



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342800010080
School Name	Thurgood Marshall Magnet School-P.S. 80
School Address	171-05 137 th Avenue, Queens, New York 11434
District Name	NYC DOE 28
School Leader	MS. Kersandra M. Cox
Dates of Review	May 21,22, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 28Q080

School Configuration (2013-14)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	556	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	5	# SETSS	N/A	# Integrated Collaborative Teaching	49
Types and Number of Special Classes (2013-14)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	65.7%	% Attendance Rate	93.0%		
% Free Lunch	73.1%	% Reduced Lunch	13.5%		
% Limited English Proficient	2.8%	% Students with Disabilities	23.5%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American	87.8%		
% Hispanic or Latino	7.1%	% Asian or Native Hawaiian/Pacific Islander	2.6%		
% White	1.2%	% Multi-Racial	0.9%		
Personnel (2012-13)					
Years Principal Assigned to School	0.25	# of Assistant Principals	2		
# of Deans	N/A	# of Counselors/Social Workers	1		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	N/A		
% Teaching with Fewer Than 3 Years of Experience	8.0%	Average Teacher Absences	8.6		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	18.1%	Mathematics Performance at levels 3 & 4	19.9%		
Science Performance at levels 3 & 4 (4th Grade)	82.3%	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	N/A		
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A		
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	X		
Priority School					

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	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

School priorities as described by the school:

Goal 1: By June, 80% of teachers will possess a normed understanding of competencies 1e, 3b, 3c, 3d from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery including the inclusion of multiple entry points to improve student achievement for all students including those who require additional supports as well as extensions to curriculum.

Goal 2: In order to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for students to perform at higher levels of learning, 80% of teachers and teacher teams will collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards and create opportunities that challenge students to perform at higher levels of learning and integrate learning from a variety of sources so that by June 2014 70% of students increase their independent reading level as K-1 by at least two levels as measured by the Fountas & Pinnell Reading Assessment and grades 2-5 by at least one level.

Goal 3: By June 2014, teachers will use Bloom's Taxonomy and Webb's Depth of Knowledge to plan for an array of questioning techniques to prompt low, mid, and higher level cognitive processing for all students and select instructional strategies matches the content and cognitive complexity in the standards and to raise the cognitive complexity of student learning so that 25% of students will reach proficiency on the New York State English Language Arts Exam given in April 2014. In addition, teachers will utilize the philosophy of Padeia and Project Based Learning to engage in rigorous tasks that promote critical thinking and reasoning to increasing the number of students meetings the proficiency goal in ELA

Goal 4: In order to improve the school's approach to culture-building, discipline and social-emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school's goals, we will meaningfully involve teacher, parent and student voice in decision-making to initiate, guide and lead school improvement efforts so that by June 2014 there is a minimum increase of 50% of the peer and city range in the Safety and Respect section of the new York City Progress Report.

Goal 5: In order to collaborate with families as full partners in the learning and development of their children we will increase the number of contacts with families by 20% so that by June 2014 we will offer 50% more parent teacher conferences than in previous years so that parents responding to our New York City Learning Survey will reflect a 5% drop in parents who have never attended Parent/Teacher Conferences.

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.

#	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: EFFECTIVE		E		

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			X	

	planning that involves student reflection, tracking of, and ownership of learning.				
	OVERALL RATING FOR TENET 3: DEVELOPING			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: DEVELOPING			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: EFFECTIVE				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
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: EFFECTIVE			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

E

Debriefing Statement: The school leader has established a vision and structures to implement the schools' SMART goals. The school is beginning to work to implement evidenced-based systems to support the CCLS and improve student achievement. However, the school has yet to establish a culture that mobilizes all stakeholders to support school improvement and high academic outcomes for all students.

Strengths:

2.2 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The school leader has established SMART goals/mission, but the whole school community has not been involved in the creation of the goals and as a result does not share the urgency for school improvement.

Evidence/Information that Lead to this Finding:

- The school leader developed a data driven mission based on the school's Quality Review, student achievement data in ELA and math, and the Learning Environment Survey. The learning survey highlighted a concern with safety and the Quality Review indicated that many classrooms were teacher centered. The school leader met with her instructional cabinet to develop goals. They decided to focus on the Danielson Framework, the use of Fountas and Pinnell, questioning and student engagement as major instructional goals.
- The goals have been shared with all teachers and are included on school correspondence and discussions with teachers and other staff indicate that they were involved in devising the school's goals. The school leader meets with her cabinet monthly to review the implementation of the plans to achieve the SMART goals. The School Leadership Team (SLT) was consulted, but there are only a few parents on the planning team, which limited parent participation in creating the goals and mission. Parents stated that they were involved in the development of the Parent Improvement Plan (PIP).
- The school leader has also developed a new partnership with the Efficacy Institute to support continued mindset work with the staff with a collective, continued focus on the development and implementation of the school vision.

Impact Statement:

The school's mission and vision has not been developed or shared in a way that enables all stakeholders to work together to improve student achievement and therefore not been used to demonstrate student progress results.

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

Overall Finding:

The school leader makes strategic decisions to organize programmatic, human, and fiscal capital resources.

Evidence/Information that Lead to this Finding:

- The school leader has made staffing decisions based upon her vision, her assessment of staff, and the declining student enrollment. The school leader prioritized a focus on Integrated Co-teacher (ICT) classes to support students with special needs. In order to meet the large number of students with disabilities, they have a large number of paraprofessionals and she has increased their professional learning opportunities. Para-professionals have been trained on providing small group student interventions. The emphasis on the ICT classrooms was evident in the Integrated Intervention Team's (ITT) classroom visits where teachers and para-professionals were visibly working together to support student learning and in the ITT's review of PD (professional development) agendas.
- The school leader stated that initially there were no instructional coaching positions in the school, so she created a part time instructional coaching position to work across content areas with a focus on best instructional practices. The school leader also worked to create more leaders in the building and identified lead teachers for each grade level who have the responsibility for turn keying information from professional learning. The instructional coaches' work has included the priority of supporting the third grade team. The school leader allocates funds for substitute teachers to provide opportunities for curriculum planning and to provide the opportunity for teachers to visit each other's classrooms. In the absence of a technology teacher, the school leader has also enlisted a substitute teacher for this role to prevent shutting down the program.
- The master schedule was designed to provide two common planning periods per week for all teachers. This time is used to support teacher collaboration. The school leader has secured support from the network to provide ongoing PD for both the teachers and the paraprofessionals. Extended day and Saturday school programming has been made available to all students, not just the lowest performing students.
- In an effort to maximize parent participation, the school leader has scheduled academic parent training and events simultaneously, such as carnival and sporting events to increase parent involvement.

Impact Statement:

The school leader has utilized data and best practices to determine the best use of human and financial capital and to make programmatic decisions in order to improve student progress.

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

Overall Finding:

The school leader has a plan and a system in place to support teacher feedback and development through the use of the Danielson Framework, targeted teacher observations, inter-visitations, and the monitoring of teacher practices based on a consistent review of student data.

Evidence/Information that Lead to this Finding:

- The school leader has worked with her administrative team to provide support to teachers at various levels of development. The school leader and her team have divided the grade levels to supervise and have determined the level of professional learning required for each of their staff members. School leaders conduct formal and informal observations utilizing the Danielson Framework and they visit classrooms daily. The administrative team also conducts instructional rounds with their network four times per year.
- A review of documents demonstrates that the school leader provides detailed feedback on the formal observations including points of concern and concrete examples of strategies to use. She also collects the notes from the weekly grade level meetings and monthly from each team's data binders. The school leader provides written feedback on these notes and materials. The school leader and her team also use "glows and grows" to provide feedback during their frequent classroom walkthroughs. Teachers reported that they receive a lot of feedback from walkthroughs conducted by school leaders and through weekly meetings.
- Coaches are in place to provide support to teachers during their common planning time and during the teacher focus group, teachers said this support was helpful. The coaches currently provide in-class support to five teachers. The third grade teacher team discussed that they visited each other's classrooms to support each other and to share instructional strategies.
- The school leader and teachers confirmed that the outcomes of observations are used in to shape PD opportunities and activities.

Impact Statement:

The school leader has a system aligned to the district's APPR that holds staff accountable for student achievement.

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

Overall Finding:

The school leader establishes evidence-based systems to examine and improve critical school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has established a focus on data driven practice. For example, the school leader conducted a book study on data with a small group of teachers and purchased the book for all

teachers. During the first year, the school leader focused on the development of a vision for a data driven culture and during the 2013-14 academic year, she focused on the implementation of a data driven culture with her teaching staff. She has also worked to ensure that parents are provided with several opportunities to learn about the different data systems that are in place, such as Skedula, ARIS, the parent portal, and DOJO, a classroom management tool.

- The school leader places an emphasis on data analysis and consistently views several sets of data including lesson plans, unit plans, formative class assessments, state assessment data, data from the curricular programs in place, classroom observations, DOJO, , feedback from parents, students and teachers, and grade team data binders. The school also has an Awesome Board in the main lobby highlighting awesome work that the school leader collects from staff and students.
- The school mails out progress reports to parents three times during the school year and has included progress reports from the Saturday academy. The school has recently implemented the DOJO program, which provides incentives to students based on their class participation and positive behavior and this data is shared with students and on a daily basis. During the focus group, parents noted that they log on and use the DOJO app.

Impact Statement:

The school leader uses evidence-based systems to monitor the measureable progress of critical school-wide goals in order to improve student achievement.

Areas for Improvement:

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

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 is in the process of implementing the CCLS and establishing structures for staff to work collaboratively to develop rigorous units and lesson plans. However, as teachers are in the early stages of implementing CCLS aligned curricula, student engagement and academic success is inconsistent across the school.

Areas for Improvement:

3.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding:

The school is in the process of developing and using CCLS curriculum in some content areas but they have not adapted the materials to meet the needs of each sub group of students.

Evidence/Information that Lead to this Finding:

- Literacy and math materials were purchased to provide comprehensive, cohesive, and adaptive curricula that are aligned to CCLS and NYS standards. However, review team found limited evidence of a plan to monitor the implementation of the curriculum in order to ensure a consistent approach toward meeting student needs.
- The school began a curriculum mapping process in May 2013 with teacher representatives from each grade. While this mapping is ongoing, not all teachers are currently involved in this process. The school is using two main curricula programs, Ready Gen, which is aligned to the CCLS, and Envision that is being adapted to align to the CCLS. In addition, the school is currently reviewing science materials. The school leader shared that she encourages teachers to use the Engage NY resources.
- The majority of teachers use a lesson-planning format that includes sections for the CCLS and student groupings based on data. Classroom visits by the ITT revealed that learning activities were informed by lesson plans, but that there was limited evidence of differentiated instruction based on data.
- Staff is engaged in different learning opportunities to support CCLS implementation such as a summer institute for math teachers, a winter institute on an inquiry approach to learning and Understanding by Design (UBD), a spring institute on STEM, and ongoing training offered by the Ready Gen Program and Thinking Maps. Staff is also encouraged to visit other teachers' classes.

Impact Statement:

The curricula used do not consistently meet the needs of all students, which hinder 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:

- Accelerate the efforts to develop and adopt CCLS aligned curricula in all subjects. Monitor the quality of curriculum planning and implementation to ensure consistent practice across classrooms.

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

Overall Finding:

Teachers do not consistently ensure that unit and lesson plans include DDI protocols and align to the CCLS to address student achievement needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that teachers use data to drive planning and instruction. The lesson plan and unit framework includes the CCLS and data points for individual or groups of students and PD has focused on the instructional shifts and the Depths of Knowledge (DOK) rigor continuum. While teacher teams use a DDI protocol to examine student work and to plan next instructional strategies, a review

of documents, discussions with teachers, and classroom visits demonstrate that teachers do not consistently use this data to meet student needs across classrooms.

- Classroom visits and a review of plans indicate that although teachers collecting assessments, which are kept in data binders, they do not use this information to drive instruction or to ensure that work is matched to the needs of students. In over three quarters of the classrooms visited, teachers did not use this data to differentiate instruction. Both teachers and school leaders stated that there was a lack of uniformity and consistency across classrooms and that teachers need additional support to develop CCLS based instruction.

Impact Statement:

Teachers do not consistently align plans to the CCLS and include DDI protocols to meet the needs of students, which hinders student achievement.

Recommendation:

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

- Ensure that data is consistently used to drive instruction and curriculum planning.

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 do not partner across grades and subjects to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- The school leader shared there is no formalized plan for teachers to provide interdisciplinary curricula and plan to introduce an integrated approach to learning in the future, as this is not identified as a school priority. Although there are some individual instances of staff working together to introduce an interdisciplinary curriculum, this is a result of the actions of individual teachers and not part of a school-wide approach. For example, although documents indicate that the social studies and science cluster teachers work with staff to develop interdisciplinary units, the review team did not find any evidence of interdisciplinary instruction. The school has also established partnerships that have the potential to support interdisciplinary instruction such as one with the New York Historical Society, but no evidence was provided that these opportunities were being capitalized on to engage students in learning activities that would help to improve their academic achievement.
- Classroom visits indicated an inconsistent use of technology to support student learning. Although the school was recently awarded a grant to provide opportunities for the integration of the arts, music, and other areas of enrichment, there was no evidence of how this grant was being used to support interdisciplinary learning.

Impact Statement:

Students do not have the opportunity to engage in planned and structured interdisciplinary learning activities,

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:

- Develop a framework for interdisciplinary and project-based learning and provide additional time for teachers for interdisciplinary planning.

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:

Teachers do not consistently use data to plan for instruction or provide feedback to students to support student ownership of their learning.

Evidence/Information that Lead to this Finding:

- Teachers have access to many assessments including Ready Gen, Envision, Achieve 3000, Acuity, running records and quick checks. Each grade level keeps data binders. However, classroom visits and a review of documents indicate that not all teachers are using this data to make curricular decisions and adjustments to meet student needs. During the grade team meeting, the ITT observed teachers reviewing student achievement data and discussing short and long-term goals for their students; however, there was limited evidence of how teachers were using this information to meet student needs.
- School leaders shared that meet with teachers to review data and some teachers meet with the instructional coach to review assessments. However, the review team found that teachers do not consistently use assessments to modify instruction.
- Students shared receiving “glows and grows” on some of their work and some students shared that they participate in individual conferences with their teachers to discuss their progress. A review of student folders demonstrated an absence of feedback from teachers. Although interviews with staff indicated a school-wide focus on rubrics, the use of rubrics was not evident across the school. Students shared goals developed in some of their classes, and the review team found student goal charts posted in some classrooms, but this was not consistent across the school.

Impact Statement:

The inconsistent alignment between data and curriculum limits student academic achievement.

Recommendation:

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

- Prioritize key formative assessment strategies for all classrooms; prioritize the use of feedback to students as a tool for improving achievement and for increasing student ownership of their learning.

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
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Debriefing Statement: Some teachers use formative and summative student performance data to develop lesson plans aligned to the CCLS. Implementation of the instructional shifts is not consistent throughout the school. Not all students experience high levels of engagement, thinking, and achievement. The gap between what students know and need to learn is not consistently addressed and many students are not challenged, which hinders the academic success of all students.

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:
The school leader does not consistently ensure that teacher instructional practices are organized plans that address all student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that she is having on-going conversations with teachers about aligning lesson plans and data. While the review team found that some teachers are beginning to ensure plans and instruction align to data, this practice was not consistent across the school
- The school leader shared that school leaders, the instructional coach, and teachers are beginning to discuss student goal setting, there was limited evidence of long and short-term goals for all students based.

Impact Statement:
The school’s instructional practices do not consistently promote high levels of engagement and inquiry, which hinders student achievement.

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

- Ensure that data and lesson plans align so that work is tailored to the needs of students and ensure that all students are provided with learning goals.

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

Overall Finding:

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

Evidence/Information that Lead to this Finding:

- The lesson plan framework has a specific component for CCLS alignment and classroom visits provided evidence that some teachers were implementing instruction based on their lesson plans. While teachers asked questions in most classrooms, higher-order questioning was evident in only a few classrooms.
- Classroom visits demonstrated that some teachers are attempting to facilitate student discussion and engagement; however, in many classes, teachers provided students with little opportunity for extended thinking and there was limited evidence of differentiated instruction to allow for multiple points of entry.
- A review of lesson plans and classroom visits demonstrated that not all teachers are using challenging instructional materials with high levels of text and content complexity. In some classrooms, the learning materials were low level and did not promote discussion or dialog.

Impact Statement:

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

Recommendation:

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

- Emphasize extended student discussions and writing across content areas; emphasize and implement opportunities for all students to benefit from higher-order questioning and thought provoking learning materials.

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:

Teachers do not consistently implement a plan to create a learning environment that is responsive to student needs.

Evidence/Information that Lead to this Finding:

- The school leader shared that her goal is to develop the self-confidence of students and that as a result, students recite the "I am somebody" speech to promote an empowering school environment. However, several students expressed that they did not feel safe in school and in classrooms, as fights and bullying exists. Further, some students shared that they did not feel comfortable asking questions

in class because they did not want to appear “dumb” or “different” to their classmates. One student stated, “I don’t ask for clarification because I feel embarrassed. I am scared to talk in class. Kids giggle when somebody says the wrong answer.” Further, students stated that they are not always given the opportunity to discuss a wide range of issues or to share views and different perspectives. Most parents interviewed stated that the school safety has improved. However, parents noted that the school environment seemed tense due to the implementation of the CCLS.

- During classroom visits the review team found that instruction is not consistently adapted to meet the learning needs of individuals or groups of students.

Impact Statement:

A learning environment that is not consistently responsive to the needs of students 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:

- Prioritize CCLS instructional strategies that promote high levels of intellectual engagement. Build teacher capacity to affirm student perspectives. Connect the instructional routines and learning activities to the “I am somebody” theme.

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

Overall Finding:

Teachers do not consistently use data to inform planning or to foster student ownership in their own learning process.

Evidence/Information that Lead to this Finding:

- Teachers have access to use a wide variety of data including baseline and benchmark data, interim assessments, school-wide assessments, and unit assessments. A document review and classroom visits demonstrated that teachers maintain this information in data binders, but there was limited evidence of how teachers are using the data to adapt instruction or to group students.
- Classroom visits demonstrated that some teachers are using on-going class assessments to gauge how well students are learning and to adjust planning and instructional practice. However, this practice is not routine.
- Discussions with teachers and students demonstrated that teachers provide some feedback to students or conference with students to reflect on their work. However, classroom review of student work demonstrated that teacher feedback to students is not consistently specific and does not indicate what students need to do to improve their learning.

Impact Statement:

Instruction is not consistently based on data and feedback does not consistently foster student ownership of their learning, 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:

- Monitor teacher use of feedback to ensure that it leads to improvement of student learning; ensure that data is consistently used to monitor student progress and to adjust planning and instructional practices.

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

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Debriefing Statement: The lack of a comprehensive plan to address the social and emotional developmental health of all students, including PD to build staff capacity of all stakeholders, results in missed opportunities to strengthen the social and emotional developmental health and academic connection and ensure that all students become intellectually and socially successful.

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

Evidence/Information that Lead to this Finding:

- Student support staff shared that the team works with students with special needs and students who need intervention. Additionally, they stated that paraprofessionals have been assigned to crisis intervention students and to students with physical challenges or health concerns. However, while there are informal systems between the school support staff and teachers to support the social and emotional developmental health of students, there was no evidence of a formal plan to support at-risk students. While student support staff shared the work of individual staff, the absence of a systematic approach to student support hinders student growth.
- Students and parents shared that they can go to the guidance counselor and the PTA president when they have a problem, but they could not identify systems that support student social and emotional developmental health.

Impact Statement:

The lack of a comprehensive plan for social and emotional developmental health limits student success.

Recommendation:

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

- Develop and implement a comprehensive plan to ensure that all student social and emotional developmental health needs are met.

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:

The school does not consistently implement a program aligned to a vision for student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- In response to significant behavior issues in classrooms, the school adopted the Conscious Classroom Management (CCM) program. A team attended a summer workshop and a CCM team was then established. CCM supports teachers and students in monitoring student behavior. To complement this program, the school adopted DOJO to reward positive student behavior. DOJO is an electronic system that notifies parents through email when a student receives a point for positive behavior or loses a point for not self-monitoring. The school leader has articulated the goal of student empowerment through the expectation that students recite the "I am somebody" speech daily. However, the review team found that teachers are not consistently using the programs to meet the needs of students across the school.
- Staff interviews and a review of documents demonstrated that there are limited opportunities for PD that would help equip staff with the skills to meet the needs of all students.

Impact Statement:

The inconsistent use of programs aligned to a vision for student social and emotional developmental health hinders student success.

Recommendations:

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

- Ensure that programs for teaching social and emotional developmental health are implemented and ensure that PD is provided so that staff can meet the needs of students.

5.4 **The school has received a rating of *Ineffective* for this Statement of Practice:** All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school

community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

Stakeholders do not work together to develop a common understanding of the importance of their roles in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Students, staff, and other stakeholders state that they are not clear as to the role they are to play in meeting the social and emotional developmental health needs of all students. The school does not have a clear vision for meeting the social-emotional needs of all students, which hinders the ability of stakeholders to have a clear understanding of their roles. Discussions with students indicated that they do not feel that all students take responsibility for their actions and behavior. Staff stated that they were not always sure of the r referral process and that teachers across the school do not consistently deal with student behavior challenges and concerns. Parents stated that school safety and behavior had improved, but that they were unclear as to the expectations that the school had for parents in reinforcing the school's vision.

Impact Statement:

School constituents cannot articulate their roles in supporting student social and emotional developmental health and this limits student success.

Recommendation:

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

- Develop a school wide vision for student social and emotional developmental health; involve all stakeholders in designing this vision and ensure that all stakeholders are aware of their roles in achieving the vision so that the needs of all students are fully met.

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

Overall Finding:

The school does not consistently use data to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader shared that staff review incident data and Dojo to monitor and respond to student social and emotional developmental health needs. However, evidence from discussions with school leaders and staff indicates that staff is not consistently using all available data related to attendance, referrals, and behavior to identify areas of need and target strategies to address the needs of students. An informal ladder of referral has been created between teachers and the school support staff to

address behavior and specific student learning needs. However, because this is an informal structure and not data-based, staff shared that the interventions tend to be reactive rather than proactive.

Impact Statement:

Data is not consistently used to support the social and emotional developmental health of all students, which hinders student success.

Recommendation:

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

- Develop a formal ladder of referral; ensure that all available data is analyzed and used to identify and address 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	D
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Debriefing Statement: The school community uses multiple methods to communicate and share data with parents and families. Mechanisms for reciprocal communication are in early stages of development. The lack of an overarching plan to ensure partnership and collaboration between the home and school impedes student academic success.

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 does not consistently ensure communication with families fosters high expectations for student academic achievement.

Evidence/Information that Lead to this Finding:

- The school has implemented multiple strategies to communicate academic expectations with parents, such as career/college and awesome bulletin boards highlighting great work around the school. The support staff hosts professional career assemblies and a women and careers assembly was held at the time of the visit. The school leader shared that the school has an open door policy, and parents are invited to community conversations with school leaders where parents are introduced to the strategies being used in the classroom to support student learning. However, discussions with parents demonstrated that not all families were clear on the school's expectations for student academic achievement.
- All stakeholders articulated that there were several efforts to generate greater parent involvement, but stated that these efforts had not yielded increased participation. The review team found limited

evidence of how the school is evaluating its communication with parents to ensure success.

Impact Statement:

The inconsistent communication between the home and school on student academic expectations 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:

- Enlist the ideas of all parents how to improve the relationship between the schools and home. Prioritize and act on these suggestions to build trust that can lead to collaborative plans to support student achievement.

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

Overall Finding:

The school does not consistently engage in reciprocal communication with families.

Evidence/Information that Lead to this Finding:

- The school communicates with families through emails, phone calls, text messages, letters and calendars in the home languages. However, parents shared that there are not always translators available at school meetings. Parents and teachers stated that some teachers make themselves available as early as 6:30 am to discuss issues with parents.
- Parents shared that they engage in goal setting with their children's teacher at the beginning of the year or talk with members of the student support team on an as needed basis, but this was not consistent across the school. Further, there was limited evidence of how the school is evaluating the limited reciprocal communication that occurs between the home and school.

Impact Statement:

Limited reciprocal communication between the home and school 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:

- Develop a formal evaluation process to assess parent communication; ensure that translators are available to support the families who do not speak English.

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:

There is no evidence of formal partnerships with family and community agencies to support student success.

Evidence/Information that Lead to this Finding:

- There are no formal, sustained partnerships with community agencies. Partnerships that exist are primarily fostered through individual members of the school community, such as the parent coordinator, the guidance counselor, and individual teachers. Interviews with parents, school leaders, and staff indicated that there was limited parental involvement and an absence of partnerships to mobilize families and the community.
- While the school holds some workshops for parents in conjunction with student activities, there was limited evidence of a formal plan to provide on-going training for parents on how to support their children's education. In addition, staff stated that there is no PD for them on how to build strong partnerships with parents.

Impact Statement:

The lack of formal partnerships with families and community agencies hinders student success.

Recommendation:

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

- Develop partnerships with community-based organizations that can support the school's effort to engage parents; develop and implement a plan for parents and school staff to work together to support student learning and achievement.

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

Overall Finding:

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

Evidence/Information that Lead to this Finding:

- Data is shared with parents through Datacation, Skedula, Pupil Path, progress reports, report cards, and DOJO. Additionally, the school leader noted stated she shares school-wide data at School Leadership Team and PTA meetings. Further, many of the academic programs, such as Envision Math, IXL, and Achieve 3000 have parent data reports. However, school leaders, parents, and teachers stated that parent participation in meetings where data is discussed is limited and the review team did not find evidence of a plan to evaluate how the school communicates information with families to empower them to advocate for appropriate services for their children

Impact Statement:

Parents are not consistently empowered to support student achievement, 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:

- Survey parents to determine how the school can better share data with families and empower parents to support the academic and social growth of their children.