



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

Modified School Review



BEDS Code	662300010043
School Name	Yonkers Early College High School
School Address	631 Tuckahoe Road, Yonkers, New York 10710
District Name	Yonkers City School District
School Leader	Maximo Catala
Dates of Review	October 17 & 18 ,2013
School Accountability Status	X Priority School
Type of Review	X SED Integrated Intervention Team (IIT)

School Information Sheet													
Grade Configuration	9-12	Total Enrollment	739	SIG Recipient		Title 1 Population	15.8%	Attendance Rate	91 %				
Free Lunch	78.3 %	Reduced Lunch	6.5 %	Student Sustainability	%	Limited English Proficient	6.8 %	Students with Disabilities	12.6 %				
Number of English Language Learner Classes													
#Transitional Bilingual	N/A		#Dual Language		N/A		#Self-Contained English as a Second Language			N/A			
Number of Special Education Classes													
#Special Classes	3		#Consultant Teaching		N/A		#Integrated Collaborative Teaching						
# Resource Room	2												
Number Special Classes													
#Visual Arts	16	#Music	24	#Drama	0	#Foreign Language	17	#Dance	0	#CTE	7		
Racial/Ethnic Origin													
American Indian or Alaska Native	0.3 %	Black or African American	34.3 %	Hispanic or Latino	48.9 %	Asian or Native Hawaiian/Other Pacific Islander	4.5%	White	11.1 %	Multi-racial	0.9 %		
Personnel													
Years Principal Assigned to School	2		# of Assistant Principals		4		# of Deans		0		# of Counselors / Social Workers	4/.4	
Teachers with No Valid Teaching Certificate	0 %		Teaching Out of Certification		0%		Teaching with Fewer Than 3 Yrs. of Exp.		.03 %	Average Teacher Absences		6 %	
Credit Accumulation (High School Only) and Performance Rates													
% of 1 st yr. students who earned 10+ credits	0		% of 2 nd yr. students who earned 10+ credits		5.8%		% of 3 rd yr. students who earned 10+ credits		79%		4 Year Graduation Rate		65.2 %
ELA Performance at levels 3 & 4	70.5		Mathematics Performance at levels 3 & 4		41.9		Science Performance at levels 3 & 4		48.9		6 Year Graduation Rate		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Math			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Implement constructive use of formative and summative assessment to increase student performance. 2. Increase the number of college courses offered to include in the school's catalogue as electives or dual credited courses. 3. Include special education, reading and English as a second language teachers on instructional teams to ensure all programs and resources are open to students with disabilities and English language learners. 			

Mark an "X" in the box below the appropriate designation for each SOP.

#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			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	
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
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	
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	
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	

School Review Narrative:

Tenets 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.

Areas for Improvement:

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.

- This is the fourth year of Early College High School, which replaced Roosevelt High School. Roosevelt High School was identified as Persistently Low Achieving, and in September 2010, the Yonkers Public School District Board of Education moved forward a plan to phase out Roosevelt High School and replace it with a new high school designed with the goal of creating a learning environment that produced college bound students. As part of this transformation, the district phased in one grade per year to the new school, changed course offerings to include college credit courses, and replaced 52 percent of the staff. The school leader was also replaced at the mid-point of the transformation, in 2012. While the district has overseen much of the decision making around this transformation, the school leader, who began one year prior to the visit, has used the authority that he does have to make some decisions regarding the use of human, programmatic, and fiscal resources. According to the school leader, the district has a hiring requirement that gives priority based on seniority. To address the new vacancies associated with the school transformation, the school leader specifically looked for applicants willing to go beyond the school day to engage in professional development (PD). He also did not advance any employees from within the district who did not show growth in their student performance as he reviewed their qualifications. He forwarded fifteen names to the district, which then reviewed their applications and approved all fifteen to be hired. As part of the school transformation, the school leader explained that he has overseen the development of new courses. These courses include skills classes that result in a half credit for students identified as needing additional support in reading and mathematics; a summer transition class for incoming ninth graders; and double periods of mathematics and English language arts for grade nine students, which will continue when the students enter tenth grade. However, the school leader reported that formal vertical or horizontal team meetings across grades or subject areas did not occur regularly, and he had not established data driven instructional protocols to ensure quality instruction of academic program offered. The school leader reported that he successfully applied for grants in collaboration with the college partners to cover the cost of the college credit tuition for the students. Through the Smart Scholars fund, the students have access to free or low-cost tuition for college courses with Mercy College, Lehman College, and Westchester Community College. Students must earn an 85 or higher to receive both the high school and college credit. The school leader also successfully advocated to maintain the Career and Technical Education (CTE) program, which includes a Science, Technology, Engineering and Math (STEM) program that has robotics, mechanical systems, and transportation courses, after the district was considering removing these options during the transformation process. However, at the time of the visit, a breakdown by student and/or grade with the overall credit accumulation was not provided to the review team, although it was requested. The school leader explained his goal is for every student to graduate with a minimum of 24 college credits. However, in the absence of the credit

accumulation report, it was not evident how the school leader would monitor the effectiveness of his decisions to ensure that he accomplishes that goal. In addition, the instruction witnessed by the IIT in classrooms the team visited lack the rigor and level of depth needed to prepare students to be college and career ready. The review team also found that behavior issues at the school impacted students' ability to fully commit to their learning. While the school leader has made decisions aligned with school-wide goals, numerous issues remain at the school. Without clearly defined systems to monitor the effectiveness of management structures and decisions, the school is limited in its ability to ensure and sustain progress toward addressing the continuous issues regarding student behavior and student achievement at the school.

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).

- The school leader is in the beginning stages of developing evidence-based systems to address school-wide practices. The school has a data team and a Positive Behavioral Intervention and Supports (PBIS) team consisting of teachers and school leaders who track data on attendance, suspension, behavioral incidents, uniform issues, and academic achievement in order to identify pertinent trends. The school leader reported that the data team uses this analysis to inform classroom instruction. The team collects Regents examination data, district data on at-risk students, and district data on credits earned. The team determines high-risk, medium-risk, and low-risk students, and then shares information and strategies to support these students at faculty meetings. Interviews with teachers and the school leader indicated that the school holds mock Regents examinations and performs item analysis of these tests. During his interview, the school leader stated to the IIT that he tracks credit accumulation for the Smart Scholars program. While the school leader indicated this process was for the purpose of continuing to receive funds from the program, as opposed to tracking student progress, the school leader explained that he plans to use these funds to purchase the Scantron and Acuity systems to collect and analyze data to supplement the information the school receives from Regents examinations and interim assessments. The school leader stated he expects teachers to share information regarding student progress with parents through phone calls and through the two progress reports that are sent home. The school leader indicated that he is reshaping professional development (PD) to stay abreast of best practices. He informed the IIT that the school assesses PD needs based on areas identified through student assessments, staff surveys, school leader observations, and teacher goals. During an interview with the IIT, teachers shared that attendance at PD sessions is based on teacher discretion. The school leader also acknowledged gaps in supports for English language learners (ELLs) and students with disabilities. Although he informed the IIT that he has plans to offer in-service PD, purchase technology, and hire support staff to help support these two subgroups, not one of these actions has been implemented yet. While the school leader has a variety of structures at his disposal to examine and improve individual and school-wide practices, he has not been able to adapt and interconnect the various components to provide evidence-based systems that adequately address the goals stated in the SCEP. As a result, progress toward achieving critical school-wide goals is limited.

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.

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.

- While the school has a written action plan aimed at achieving school-wide goals, the IIT found that the school leader does not have a specific plan to facilitate and monitor implementation of curricula that support the CCLS. Teachers interviewed reported to the IIT that they have daily informal meetings in lieu of formal vertical and horizontal team meetings. They also have monthly meetings that are agenda driven, but not specifically focused on the CCLS. The school leader indicated in his interview with the IIT that the grade nine team is the only grade level that meets at a structured time to discuss curriculum and student progress. Teachers stated that the district offers CCLS PD for mathematics and ELA and that all teachers participated in summer training. In addition, staff reported that the district has provided a curriculum map for mathematics that reflects the CCLS for grade nine. Grades ten to twelve math teachers and other subject teachers in all grades use materials from EngageNY along with the existing school curriculum. Teachers reported that CCLS PD is offered after school by the district, but a document review by the IIT showed that most of the PD offered by the district is not relevant to CCLS alignment in high schools. Although the school leader stated that all dual enrollment courses are CCLS-aligned because they are college-approved curricula, the school leader does not have a system to hold teachers accountable for implementing strategies that teachers receive in PD. Students were engaged in some classrooms visited by the review team, but most instruction was not at the level of rigor expected with the CCLS. Most classes relied on worksheets, and the IIT witnessed minimal inquiry-based instruction in the classrooms visited. Without adequate PD and a monitoring plan to ensure quality implementation of curricula in all areas, the school is limited in its ability to meet the needs of all students or prepare them to be college- and career-ready.

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

- During classroom visitations, the IIT found that teachers primarily used worksheets for the entire class, which did not provide evidence that the teachers had used student data to adapt instruction based on students' needs. Although the school leader and teachers stated that the data team conducted meetings with teachers where the data team shared student data, the school leader was unable to articulate how teachers use the outcomes to develop lessons or to modify instructional practices to meet student achievement needs for ELLs, students with disabilities or general

education students. Furthermore, the school leader informed the IIT that only the grade nine team meets regularly to plan and modify instruction. Teachers stated during the focus group interview that they believed their lessons are CCLS-aligned; however, classroom observations by the IIT indicated that lessons were inconsistently aligned to the expectations of the CCLS. Because staff has not developed lesson plans supportive of the CCLS or used data protocols to address student needs and goals, student's ability to meet the requirements of CCLS is hindered.

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.

Area for Improvement:

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.

- Based on teacher interviews, and a review of data, meeting agendas, and sample student work, the IIT found that some teachers use practices that support the expectations of the CCLS. During some classroom visitations, the IIT found that although worksheets were primarily used during instruction, several teachers encouraged students to initiate and participate in a range of discussions on topics and texts. During general and special education classroom visits, the IIT observed that some teachers asked questions that required students to use critical thinking skills. However, many other teachers asked questions that required recalling text or providing basic “yes or no” answers. While the school leader indicated in interviews that the school attempted to support ELLs, he also indicated that there were gaps in providing appropriate instruction and supports. Not all teachers use instructional practices that are aligned to the CCLS or are tailored to the needs of all students, thereby limiting student growth.

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.

Area 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.

- According to the school leader, the school has two programs, the Andris Program and Man Up, to help support students' social and emotional developmental health needs. However, other school constituents appeared to be unaware of the accessibility or effectiveness of these programs. Students expressed in interviews with the IIT that there were fights, drug use, and thefts in the school. Students reported in an interview that the discipline policy of the school is not adhered to by staff, that staff are selective with whom they discipline, and that the staff can get caught up in

smaller issues while ignoring larger ones. For example, students told the IIT that the primary issue teachers seemed to be focused on was the uniform policy. Although the school leader informed the IIT that the data team collects and shares data about behavior and attendance with teachers, students stated that teachers were inconsistent in dealing with behavior issues. In interviews with the IIT, school stakeholders were unable to articulate how the school community is a safe learning environment. Parents expressed concern over the outdated security system at the school. They noted that security cameras were broken, student identification cards had not been distributed for four years, and radios did not always work. Consequently, the inconsistent application of school-wide discipline expectations and the lack of urgency in developing effective protocols hinder the school's ability to meet the social and emotional developmental health needs of 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.

Area for Improvement:

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.

- During the parent focus interview with the IIT, parents expressed that they have easy access to the Parents Center and are able to use the Naviance electronic program to track college applications for their children. While the school leader and staff share data concerning student progress and achievement, parents reported that they did not understand how to read the progress reports the school provided. The school leader stated that he is attempting to change the culture of the school for both students and parents. He indicated that the school held a workshop for parents focused on parents' role in supporting their children's learning, and he indicated that guidance counselors have contacted parents to help them understand their children's report cards. However, during the parent focus group interview, parents reported that they have not received training on understanding student data. Documents reviewed by the IIT did not contain information related to programs or workshops for parents specifically focused on understanding data or using teacher feedback to support their child's improvement. As a result, parents are not empowered to advocate fully on behalf of their children to support student achievement.