



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 310200011460 |
| School Name | Washington Irving High School |
| School Address | 40 Irving Place |
| District Name | 02M460 |
| School Leader | Sarah Hernandez |
| Dates of Review | April 29-30, 2014 |
| School Accountability Status | Priority School |
| Type of Review | SED Integrated Intervention Team (IIT) |

School Information Sheet for 02M460

| School Configuration (2013-14) | | | | | |
|---|-------------|---|---|---|-------|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 308 | SIG Recipient | Yes |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 3 | # Music | 9 | # Drama | N/A |
| # Foreign Language | 17 | # Dance | N/A | # CTE | 5 |
| School Composition (2012-13) | | | | | |
| % Title I Population | | 65.7% | % Attendance Rate | | 73.5% |
| % Free Lunch | | 78.0% | % Reduced Lunch | | 3.0% |
| % Limited English Proficient | | 20.0% | % Students with Disabilities | | 18.4% |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | | 0.5% | % Black or African American | | 35.8% |
| % Hispanic or Latino | | 55.6% | % Asian or Native Hawaiian/Pacific Islander | | 5.1% |
| % White | | 3.0% | % Multi-Racial | | N/A |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | | 0.34 | # of Assistant Principals | | 4 |
| # of Deans | | N/A | # of Counselors/Social Workers | | 5 |
| % of Teachers with No Valid Teaching Certificate | | 2.1% | % Teaching Out of Certification | | 9.1% |
| % Teaching with Fewer Than 3 Years of Experience | | 10.4% | Average Teacher Absences | | 4.7 |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | | 49.2% | Mathematics Performance at levels 3 & 4 | | 35.8% |
| 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 | | 43.8% |
| 6 Year Graduation Rate | | 53.0% | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | X | | | | |

Accountability Status – High Schools

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, school leaders will build teacher teams' capacity to align to units of study with the Common Core Learning Standards in response to student learning needs.
2. By June 2014, all teachers will have implemented CCLS aligned curricula based on student data.
3. Deepen collaboration between teachers, support staff, and administrators to provide a nurturing environment for all students that is conducive to academic achievement and support school culture in response to student learning needs. By June 2014, our goal is to establish a structure that would allow students to monitor their own progress so that they will take more ownership over the steps needed to meet their goals, which is considered a Highly Effective practice. The Universal Design for Learning strategy will engage students in learning and is a key factor in increasing attendance, which has long been a school-wide problem.
4. By June 2014, our goal is to improve school-wide communication, respond to students' social and emotional development by including the support staff in the analysis of student academic performance data.
5. To engage families in setting high expectations for students and actively partnering with parents and community-based organizations (CBO) to prepare students for college and/or career exploration.

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: | | | 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 | | | X | |

| | | | | | |
|-----|--|--|--|----------|--|
| | experiences and tailored to the strengths and needs of all students. | | | | |
| 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 |
|-----|--|---|---|----------|---|
| 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 |
|---|---------------------|----------|

Debriefing Statement: The school leader articulates a vision to educate all students and establishes goals for school improvement. However, these goals are neither timely nor do they reflect rigorous expectations that all stakeholders articulate. The school leaders do not consistently provide actionable feedback, which hinders teacher improvement and limits the long-term success of students.

Strengths:

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 observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader has a system in place aligned to the district's APPR to conduct observations and track teacher practices based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader and teachers shared that school leaders conduct formal and informal observations, which include goal setting and pre- and post-conferences for all formal observations. Teachers stated that initial observations focused on planning, preparation, and CCLS alignment. Further, a document review demonstrated that school leaders are providing teachers with feedback aligned to the Danielson Framework.
- The school leader stated that the Assistant Principal (AP) for math and science completes informal math and science observations and that the AP for social studies provides ongoing feedback to teachers.
- Teachers confirmed receiving PD on the APPR and the Danielson Framework, and reported an increased understanding of Danielson expectations. School leaders also reported observing classes with the talent coach to ensure that uniform feedback, aligned to the rubric, is given to teachers.

Impact Statement:

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

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely

(SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Overall Finding:

The school leader does not ensure that the school community consistently shares SMART goals aligned to the SCEP.

Evidence/Information that Lead to this Finding:

- The school leader stated that the mission of the school is to educate students and prepare them to graduate; however, a review of data demonstrated the school has not made measureable progress in improving student attendance.
- The review team found that although the school has goals the school leader has not identified data sources to measure and monitor school-wide progress in achieving the SCEP goals focused on achievement and implementation of the CCLS.
- Although the school is a phase out school that only has eleventh and twelfth grade students currently, one of its stated goals is “to establish a structure that would allow students to monitor their own progress so that they will take more ownership over the steps needed to meet their goals.” However, based on a document review and interviews with the school leader, the review team found that the school did not plan to assess if this goal was met until June.

Impact Statement:

The lack of monitoring of goals aligned to the SCEP limits measurable progress and hinders student achievement.

Recommendation:

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

- Create strategic SMART goals that can be measured using research-based, data-driven protocols and benchmarks. Monitor the data collected to ensure on-going progress in achieving each SMART goal. Adjust if necessary to ensure that goals are aligned to the vision.

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 does not consistently make strategic decisions to organize programmatic, human, and fiscal capital resources.

Evidence/Information that Lead to this Finding:

- The school’s declining enrollment has resulted in structural and programmatic changes. Many elective course offerings have been replaced with course offerings in mathematics and global studies for students who need credit in these subjects to graduate on time. This has resulted in the

elimination of several enrichment and college level elective courses.

- The school leader modified student and teacher schedules to include a non-credit Regents prep course during the school day, in an effort to address limited after school prep course student attendance. While this provided academic support to many students who need it, it also reduced teacher availability for elective courses.
- The school leader increased the number of full-time counselor positions from community based organizations to work with at risk students. Three counselors mentor students with low attendance and two counselors work with students identified as at risk of not graduating. In addition, one small learning community coordinator and three family workers are assigned to each house to ensure that all students are well known by an adult.
- Similarly, the school leader stated that she hired a librarian to provide access to additional research and technology resources to students during lunch and free periods; however, the library is undergoing a renovation.

Impact Statement:

The school leader is not consistently using the limited resources to support the immediate needs of the school community, 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:

- Identify the human and fiscal resources to support student success.

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

Overall Finding:

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

Evidence/Information that Lead to this Finding:

- The school leader collects and reviews minutes from common planning time meetings to monitor the effectiveness of these meetings. While teachers discussed student work during common planning meetings lead by the APs, teachers did not create next steps to improve student work based on the analysis of the data.
- The school leader collects evidence-based data from the two community based programs that provide counseling and support at risk students. Additionally, while the school monitors attendance data, the school leader does not make changes based on data and attendance remains low.

- While the school leader shared that she supports a data driven culture, the review team found limited evidence of data being used to track progress and to make adjustments to ensure that the school’s goals are met.

Impact Statement:

The inconsistent use of evidence-based systems limits measurable progress toward critical school-wide goals.

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 school goals are monitored using evidence-based systems and that adjustments are made in order to reach the goals and improve student outcomes.

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

Debriefing Statement: The school has begun to implement CCLS-aligned curricula, to identify units of study, and to develop some lesson plans that reflect the CCLS instructional shifts. However, there is inconsistent instructional planning for specific developmental learning strategies, scaffolding, and interdisciplinary curricula to address the needs of all students including English language learners (ELLs) and students with disabilities. As a result, rigorous and relevant learning opportunities with multiple points of access that meet CCLS expectations for college- and career-readiness are not maximized for positive student outcomes.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

The school leader does not ensure that teachers consistently implement coherent curricula aligned to the CCLS that is adapted to meet the needs of students.

Evidence/Information that Lead to this Finding:

- The school leader has provided common planning time, resources, and PD to support the implementation of the CCLS across all subjects and grades. However, the impact is not consistently

reflected in the quality of planning, use of time, or classroom practices. Minutes of common planning time documents reveal neither a comprehensive analysis of student performance tasks, nor purposeful feedback on student work samples. Generic feedback, such as good job, good summary, good conclusion, and not enough evidence does not offer guidance for actionable next steps to students, nor was a rubric attached to give students guidance to improve their level of achievement.

- The school curricula is aligned to the CCLS and some teachers have begun to develop CCLS-aligned lesson plans that include the instructional shifts; however, a review of plans demonstrated that not all teachers are aligning plans to the CCLS or adapting curricula to meet the needs of students. In addition, school leaders are not consistently monitoring to ensure that lesson plan strategies are implemented to meet student needs.

Impact Statement:

The curriculum used does not address the individual needs of students and this hinders student achievement.

Recommendation:

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

- Increase monitoring of common planning time to ensure that all teachers add rigor and relevance to their CCLS-aligned lesson plans. Examine lesson and unit plans to assure rigorous and coherent CCLS-aligned instruction to increase student achievement.

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 meet student needs.

Evidence/Information that Lead to this Finding:

- While curriculum map revisions in core areas reflect a greater focus on literacy and math processes, student use of academic vocabulary was not the norm in classes observed. The academic vocabulary strategies identified in lesson plans were inconsistently used in instructional delivery.
- Discussions with teachers, analyses of planning documents and classroom visits indicate that only a few teachers are using DDI protocols in their planning and implementation of CCLS.
- While teachers have Rubicon Atlas units that align to the CCLS, during classroom visits few teachers scaffolded instruction or asked higher-order questions.

Impact Statement:

Inconsistent lesson plans aligned to the CCLS that include DDI protocols limit 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 teachers use data to effectively plan to create multiple points of access into all lessons.

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 within and across grades to create interdisciplinary curricula.

Evidence/Information that Lead to this Finding:

- Teachers shared that access to technology and the Google translation app provide some native language support for ELLs in science, but the review team found that this was an isolated practice and not reflective of a school-wide approach to providing an interdisciplinary curriculum that engages and challenges students in equal measure. Further, the review team did not find evidence of a formal plan to address interdisciplinary learning.
- Teachers describe increased use of technology to revise essays And SMARTBoards were used in many of the classes visited, but these were used more for as overhead projectors, not for interactive access to learning or to provide enrichment and support for CCR skills.

Impact Statement:

Students do not have multiple opportunities to engage in thoughtful cross-curricula activities and this hinders student achievement.

Recommendation:

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

- Design and deliver interdisciplinary curricula in order to integrate the arts, technology, and other enrichment opportunities as part of a school-wide plan.

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 implement a system for using assessments to plan curriculum or involve students in the ownership of their learning.

Evidence/Information that Lead to this Finding:

- The school leader and teachers shared that teachers are just beginning to use data to plan instruction. School leaders scheduled daily common planning time three times a week to review student work and lesson plans. However, the review team found that the data used to drive instruction is limited to Regents scores, measures of student learning (MOSL), and classroom assessments.
- There was limited evidence of on-going assessments in classes visited, other than an exit ticket that was graded, and another that required students to write about something interesting they had learned during the period.
- A review of student portfolios indicated that rubrics are used. However, teacher feedback to students was limited and did not include actionable next steps for learning

Impact Statement:

The inconsistent alignment of data and curricula 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:

- Adopt a school-wide comprehensive protocol to analyze student work and plan instruction based on the analysis of data.

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: School leaders have provided teachers with PD that supports CCLS-aligned curricular implementation. However, there is inconsistent data-driven instructional practice using summative and formative assessment aligned to the CCLS to identify the gap between what students know and need to learn. As a result, teachers do not make strategic instructional decisions specific to individual student learning needs in a consistent manner. This limits high levels of engagement and inquiry as well as deep conceptual understanding and knowledge required for the high academic achievement of all students.

Strengths:

All ratings for this Tenet are **Developing** 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:

Instructional practices are not consistently organized around plans that address student needs.

Evidence/Information that Lead to this Finding:

- While school leaders and teachers shared that teachers have access to multiple sources of data, such as MOSL baseline tests and Scantron, there was limited evidence that teachers use data to plan lessons or to create student groups. Additionally, while teachers stated that they analyze student work during common planning time, there was little evidence of how teachers are using this information to plan curriculum or lessons. The school leader shared that the school purchased Scantron machines for every class to provide immediate feedback on multiple-choice questions to students and to allow teachers to determine what concepts they needed to reteach. However, some teachers reported they do not use the machines regularly.
- Teachers are not consistently using data to scaffold learning to meet the needs of individuals or groups of students. Further, the review team found little evidence of differentiation during classroom visits
- Discussions with students and teachers demonstrated that teachers are beginning to set goals with students, but this is at an early stage of development.

Impact Statement:

The school's current instructional practice does not consistently promote the high levels of student 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 teachers provide explicit instruction that is data based and promotes higher-order thinking and achievement for all students.

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:

- Classroom visits demonstrated that teachers do not consistently ask students higher-order

questions. For example, while a few teachers asked thought provoking questions that promoted students to think beyond the literal level, this practice was not consistent across the school as many teachers asked questions that require a limited response. Further, there was limited evidence of vocabulary development.

- In some classrooms, instruction consisted of worksheets that did not address individual student needs.
- Minimal student engagement was observed in ICT and self-contained classes with few opportunities for students to respond to questions verbally or written. In a few classes, students did engage in structured activities designed to promote inquiry, such as think-pair-share, elbow partners, and think-jot.

Impact Statement:

The inconsistent use of higher-order questions and strategies for multiple points of access limit 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:

- Increase teachers' capacity to align instructional practices to the CCLS shifts. Ensure that questioning is used to better engage students to challenge their thinking.

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 the needs of all students.

Evidence/Information that Lead to this Finding:

- The school has created a learning environment with three small learning communities, supervised by a coordinator and supported by three family workers, with one assigned to each house. Students are assigned in grade nine to these communities, but students interviewed report that assignments to houses have changed because of declining enrollment.
- Despite the efforts that are made to help students feel safe both physically and intellectually, there are few opportunities for the needs of students to be consistently met. Classroom visits and interviews with students demonstrated that instruction does not consistently meet student needs and there are few opportunities for students to share different views, perspectives, and values. While student choice on project selections was evident, instruction did not target student strengths or weaknesses.

Impact Statement:

While the learning environment is safe, limited instruction designed to meet the needs of student 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 students are provided with learning experiences that match their needs, abilities, and interests; ensure that students are given every opportunity to discuss a range of issues that allow them to share ideas, opinions, values, and perspectives.

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 assessments to inform planning or foster student participation in their own learning.

Evidence/Information that Lead to this Finding:

- As part of the grade-level common planning time meeting protocol, the APs and teachers review formative or summative student work samples. However, there was limited evidence of how teachers are using the analysis to modify instructional practices or foster student participation in their own learning.
- Discussions with teachers and a review of lesson plans indicate that teachers do not consistently use data to form student groupings or use it to adjust their instructional practices and strategies to meet student needs.
- During classroom visits, few teachers gave students immediate explicit feedback. Feedback was often corrective, but did not consistently provide students with clear next steps to improve their learning. A review of classroom folders, student work portfolios, and bulletin board work displayed in classrooms demonstrated that written teacher feedback is also inconsistent.

Impact Statement:

Instruction and feedback are not consistently based on data or purposeful and this 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:

- Provide support for teachers to analyze and utilize data in their delivery of instruction; ensure

teachers provide purposeful frequent feedback to increase student ownership of their learning.

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

Tenet Rating

D

Debriefing Statement: The school provides a safe learning environment and stakeholders view student social and emotional development as an integral component of academic achievement. While structures for monitoring student academic progress and attendance are in place, the social and emotional developmental health needs of all students are not consistently met. There is no comprehensive plan aligned to behavior goals that include timely PD for all staff. As a result, opportunities are not maximized for all constituents to contribute to student emotional, social, and academic 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 leader establishes overarching systems to support student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- The school leader stated that the student learning community coordinator, guidance counselors, family workers, and parent coordinator help to provide a nurturing and supportive environment for students, where all are well-known by a designated adult. The student learning center coordinator organizes trips, including college tours and school events, such as awards ceremonies, community service opportunities, dances, intramural games, and town hall meetings. Three family workers monitor daily attendance as part of their role. Students receive certificates, medals, trophies, and other incentives throughout the year, on a monthly basis and per marking period to celebrate accomplishments.
- If a student is having difficulty, there is a referral process, which stakeholders describe as a verbal report from teachers to guidance counselors. School leaders indicate that serious offenses are handled as per the NYCDOE behavior guidelines, but that the school's structures have led to a decrease in the number of suspensions.

Impact Statement:

The implemented systems address barriers to student social and emotional developmental health and improve student success.

5.3 **The school has received a rating of *Effective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is 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 promotes a vision for student social and emotional developmental health aligned to a curriculum.

Evidence/Information that Lead to this Finding:

- The school participates in the citywide effort to implement the Respect for All program that celebrates diversity and combats harassment, discrimination, and bullying. This initiative provides PD for school staff, as well as direct services to students, and supports the teaching of student the social and emotional developmental health.
- The school counselor received PD to implement a Peer Mediation program as an alternative to suspension, and as an opportunity for greater student voice. However, currently student peer mediators have not been identified or trained

Impact Statement:

The implementation of a curriculum to support student social and emotional developmental health supports student success.

Areas for Improvement:

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:

Not all stakeholders work together to develop a common understanding of their roles in supporting student social and emotional developmental health.

Evidence/Information that Lead to this Finding:

- Members of the student support staff stated guidance counselors, family workers, the attendance teacher, pupil accounting secretary, parent coordinator, school leaders, and partners participate in weekly attendance, cohort, and guidance meetings to monitor student progress towards meeting graduation requirements and provide ongoing social and emotional support. However, discussions with stakeholders indicate that they are not always clear in the role each plays in meeting the needs of students. Additionally, there is no formalized, strategic plan that clearly lays out a delineation of roles and responsibilities each should play in ensuring that the school vision is met.
- Parents indicated that students feel safe and supported by the school leader and staff. Based on interviews and classroom visits, the review team found that students feel safe at the school and students reported that there are people they can go to if they have a problem.

Impact Statement:

Not all constituents are able to 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:

- Specify clear roles and responsibilities for the different stakeholders to fulfill to meet and sustain the school's vision for student social and emotional developmental health.

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 establish structures to support the use of data to respond to student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The AP data specialist provides summative data analysis reports, cohort credit accumulation, learning style inventory, and attendance data on an ongoing basis to set benchmarks, monitor progress, and look for trends and patterns. The support staff and administrators will also review transcripts, report cards, ARIS item analysis reports, graduation tracker, and IEPs. According to the school leader, the AP then generates and shares summative assessment data, learning inventory assessment data, and subgroup data with other school leaders and teachers to identify strategies and develop plans that align to instructional goals and expectations. However, the review team found that staff is not consistently using this data to address the social and emotional developmental health needs of all students.
- The data specialist, school leaders, and student support staff monitor attendance reports. However, there was limited evidence of how the school was using this data to improve attendance.

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:

- Establish systems and expectations for each member of the support team to collect data on their targeted area of responsibility and to share this data with school leaders and staff. Use the data to identify student needs in order to support student success.

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|--|---------------------|----------|
| 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 leader has established some structures to improve the home and school partnership as well as strategies to communicate high expectations. However, the school has not yet optimized adult capacity to share responsibility for the well-being and academic success of all students. As a result, family, school, and community partnerships that support student growth and achievement are not yet fully developed, thus limiting opportunities for family engagement and empowerment.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *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 ensure that communication with students and families consistently fosters high expectations for student achievement.

Evidence/Information that Lead to this Finding:

- The SLT created SCEP goals to engage families in setting high expectations for students and to actively partner with parents to prepare students for college- and career-readiness. Learning community support staff described outreach to parents regarding the college applications as part of their roles. However, the types of additional outreach efforts described were generally related to attendance rather than academic expectations.
- The school leader and parent coordinator schedule monthly Parent Association (PA) meetings, with the AP scheduling parent PD related to computer use, social networking, bullying, and financial aid. The school schedules PD before or after PA meetings in order to increase parent attendance; however, a review of documents demonstrated that few parents attend.
- The school has not established formal procedures for reviewing how it communicates with parents.

Impact Statement:

The inconsistent home-school partnership 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 the school communicates high academic expectations and monitor the effectiveness of communication.

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 and community stakeholders to meet student needs.

Evidence/Information that Lead to this Finding:

- The school communicates with families by e-mails, phone, notices, mailings, Pupil Path, and the school website. All stakeholders shared that documents are translated. However, attendance at Open School conferences is low. The school has not evaluated its procedures for ensuring that there are high levels of reciprocal communication between home and school.
- The school leader has established partnerships with community-based organizations including the YMCA, an on-site health clinic, the Cleary Law Firm who provides support for enrichment activities, and the Success Mentors Program that provides attendance support.

Impact Statement:

Inconsistent reciprocal communication between the school and families 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 system of reciprocal communication, in all pertinent languages, between parents and staff regarding student academic and social and emotional developmental health that will lead to student growth and success; consult with parents on ways in which the school could develop stronger channels of reciprocal communication between the school and families.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas of 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 has a partnership with Counseling in Schools to provide support for academically at risk

students and students identified with attendance concerns. Some parents stated that they appreciate the Angels program that helps keep students on track to graduate, as well as the YMCA after-school and Saturday program. However, some parents stated that students are not achieving due to lack of motivation, the need for more parent involvement, and access to available resources.

- Interviews and documents did not demonstrate evidence of PD for staff in regard to sustaining partnerships with families and community organizations or of a sustained and systematic approach to providing parents with ways in which they can actively support their children's learning. The school leader has recognized this as a weakness and is beginning to develop a plan to address the issue.

Impact Statement:

Limited partnerships between the home and school hinder student academic success.

Recommendation:

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

- Develop a plan to provide training for staff in building strong partnerships with families and mechanisms to train parents in supporting their children's learning.

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 parents in a way that promotes dialogue and empowers families to advocate for student success.

Evidence/Information that Lead to this Finding:

- Although parents reported they understand student progress and report cards and appreciate school outreach about attendance in all pertinent languages, parents stated that other school data, such as Pupil Path or school website information is not presented in a way that parents can understand it.
- Parents also reported that the data provided on Pupil Path is not timely as it informs parents after students receive poor grade because they have missed assignments, rather than before so that parents can monitor student progress and help them close gaps to improve their achievement.

Impact Statement:

The school does not consistently empower families to understand and use data to support student academic achievement and social-emotional growth.

Recommendation:

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

- Ensure a wide range of parent learning opportunities to support parent understanding of data and to increase student achievement.