of all incidents from the start of the school year that noted the infraction and follow-up procedures. The OORS report showed that the suspension rate decreased by half from the previous school year. Suspended students meet with guidance counselors upon return to school.
- Interviews with the school leader, members of the support staff team, and teachers and a review of documents indicated that some teachers make referrals through Skedula, a system that encourages communication between students, parents, and staff. Skedula allows all members of the school community to monitor attendance, assignments, grades, and other student performance. Teachers who use the program indicated that it is effective and parents stated they use the pupil path part of Skedula to keep in touch with the school about their children. A review of documents showed the lists of parents who used pupil path from the start of the school year with the specific dates and

times they logged in.

- There are six full-time guidance counselors for the five cohorts of students. Counselors meet once a week and a representative from Counseling in Schools, a partnership that works with students and families around attendance issues, attends. Families also receive counseling through this partnership. Students interviewed, both in the large group meeting and the small focus group, stated they have someone in the school they can go to if a concern arises.
- Through the school based support team, the school's attendance data is monitored closely. There is follow-up by guidance personnel or the social worker for students whose absence is irregular. The attendance team meets on a weekly basis and guidance personnel attend these meetings. Attendance personnel told the IIT that home visits are also made by the family worker in order to find and bring students back into the school. The school leader told the IIT that attendance is a priority.
- College Confidential and the Near-Peer program from CUNY (City University of New York) help prepare students for college placement and life. There is a dedicated counselor on site to support individuals with college applications as necessary. A representative from College Confidential goes into classrooms to introduce herself and offers hands-on support for student needs.

Impact Statement:

The school has a system in place that provides for the social and emotional developmental health of all students, which increases student success.

Areas for Improvement:

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

Although the school has a variety of programs and partnerships in place to address social and emotional developmental health, there is no sustained PD program to build capacity or system ensure that these programs align to the school's vision.

Evidence/Information that Lead to this Finding:

- Despite the efforts that the school makes to meet the social and emotional developmental health needs of students, a lack of targeted PD means that its efforts do not consistently impact the academic and social success of all students.
- An on-site counselor from the Relationship Abuse Prevention Program (RAPP) provides counseling for students who are victims of abuse. These supports are provided individually and in groups.
- The resources available to students support their application to city and private colleges and

universities. Student names and the colleges that have accepted them are posted in hallways. Assistance with resumes, essays, and the application process is provided by the Near-Peer program, which is designed to help ensure that high school seniors successfully apply and enroll in college. There are extended learning programs for credit recovery and Academic Intervention Services (AIS). AIS students also have the opportunity to attend a zero period in the morning for tutoring two days a week. In addition, an English Regents preparation class for AIS students is scheduled during the school day. However, less than 50 percent of targeted students attend these programs regularly.

- The school uses the philosophy of Restorative Justice, which is based on a set of principles that guide the response to conflict and empowers students to resolve these conflicts on their own. The IIT was told the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air grievances, especially for students who are suspended. A document review showed evidence of meetings with deans and other support personnel. However, there was no documentation indicating the entire school community received information about this program. In addition, this program only addresses those infractions that end in suspension and not day-to-day behavior issues.
- The IIT found that the PD plan for the current school year does not address topics that promote the social and emotional developmental health of students. The school leader and support staff told the IIT that the network provided training for guidance counselors and deans who are key members of the support staff. Guidance counselors have gone to PD sessions on bullying, respect for all, and suspension of students. However, there is no turnkey training to teachers. The school leader told the IIT that most of the time counselors attend training, but do not come back with useful information or strategies that can be shared with staff. This limits increasing the capacity of school staff to meet student social and emotional developmental health needs.

Impact Statement:

The lack of PD to support student social and emotional developmental health limits the capacity of staff to increase 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 PD opportunities that build adult capacity to support the social and emotional developmental health of students as it relates to their learning experiences.

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

Overall Finding:

The school has protocols and processes in place that address the roles of certain stakeholders. However, not all supports are strategically organized and monitored to meet students social and emotional developmental

health needs.

Evidence/Information that Lead to this Finding:

- Most school constituents reported that they feel safe. Parents who were interviewed by the IIT reported that they believe the school is safe and that security is always present, especially upon arrival and dismissal. Students reported in interviews with the IIT that they generally feel safe in classrooms and in the hallways. One parent and one student stated they reported bullying and that it was resolved. However, the review team found that not all stakeholders were clear about the school’s vision and their roles for supporting student social and emotional developmental health.
- Parents stated that a large number of parents are not involved with the school and do not have a sense of ownership in ensuring that the school community is safe and conducive to learning. The Parent-Teacher Association (PTA) president and vice-president are developing ways to increase parent engagement

Impact Statement:

School constituents do not consistently articulate their roles in supporting student social and emotional developmental health, which hinders student success.

Recommendation:

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

- Revise the school’s vision for behavior and academic expectations and create an opportunity for all stakeholders to collaborate on the specific goals pertaining to student social and emotional developmental health. Align this vision to the school’s instructional vision and ensure that all stakeholders understand and are equipped to support the achievement of this vision.

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

Overall Finding:

Although the school collects data from many sources, there is no strategic plan to systemically analyze and use this data to meet the social and academic needs of all students.

Evidence/Information that Lead to this Finding:

- The school has posted a graduation and attendance tracker in the hallways. There is also college-tracking data posted with the names of students who were accepted to various colleges. Students can monitor their progress in credit accumulation and attendance. However, there is a lack of urgency in prioritizing the need to use this data to support students and improve graduation and attendance. The IIT did not find next-steps or action plans based on the data or hear the school

leaders speak to the student body regarding attendance or graduation.

- The school leader has initiated a student exam profile, which contains testing information on an individual basis. It also indicates the cohort the student is in and the number of credits earned thus far. However, this data has yet to be shared with teachers and staff.
- The school uses multiple sources of data and interviews with teachers and with the student support team showed evidence that this data is discussed at meetings and teacher planning sessions. However, the IIT found that teachers are not using data consistently to plan for differentiated instruction or to target support and interventions.

Impact Statement:

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

Recommendation:

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

- Ensure that the members of the student support staff meet on a regular basis to develop and implement a strategic plan for using data to address student social and emotional developmental health. Monitor and provide PD where necessary for members of the support team to build capacity and provide the necessary information to other members of the staff.
- Develop a system that monitors and records progress and plans for improvement in how teachers and staff use data to address social and emotional developmental health.

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 creates some opportunities for families to engage with the school community and communicates with families about events and their children’s academic progress and well-being. However, current school and community partnerships do not fully equip parents to support their children’s academic and social growth, thus limiting opportunities to share in the responsibility of promoting high levels of student achievement.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader

ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

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

Evidence/Information that Lead to this Finding:

- According to interviewed parents, the school is a welcoming place. However, while a core group of parents are involved with the school, many parents are not engaged in school activities and do not collaborate with the school on their children's education.
- A document review of the agendas and sign-in sheets of monthly Parent Association (PA) meetings showed that very few parents attend meetings or events. The last awards dinner was attended by only six parents and over 100 students. The parent coordinator told the IIT that she meets with the school leader on a weekly basis and works with the COSA as well as the college advisor. Parents told the IIT that teachers keep parents and students informed of the expectations needed in order to graduate from high school and be college and career ready. Although parents reported that they participated in a workshop designed to provide information on the CCLS and were provided with hands-on activities related to new math standards, discussions with the school leader and parents demonstrated that few parents attended. One parent reported that turnout is best at events associated with holidays.
- There is no evidence to indicate that a proactive plan to foster parent engagement is in place. The PA president stated that he has not reached out to try to bring more parents into the school and into the PA meetings. The vice president of the PA stated they tried to make phone calls to parents through the parent coordinator. They also sent letters to parents, but parents did not respond. The IIT was told that PA meetings are held twice a month; one on the second Thursday in the evening and again on Saturdays, but parents do not attend.
- Email, Skedula and Pupil Path are used to communicate with those parents who are unable to come to school. The school leader articulated in the school's SCEP that 100 percent of teachers would record student data to monitor attendance, grades, assignments, and behavior. This information is then shared with parents through Pupil Path. The school leader told the IIT that only 50 percent of teachers input data. The school has not measured the impact of the use of Skedula or analyzed the data. In addition, the school has not evaluated its efforts to build relationships with parents.

Impact Statement:

The relationship between the home and school does not consistently support 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:

- Bring in parents to collaborate on a new school vision that is shared with the entire school

community.

- Seek feedback from families on how the school can improve its relationship with them and the community and how the school can better engage families regarding student learning.

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 effective planning and reciprocal communication with family and community stakeholders to support student success.

Evidence/Information that Lead to this Finding:

- The student support team communicates with parents by email, phone calls, and with home visits. Sometimes parents come in to the school to initiate a process for testing or related services. A guidance counselor told the IIT that the guidance office is always open to parents to address any immediate concerns.
- Parents told the IIT that teachers inform them about where their children are academically and how they can help their children progress.
- Parents told the IIT that, most communication from the school is in English. Documents showed little evidence of translation for meetings or workshops to which parents were invited. Information going to parents on Skedula and to Pupil Path is only in English. The school has not monitored its communication to find out whether all parents are accessing these sites to gain information and whether there are any language barriers. Report cards that parents use to monitor student progress are only available in English. The school leader told the IIT that there are no progress reports sent to parents.

Impact Statement:

Inconsistent reciprocal communication limits the home-school partnership 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:

- Ensure that all teachers are providing and recording student data into Skedula and that it is monitored, analyzed, and evaluated on a daily basis to ensure communication with parents; ensure that all communication to parents is translated into home languages; evaluate the strategies and tools for communicating with parents, assess their impact and make improvements where necessary.

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 does not consistently partner with families and community agencies to provide training to support student success.

Evidence/Information that Lead to this Finding:

- The school leader told the IIT that there are only two programs, College Confident and Counseling in School, that partner the school and families with community agencies. Counseling in Schools creates parent engagement through counseling. However, due to the limited number of parents engaged with the school, this program has had little impact in increasing parent awareness of their children's needs.
- In reviewing documents and the PD plan, the IIT did not find evidence of PD opportunities for school staff to improve outreach communication skills or help them create partnerships with families or the community. At the parent meeting, parents stated the school has not provided resources outside of the school itself and that few take advantage of the in-house resources and supports. Further discussions with parents and school leaders indicated that there is no formalized ongoing support for parents on how they can be better partners in their children's education.

Impact Statement:

The lack of partnerships between the school and home hinders student academic and social-emotional success.

Recommendation:

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

- Provide PD for school staff on how to actively seek, sustain, and strengthen partnerships with families and community agencies that will support student needs; provide guidance, support, tips, and strategies as to how parents can better partner with the school to improve their children's education.

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 in a way that promotes dialogue among stakeholders and encourages families to advocate for their children.

Evidence/Information that Lead to this Finding:

- A college tracker and attendance tracker are posted throughout school. Students are divided into five cohorts based on data, to include credit accumulation, Regents scores, subjects passed, and attendance. Guidance counselors monitor the cohorts and report to teachers and parents identified areas of concern. The school leader and the support staff told the IIT that College Confident is

aware of student needs through the cohorts.

- The school has provided learning opportunities for families to use and understand data. A workshop for parents on the CCLS, with a focus on the mathematics, was attended by just a handful of parents as evidenced by the agenda and sign-in sheet. As a result of the limited parent attendance at workshops, not all families are empowered to engage in meaningful dialogue with the school about student learning.
- Evidence indicated that not all the data and information provided is in home languages. When a reviewer asked parents at the parent meeting about the CCLS, one parent said that the session last year explained the CCLS and it is connected to various subject areas.

Impact Statement:

The school does not empower families consistently to take action to support student learning and improve 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 additional opportunities for families to understand how to read, analyze, and use student data to increase their knowledge of academic and social-emotional health in order to support their children's learning.