



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**

**Modified School Review**



<b>BEDS Code</b>	331400011610
<b>School Name</b>	Automotive High School
<b>School Address</b>	50 Bedford Avenue, Brooklyn, NY 11222
<b>District Name</b>	New York City CSD 14
<b>School Leader</b>	Caterina Lafergola-Stanczuk
<b>Dates of Review</b>	October 29 and 30, 2013
<b>School Accountability Status</b>	Priority School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	420	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	21	# SETSS	6	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2013-14)					
# Visual Arts	13	# Music	N/A	# Drama	N/A
# Foreign Language	18	# Dance	N/A	# CTE	51
School Composition (2012-13)					
% Title I Population		65.3%	% Attendance Rate		75.0%
% Free Lunch		74.0%	% Reduced Lunch		7.1%
% Limited English Proficient		5.3%	% Students with Disabilities		29.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.5%	% Black or African American		61.8%
% Hispanic or Latino		32.6%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White		2.1%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.22	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		3/1
% of Teachers with No Valid Teaching Certificate		1.9%	% Teaching Out of Certification		30.5%
% Teaching with Fewer Than 3 Years of Experience		29.6%	Average Teacher Absences		6.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		56.0%	Mathematics Performance at levels 3 & 4		31.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		45.4%
6 Year Graduation Rate		63.8%			
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	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
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	No	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	No		

**SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:**

1. Improving safety and security.
2. Improving students' academic outcomes.
3. Improving teaching.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.					
#	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:**

**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.

### **Strengths:**

**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.

- The school leader makes numerous strategic decisions to organize programmatic, human, and fiscal capital to ensure the school responds to the academic and social needs of students and the school community. The school leader assumed her position two years ago with the goal of creating a school community and a school culture that is safe, focused on high academic outcomes and well-being, and able to promote continuous improvement. Interviews with the school leader and staff, as well as a review of documents, indicated that the school leader ensures that programmatic decisions connect to student achievement. Teachers reported that the school leader added a Law Enforcement Academy and organized the redesign of the automotive, electronic, and engineering programs in order to increase and sustain student enrollment. In addition, after the school leader reviewed the needs of the school, she reduced the size of the administrative team from five assistant principals to two in order to create several new positions to best address the needs identified. The school leader hired a reading specialist in response to the low reading scores at the school. In addition, the school leader identified the need to improve lesson plan development and instructional strategies and, as a result, she hired an instructional coach. She also hired a data specialist so that the school would be able to better analyze data to improve instruction. The school leader explained that hiring these key staff members provided internal resources to teachers and ensured teachers have a system of support to improve capacity within the school. The school leader found areas of low performance in her analysis of ninth grade data, and she also noticed that the eighth grade test results of the incoming freshmen indicated gaps in their learning. As a result, she redesigned the schedule so that incoming freshmen now have a double period of Global Studies and a double period of English language arts. In addition, the school leader noticed that many students not enrolled in a Career and Technical Education (CTE) program did not have a full-course offering, and they were spending periods of their day in study halls. As a result, she expanded the school course offerings to include calculus and algebra 2/trigonometry, as well as four advanced placement courses. The school leader's ability to recognize areas of need and provide solutions through how she organizes the school has allowed her to address the immediate needs of the school community.

**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).

- The school leader uses data to inform her decision-making to address school-wide practices. The school leader and the two assistant principals each have departments assigned to them. Each department has common planning time twice a week, and the school leader or the assistant principal assigned to the department attends at least one of the meetings each week. During the meetings, the school leaders provide feedback regarding the implementation of the instructional shifts based on what the school leaders noticed during their informal walk-throughs and review of lesson plans. Teachers acknowledged that prior to the school leader's arrival, lesson plans were not fully developed. After the school leader began reviewing lesson plans and noticed their shortcomings, she recommend a common lesson plan structure to ensure key areas, including aim, topic, instructional objectives with measurable outcomes, higher order thinking skills, and components of the Danielson Framework for Effective Teaching, are included in lesson plans. In addition, school leaders have developed explicit procedures for teachers rated unsatisfactory. These teachers must sit with the school leader or an assistant principal on weekly to review the respective lesson plans to ensure the plans meet the expectations for rigor and CCLS alignment. The school leader and teachers explained that data are used to inform instructional strategies and to provide additional afterschool supports for students. The school leader analyzed discipline referrals to identify the students who have a greater need for academic and social emotional counseling services and assigned the students identified these support services. The school leader also noticed that students, many of whom have long commutes to the school, were having difficulty arriving to school on time. As a result, she moved back the start time for the school. According to the school leader, the change in start time resulted in the number of students arriving late being reduced from approximately 200 each day to about 25 each day. The school leader also noticed a disparity between class report card grades and consistently poor Regents examination results, which led her to bring in the Bell Curve test prep group to promote improved testing strategies for students. The school leader attributed part of the individualized incremental growth in students' Regents examination scores to the testing strategies taught through this program. Implementation of all these reforms has resulted in measurable progress toward many school-wide goals.

**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.

**Area 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.

- The school leader is in the process of developing a written plan that focuses on implementing curricula to support the CCLS, including targeted goals to address the needs of students. However, the instructional shifts as required by the CCLS were not evident in most classrooms visited by the IIT. The school leader is creating a calendar for professional development (PD) and a schedule for

vertical/horizontal collaborative meeting times. Interviews with the school leader and staff indicate the school leader is beginning to provide teachers access to pedagogical support, materials, and training focused on curricula that support the CCLS. Two weeks prior to the IIT review, the school leader was able to implement common planning time for staff. Interviews with the school leader and staff indicate the school leader implemented team-meeting schedules with the purpose of reviewing data, assessing intervention strategies, and developing unit plans to strengthen alignment to CCLS. A teacher center liaison assists teachers with lesson plan development and CCLS alignment. The school arranged for training in the Common Core last year, and the Network provided PD as well. The school leader reported in interviews with the IIT that many new staff members are grappling with new content and other staff members are not fully conversant with the curriculum framework. In addition, unit plans and lesson plans reviewed by the IIT team were not consistently aligned with the CCLS. The IIT observed the instructional shifts in fewer than twenty-five percent of classrooms the team visited. Therefore, not all students are being provided the instruction needed to meet the demands of the CCLS across grade/subject areas, which limits their ability to be college and career ready upon graduation.

**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.

- The school leader reported that she started a more focused approach to addressing pedagogical strategies with teachers last year. While the school leader stated that staff members are encouraged to use a template for unit plan development, the IIT found through document review that lesson plans are either not aligned to the CCLS or are aligned to the CCLS but do not contain complex materials. Teachers are expected to embed assessments in the lesson plans, but of the lesson plans submitted or reviewed, the IIT did not find evidence indicating how formative or summative assessments were used to inform instruction. Interviews and a review of documents by the IIT indicate teachers inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS. Because teachers are not consistently aligning their plans to support the CCLS or using data to inform planning, the staff's ability to target the learning needs of all students 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.

- Lesson plans reviewed and classrooms visited by the IIT indicate some teachers are beginning to

develop lesson plans that support the CCLS; however, the IIT found that few teachers use instructional strategies reflective of the CCLS instructional shifts. The IIT found that teacher-centered strategies for instruction predominate in most classrooms the team visited. Teachers across the school do not consistently provide differentiated lessons or multiple point of access. In classrooms visited by the IIT, there was little student engagement, limited higher-order questioning, and inadequate wait time. Individual student goals and academic learning targets were not evident in many of the classrooms visited by the IIT. During classroom visitations, the IIT found that teachers made little reference to expectations, provided inconsistent explicit instruction, and did not adequately check whether students with disabilities understood the instruction. In addition, the IIT found that in co-teaching classrooms the team visited, one teacher dominated the lesson and the other teacher's contributions were minimal. Without instructional practices that meet the needs of all students, the school is limited in its ability to ensure student engagement and promote student achievement.

**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.

**Strength:**

5.4 **The school has received a rating of *Effective* 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.

- The school community is developing a system for monitoring and responding to student social and emotional developmental needs. Students interviewed by the IIT noted that the guidance counselor and principal are their primary resources for assistance, and the students also stated that the teachers were available to assist them. Seniors interviewed by the IIT shared how student behavior and academic supports have improved over the past two years. The school provides social and emotional support services through the Good Shepherd program, through the Counseling in Schools program, and through a social worker. The teachers interviewed spoke highly of the services available to students. The school leader greets the students every morning and knows all students by name. Teachers reported that improvements in school safety have allowed them to be able to spend less time on classroom management and more time on instruction, which has resulted in teachers being better able to identify the problems that students have and address them more swiftly. The school's ability to provide an environment conducive to learning helps promote academic achievement.

**Area for Improvement:**

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.

- The school is developing a plan to communicate information about student learning data. Teachers shared that they need to do more to reach out to parents to discuss the specific interventions students are receiving. The school sends a monthly newsletter noting the community and support resources available at the school. The school leader has Saturday Coffee Talks, which include topics related to student data, such as updating parents on student progress reports. However, parents reported in interviews that information shared is not really clear to them. Parents reported they receive six-week progress reports and find out some information regarding their child's progress through parent-teacher conferences and phone calls from the staff. Parents and students articulated that they feel they have a voice in the school and can advocate for themselves. The school has three-week marking periods and shares student progress with parents after each marking period. The school leader indicated that having grades assessed every three weeks keeps students from getting too far behind. At the moment, the bulk of the information distributed to families is in the form of student grades. While the grades are informative, they do not provide the guidance or direction necessary to allow parents to best support their child's learning. As a result, families are not yet fully empowered to support student learning and improve student achievement.