



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310500011685
School Name	Bread and Roses Integrated Arts High School – M685
School Address	6 Edgecombe Avenue New York, New York 08618
District Name	NYCDOE – District 05
School Leader	Dr. Rodney Lofton
Dates of Review	April 29-30, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 05M685

School Configuration (2013-14)			
Grade Configuration	09,10,11,12	Total Enrollment	274
		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	22	# SETSS	3
		# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)			
# Visual Arts	10	# Music	2
		# Drama	7
# Foreign Language	10	# Dance	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	67.3%	% Attendance Rate	78.6%
% Free Lunch	83.5%	% Reduced Lunch	2.6%
% Limited English Proficient	18.3%	% Students with Disabilities	20.5%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.2%	% Black or African American	54.4%
% Hispanic or Latino	44.5%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	0.7%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	1.77	# of Assistant Principals	3
# of Deans	N/A	# of Counselors/Social Workers	3
% of Teachers with No Valid Teaching Certificate	15.6%	% Teaching Out of Certification	20.4%
% Teaching with Fewer Than 3 Years of Experience	62.2%	Average Teacher Absences	7.8
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	30.4%	Mathematics Performance at levels 3 & 4	29.3%
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	32.8%
6 Year Graduation Rate	54.3%		
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	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	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	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

Goal 1: By June 2014, school leaders will ensure that 100% of the staff will be supported in teacher development through on-going observations with clear and actionable feedback supported by DFFT informed by student data and previous teacher observation reports.

Goal 2: By June 2014, 100% of the current curriculum will be revised and aligned to the common core learning standards, containing multiple entry points as evidenced by the curriculum maps, lesson plans, student work products and administrators' observations.

Goal 3: By June 2014, 100% of teachers will provide coherent, engaging instruction using a variety of instructional strategies and resources that respond to students' diverse needs.

Goal 4: By June 2014, a twenty (20) day data review system will be developed to provide academic, social, and emotional support for a targeted sub-group of students as evidence by a 5% increase in Regent English Pass Rate and attendance and 5% decrease in suspensions and social and emotional referrals.

Goal 5: By June 2014, the school community will engage in effective planning and reciprocal communication with family and community stakeholders through a series of six (6) parent/guardian workshops that build on parent/guardian's ability to support their child's academic, social and emotional development.

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

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

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

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

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

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

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

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

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

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

#	Statement of Practice	H	E	D	I
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.			X	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	D
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Debriefing Statement: The school leader has established SMART goals that focus on school improvement efforts while providing accountability for all staff. However, goals are not known by all stakeholders, resources are not always strategically distributed, and systems for analyzing the performance of the school are not consistently rigorous. This results in limited progress in student achievement.

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 organized an evidence-based system for regularly reviewing teaching performance, holding staff accountable, and providing appropriate interventions to improve teaching and learning

Evidence/Information that Lead to this Finding:

- Based on reports provided by school leaders and teachers, as well as documentary evidence, the Integrated Intervention Team (IIT) found that a calendar of formal observations has been fully implemented by school leaders, with timely and relevant feedback, to ensure that the practice of all teachers is regularly assessed.
- The school leader has designed and implemented interventions for regular professional learning with the network coach, provided calibration and norming activities and team observations, which promote increased evaluator validity and inter-rater reliability. These procedures are leading to improvements although analysis of teacher observation reports indicates that not all school leaders provide staff with the same level of feedback.
- Using the technology tool, *Advance*, to record and track teacher performance data, school leaders generate formative and summative reports for individual teachers and school-wide trends. The IIT reviewed these reports and found that they are used by school leaders in conjunction with affiliated consultants, to assess the progress of staff on the identified school-wide goals and instructional focus. Analyses of trends in the *Advance* reports are conducted using a formal protocol aligned to the teaching rubric, which form the basis of the professional development (PD) plan and classroom walk-through focus. Interviews with teachers, school leaders, and document review indicate that differentiated PD, consultant and peer supports, resources and tools, as well as dialogue around assignment options are also provided to staff consistent with their individual trend information.

Impact Statement:

Through the implementation of this system, teachers are held accountable for continuous improvement, which promotes 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 community has a long-term vision and identified SMART goals. However, limited collaboration with some stakeholders has hindered widespread understanding and support of the school's strategic direction.

Evidence/Information that Lead to this Finding:

- An SCEP is clearly developed but is not formally and explicitly linked to the long-term vision articulated on the school website and other documents. SMART goals are listed in the SCEP, and school leaders reported that they were created by the school and teacher leaders and reviewed by the school leadership team (SLT). However, during interviews with the IIT some stakeholders indicated inconsistencies regarding their understanding of the direction of the school's improvement efforts. Students were unaware of any school goals or priorities beyond "passing the Regents," and the staff reported several variations of long-term goals and imprecise ideas for the school's purpose, such as "be lifetime learners" and "bring what they learn in school back to their communities." Parents reported that they understand that the school has a vision of "well-roundedness" and "to have exposure to the community."
- The SCEP is developed and defines activities for achieving the SMART goals. However, the IIT review of documents, such as Parent-Teacher Association (PTA) agendas, parent workshop plans, community-based organization (CBO) meetings, and SLT meetings indicated that stakeholder contributions for full implementation of these activities is in the developmental stage.

Impact Statement:

Because the school is still in the process of sharing the vision and aligning school improvement activities for stakeholders, progress toward the achievement of school-wide goals is limited.

Recommendation:

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

- Prioritize collaboration efforts with all stakeholders in order to explicitly align the direction of the school with clear and data-driven SMART goals. Use this alignment to further plan school improvement activities to include roles and contributions for all stakeholders.

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 has taken some steps to organize and allocate resources to address student needs.

Evidence/Information that Lead to this Finding:

- In relation to decisions regarding human resources, the school leader reported compliance with the district's collective bargaining agreements for transient and excess staff to be assigned to the school. In the limited cases of vacancy for open positions, school leaders reported that they secured qualified staff members who perform at effective and highly effective levels in the Annual Professional Performance Review (APPR) system. The school leader also reported revising some staff assignments to meet school needs. These efforts included reassigning an assistant principal to provide senior transcript auditing and intervention management in the absence of a school counselor, adding the duties of data specialist to a teacher on staff, and disseminating communication and curricular leadership through lead teachers. However, the approaches the school leader has employed have had variable levels of success in meeting school needs and goals.
- Using the schools' limited fiscal resources in the regular budget and grants, the school leader indicated he has prioritized the allocation of funds for expert consultation and content support to build the capacity of staff in identified areas of need. The IIT noted that the master schedule has been arranged to provide PD and support to teachers within the school day, such as structuring professional activity assignments, implementing inquiry protocols, and formalizing horizontal and vertical team meeting schedules.
- A limited extended learning time program focused on Regents examination preparation has also been included in the master schedule and since February has included Saturday offerings. However, staff reported that student attendance is poor for this volunteer effort, and minimizes its effectiveness and increases in student achievement.

Impact Statement:

The school leader has used some resources strategically, but these efforts have resulted in varying levels of success and have not consistently met the needs of the school community, which limits students' success.

Recommendation:

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

- Develop and implement a formal and transparent plan to manage and allocate all available resources in support of the SCEP goals and increased student achievement.

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:

Although some evidenced-based systems are in place, they are not always used or monitored consistently by school leaders to bring about improvements in critical school-wide practices.

Evidence/Information that Lead to this Finding:

- In accordance with goal one of the SCEP, school leaders reported that they have used the *Advance* system to regularly assess the performance of teachers to generate reports related to strengths, needs, and areas of focus. Professional learning opportunities and supports have been implemented in alignment with the trend information from this system. However, the review team found that the information is not used consistently by all school leaders to help bring about sustained improvements in instructional practices.
- As a monitoring activity for SCEP goal two, a formal protocol for unit assessment is conducted by each authoring teacher and submitted with each curricular unit for review and approval. A consultant network coach reviews and provides feedback to guide additional improvements, resulting in several units across multiple subjects demonstrating alignment with the Common Core Learning Standards (CCLS). Despite these efforts, the IIT found that the CCLS are not implemented consistently across all grades and subjects.
- School leaders reported to the IIT that the school has a comprehensive referral process, which includes behavioral, academic, and attendance indicators and social and emotional interventions. Within the process, historical evidence related to areas of concern and recent interventions are included, as well as additional evidence collection and progress monitoring cycles. Support services are deployed to address the identified needs and to increase student achievement and social well-being. However, the impact of these efforts is not monitored rigorously to ensure that the needs of all students are met.
- In an effort to use student performance data, the school leader indicated he has ensured that a protocol for item analysis of summative assessments are provided by the data specialist and reviewed with relevant teachers at multiple times throughout the year. But the IIT found that teachers are not using data consistently to drive improvements in instruction and student achievement.

Impact Statement:

The inconsistent use of a data-driven approach to school improvement and the limited monitoring of implementation minimize the school's ability to make measureable progress toward increases in student achievement and 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:

- Develop procedures, provide support for teachers, and monitor implementation to ensure that the impact of these efforts, in key areas such as instruction, implementation of CCLS, and use of data to drive instruction, are matched by quantifiable improvements to student achievement and effective and highly effective teaching practices.

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
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Debriefing Statement: The school is in the process of implementing a school-wide approach to develop and revise CCLS- aligned curricula. However, interdisciplinary connections are not yet embedded, and formative assessment data is not yet used to formally adjust curricula to address the diverse needs of all students, including subgroups.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

School leaders have supported an incremental plan to create some curricula reflective of the CCLS and the instructional shifts, but this effort does not yet meet the needs of all students.

Evidence/Information that Lead to this Finding:

- Document review of the PD plan by the IIT indicated that PD and coaching have been provided to teachers focusing on the development of some instructional units in select subjects. Some common planning time has been designated in the master schedule for all staff, for the purpose of developing and revising curricula and assessments. Additional planning time, after school, Saturdays, and over the summer, has also provided for collaboration around curricular developments. However, as these sessions are optional and not all staff members attend, the effect of this support in ensuring implementation is limited.
- Prior to teaching a unit, school leaders reported that they expect that each teacher will conduct a self-assessment of their planning work and submit it for review by the network coach. Feedback is provided by the coach to the teachers to make revisions prior to teaching. However, the IIT found that criteria or procedures for monitoring and adjusting curricula based on the effectiveness in meeting the needs of all students is not yet fully evident.
- Although several instructional approaches have been integrated into a collaboratively developed lesson planning template that includes fields for the CCLS and differentiation strategies, these are used inconsistently and are of variable quality across various subject areas.

Impact Statement:

Since the development and implementation of curricula are still in progress in many subjects, students do not

fully experience opportunities to prepare them for the expectations of the CCLS, which limits academic achievement and college and career readiness.

Recommendation:

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

- Expand and fully implement a comprehensive plan and activities to include all subjects and courses in the development of CCLS- aligned curricula.

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.

Overall Finding:

Lesson plans do not incorporate data- driven instruction (DDI) protocols or other key features to ensure an alignment between the tasks set and the ability and needs of students.

Evidence/Information that Lead to this Finding:

- Although several instructional approaches, including differentiated instruction, have been integrated into a collaboratively developed lesson planning template, teachers inconsistently complete this template, and there is variability in the quality and connection to the CCLS.
- Although data binders are kept to archive student work, protocols for using this information to formally guide curricular and instructional decisions were not evident during the IIT review. The lesson planning template used by many staff has fields for considering student mastery data to design re-teaching and grouping strategies, but when the IIT reviewed collected plans, these areas were mostly incomplete and provided little focus on individual student needs or scaffolding of content and skills.
- Formal protocols for ensuring that lesson elements and topics are correctly sequenced and paced in the outline of the curriculum maps were generally not evident during the review team visit. The planning documents that the team reviewed do not consistently reference the use of rubrics, higher order thinking skills or complex learning materials in order to challenge and engage students of all abilities.

Impact Statement:

Teachers do not generally use DDI protocols to develop and adjust lesson plans and to not provide complex learning materials in keeping with CCLS expectations, which hinders improvements in 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:

- Expand the curriculum development efforts to ensure that all teachers develop units, lessons, and assessments with an appropriate progression of curricular topics, content, and skills, which are in keeping with CCLS expectations, tailored to identified needs of all students, and include formal

revisions based on student performance data.

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:

The school does not have a comprehensive plan or approach to provide cross-curricular opportunities for students.

Evidence/Information that Lead to this Finding:

- Although there are occasional lessons and projects that provide transferable skills and content, such as literacy development, the school leader, teachers, and students reported that the development of interdisciplinary curriculum has not been prioritized, planned, nor implemented in most subjects and classes.
- While the school leader reported technology use as a priority, the IIT did not observe its general use for enhancing instruction to engage students across all grades and subjects.
- Although a few electives are available to some students, including leadership development, forensics, and creative writing, there are few enrichment opportunities in the formal school program.

Impact Statement:

Because the development of interdisciplinary curricula is not a school priority, students do not have opportunities to engage in thoughtful cross- curricula activities and enrichment opportunities, which hinders their ability to be academically successful.

Recommendation:

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

- Prioritize and implement a cross-curricular application in all curriculum maps to include integration of the arts, technology and other enrichment areas. Provide opportunities for staff to strategically plan these interdisciplinary approaches and monitor plans and implementation.

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

Overall Finding:

Although the school collects preliminary student data for some interim assessments in each subject, teachers are not implementing a comprehensive system for using formative and summative assessments for curricula planning.

Evidence/Information that Lead to this Finding:

- School and teacher leaders reported that interim assessments are expected and administered on a

regular basis, and school documents note that data generated from assessments will guide weekly department meetings and individual practices. However, teachers reported that a formal protocol to use assessment data to ensure that curriculum and instruction is developed, adjusted, and/or tailored to meet the needs of students is not yet in place. Teachers are not analyzing and using data in an effective way to make curricular decisions or adjustments. Classroom visitations by the IIT indicated that teachers do not make use of on-going assessment information to adjust what they plan or teach next. As a result, the meeting of student needs is variable and academic progress is uneven and limited.

- A formal document entitled, “Protocol for Looking at Student Work,” was presented and observed by the review team; however, use of this protocol has not yet resulted in the precise identification of individual student needs, strategic interventions, and curricular adjustments required to transfer ownership of learning from the teacher to the student. Some students reported to the review team that they do not know how to get a perfect score when some teachers instruct them to just do the task and then it will be graded.

Impact Statement:

Inconsistent alignment between the curriculum and assessments as well as feedback that does not provide all students with opportunities to improve and take ownership of their work hinders student achievement.

Recommendation:

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

- Develop formal protocols with timelines to analyze student work, assess data and uncover trends, and use this information to develop, implement, and adjust CCLS- aligned curricula across all subjects. Monitor these efforts and provide targeted support and PD for staff, as appropriate.

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

I

Debriefing Statement: There are inconsistent practices relating to the integration of data and assessment in CCLS-aligned instruction and a lack of targeted strategies to meet student needs as well as minimal opportunities for rigor or higher order thinking. Consequently, student engagement and increases in student achievement are limited.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Although, school leaders and coaches provide support for most teachers to develop unit and lesson plans, these plans inconsistently address student needs, generally do not reflect student goals, and have limited success in engaging students.

Evidence/Information that Lead to this Finding:

- Teachers and school leaders report that the school leader has established the school-wide expectation that all teachers will develop lesson plans to guide instruction. This expectation is supported and monitored by school leaders through random collection, checks, and formal/informal evaluative classroom walk-throughs. Consultants from the network and Scholastic Achievement Partners, as well as teacher and school leaders provide instruction, feedback, and implementation support to teachers. Through document review of the staff handbook, team and staff meeting agendas and minutes, and PD materials, the review team found that organized lesson planning is a regular priority. However, class visits by the IIT indicated that this has not yet resulted in adaptive classroom practices that ensure appropriately differentiated activities for students to engage in the learning process or with course content, in many grades and subjects.
- Teachers use a lesson template that was collaboratively developed by teachers and school leaders, to reflect the demands of the Danielson framework, CCLS, and differentiated student needs. However, review of collected lesson plans and classroom visit data indicated that most formal lesson plans and classroom instructional procedures do not reflect specific student goals or specific strategies for helping students to reach those goals. During interviews with the IIT, students indicated that instruction was generally not matched to their level of need and did not provide for high levels of engagement. Some students reported that only half the classes were “a little challenging.” Students further stated that teachers do not consistently set long or short-term goals for them to help them plot a pathway to higher levels of academic achievement and success.

Impact Statement:

Teachers inconsistent instructional plans and practices and goal setting procedures do not promote high levels of student engagement and inquiry for all students that lead to high levels of 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:

- Use formal data analysis protocols to set specific short and long term goals for all students. Explicitly monitor student achievement related to these individual goals, as well as teacher practice, to ensure that instruction includes using the results to design and deliver targeted instructional experiences and interventions for each student.

4.3 **The school has received a rating of *Ineffective* 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:

Most instruction does not provide students with engaging opportunities to think at high levels or multiple points of access, and is not reflective of the pedagogical shifts of the CCLS.

Evidence/Information that Lead to this Finding:

- The IIT review of ten randomly selected lesson plans indicated that although the CCLS were listed on the plans, 80 percent of the plans did not provide scaffolded instructional activities reflective of the CCLS shifts. In practice, during classroom visitations, the review team observed little evidence of the pedagogical aspects of the instructional shifts, although an isolated example of “building knowledge in the discipline” and “application” was seen. More fully developed examples of writing from sources, balancing information and literary text, and text-based answers were observed in the English as a Second Language (ESL) program, but generally omitted from observed instruction in the majority of subjects and classes across the school.
- Opportunities for higher order thinking and cognitive rigor were apparent in few written plans and observed in less than five percent of classes visited by the IIT. Vocabulary review, teacher directed note-taking, and unstructured group work were the predominant instructional strategies observed, by the IIT, limiting the complexity of inquiry and interaction with challenging text in all content areas.

Impact Statement:

Teachers’ general lack of implementation of the instructional expectations of the CCLS, hinder students’ opportunities for rigorous and engaging learning experiences that promote 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:

- Expand targeted professional learning and accountability practices related to promoting rigor. Include frequent and targeted learning walks-through by school leaders, to support the increased use of instructional strategies requiring higher order thinking, multiple points of access to content, and interacting with complex text and materials. Identify individual staff needs and provide additional support and PD as indicated.

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:

The school has worked on improving the learning environment to minimize issues relating to safety, and teachers have provided some attention to students’ perspectives and needs.

Evidence/Information that Lead to this Finding:

- The school has implemented an in-school suspension room, a ladder of discipline approach, and has provided student support staff services. These efforts have resulted in reductions of student incident referrals and the number of Violent and Disruptive Incident Reports (VADIR). Students and teachers confirm that generally positive interactions between most students and staff are in place in the

school, contributing also to the decrease in student incident referrals.

- Although a variety of class rules are posted in most rooms, the review team found that universal application or a formal program to establish or explicitly teach acceptable classroom behaviors was not evident in all classrooms. Students report that they feel comfortable asking questions and are confident that their teachers would attempt to address their concerns. However, the low-level prompts, unstructured student-student interactions and teacher directedness observed by the review team in some classes, provide little explicit encouragement to explore ideas, values and perspectives of those in the text or the class across most subjects and classes in the school.
- In more than 25 classes visited during the IIT review, targeted strategies to attend to the unique needs presented by those in the identified subgroups, including students with disabilities, English Language Learners (ELLs), and ethnic minorities were primarily limited to a small group self-contained setting and not frequently observed in most general education classes.

Impact Statement:

Although there have been improvements in the physical safety of the school and there is some support for student perspectives and needs, teachers do not consistently foster an environment that is conducive to learning, which limits student progress.

Recommendation:

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

- Collaboratively develop and implement a plan or program that promotes universal understanding of an intellectually challenging and responsive classroom and school-wide learning environment. Include the behaviors and skills required by students, teachers, and staff to successfully implement these responsibilities and expectations.

4.5 **The school has received a rating of *Ineffective* 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:

Although some preliminary steps have been taken to consider student performance data, protocols for analyzing data to group students, adjusting instruction, and providing meaningful feedback to students to foster participation in their own learning process are generally lacking.

Evidence/Information that Lead to this Finding:

- The school leader and some teachers reported that benchmark assessments are given monthly to assess the degree of mastery of the content that is taught. During weekly formative assessment meetings, the data specialist generates reports of student performance on these assessments as the basis for the preliminary item analysis of high frequency errors. Although teachers noted this analysis process, the review team found little evidence in the written plans, observed practice, and staff interviews that this data or other protocols for monitoring or analyzing student performance are

explicitly used to adjust instructional planning and targeted interventions.

- Document review and interviews indicated that school leaders have communicated expectations for use of formative assessments as a basis for monitoring and grouping students, and have designated a professional period each week for this purpose. Although the lesson planning template used by most staff has a section to guide teachers in developing grouping structures, the IIT found that the field was inconsistently used to list student names, indicate specific strategies or designate paraprofessionals for each group. Other times, the space was left blank, indicating no formal strategies to address the specific needs of learners in a particular class. School leaders, teachers and students reported the use of exit tickets as a measure of lesson success. However, the team observed that this strategy was used intermittently, reflected low level prompts, and was analyzed on a limited basis to adjust instruction.
- Student interviews, class visits, and review of student work indicate that feedback is inconsistently provided across the school and is ineffective in transferring ownership of learning from teacher to student. Several teachers do not regularly provide feedback on student written work without being prompted by students and others provide summative percent correct, or include limited detail about strengths and weaknesses or specific recommendations for next steps.

Impact Statement:

The lack of specific feedback to students and the limited use of assessments to inform instructional planning, hinders student participation in their own learning and academic progress.

Recommendation:

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

- Develop and implement protocols for analyzing data to inform planning, student grouping and targeted and actionable feedback so that students take ownership of their learning. Monitor implementation and provide additional support and feedback as needed.

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

Tenet Rating

D

Debriefing Statement:: The school has developed procedures for referrals and supports. However, the lack of a formal curricula or program for explicit instruction of social and emotional developmental health related behaviors and skills and professional learning to build adult capacity to support students, limit opportunities to address the social and emotional developmental health needs of all students.

Areas for Improvement:

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

Overall Finding:

The school has developed procedures for referrals and supports, but has not yet developed a comprehensive system to address all students' social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- A school-wide focus on attendance includes regular collaborative meetings, data tracking, and interventions within the school and community agencies, but this has not yet resulted in an overall increase in student attendance.
- The school has developed a comprehensive form that is used by all staff and CBO partners to identify and manage interventions for students. This form was implemented through analysis of the Online Occurrence Reporting System (OORS) and Violent and Disruptive Behavior Incident Reporting (VADIR) data and is aligned to district expectations, school-wide instructional focus, CBO priorities, and intervention processes. Within faculty and team meetings, staff members review use of the form and the corresponding processes to recommend revisions and communicate findings. Regular meetings of the pupil personnel team (PPT) and some school partners support use of the form as a planning and monitoring tool for all referred students. However, for students whose issues have not yet escalated to a referral level, there is no precise procedure for identifying or systematically supporting their needs.

Impact Statement:

Although the school has implemented procedures for referrals and supports, the lack of a comprehensive system limits the ability of the school to effectively address barriers to all students' social and emotional developmental health needs.

Recommendation:

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

- Develop and implement a comprehensive and systematic school-wide approach to addressing the needs of all students. Expand and extend the system of referral and supports to include universal protocols for attending to all students while monitoring the effectiveness of applied interventions and improving the repertoire of supports available for social and emotional developmental health needs at the school.

5.3 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding:

The school does not have a formalized vision for supporting student social and emotional developmental health needs or a curricula/program to identify and address them.

Evidence/Information that Lead to this Finding:

- Teachers and staff reported to the IIT that a vision for social and emotional developmental health is not a focus of the school at this time although they note that most adults already have skill in relating to the students. The PD plan and interviews with the student support team and teachers indicated that the adults have not been provided with PD to improve their understanding of the needs of the students they serve or to increase their capacity to fully address student needs.
- Although the school staff expressed that school-wide expectations are in place, these expectations were not always observed by reviewers. Rules appear in classrooms on small posters, but these are not consistently applied.
- Various members of the PPT provide select opportunities for students to participate in groups or programs targeted at specific needs and have conducted presentations on substance use, bullying, and assorted social challenges. However, this is limited to only a few students and does not represent a school-wide focus or program.

Impact Statement:

The lack of a comprehensive and formalized vision for social and emotional developmental health with curricula for implementation and PD for staff results in unmet student needs and obstacles to a healthy school community that promotes increased 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:

- Fully assess and identify the social and emotional developmental health needs of the students to develop a vision, plan, and curricula for supporting all students in the school. Include PD in the plan to increase the capacity of the adults in the school and regularly hold all accountable for full implementation of the vision and curricula by formally monitoring for fidelity of strategies and effectiveness in reducing obstacles to achievement.

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:

Although there are regular collaborative meetings among the staff and community partners to establish an understanding of the roles of each in supporting a safe, conducive learning environment, not all stakeholders have a clear understanding of their specific roles.

Evidence/Information that Lead to this Finding:

- A referral system to identify student needs and align interventions and supports is managed by the PPT and school leaders, through the use of robust form and communication procedures and is outlined with

written descriptions of the roles of each stakeholder. Team meetings within the school include the PPT, attendance team, and various grade level teams, and focus on monitoring and adjusting interventions for students, using the school-wide referral process. Quarterly meetings with the CBO partners connect each program to the overall goal of the school to provide a safe and supportive learning environment.

- While, communication through emails, memos, newsletters, team and faculty meeting presentations, indicate school-wide expectations, procedures, and student data related to social and emotional needs, practices in classrooms do not consistently ensure that the needs of students are met. Discussions with parents and students by the IIT indicate that the specific expectations as to the role they are to play in building a safe and conducive learning environment are not made clear.

Impact Statement:

Because not all stakeholders are able to articulate their specific role in ensuring that the school community is a safe learning environment that meets the social and emotional developmental health needs of students, student success is minimized.

Recommendation:

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

- Develop and implement a plan that ensures that all stakeholders are empowered to play a role in supporting a safe, conducive learning environment.

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:

Some collaborative structures include the use of data to coordinate the provision of intervention and supports to meet student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- Through meeting structures such as the SLT, guidance team, PPT, attendance committee, and school faculty meetings, school leaders use assorted data points, such as attendance, referrals, scholarship, credit accumulation, and Regents examination pass rates to brainstorm and monitor interventions, but this is generally used for only referred students.
- A comprehensive referral form is used by the assigned staff member to capture all student data and affiliated interventions related to the area of concern to track student progress, but formal analysis protocols are not used for individual students or universal school-wide trends.

Impact Statement:

Limited structures to support the use of data to respond to student social and emotional developmental health

needs hinder 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:

- Expand data collection and analysis processes to include formal and relevant analysis of school-wide and individual student data to discern and provide interventions for all students in their areas of social, emotional, and academic need.

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 utilizes multiple methods to reach out to parents and families in the most prevalent languages of Spanish and English, and has partnerships with CBOs to support students. However, because families and many staff have not received adequate training to build collaborative relationships, and outreach efforts are not reviewed for effectiveness dialogue between families and the school to support student academic progress and social and emotional well-being is limited.

Strengths:

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

Areas for Improvement:

6.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement

Overall Finding:

Although the school has used various methods to communicate the school's high expectations for student achievement, a formal plan to encourage and support the school community in understanding the academic expectations of the school is not in place.

Evidence/Information that Lead to this Finding:

- The school leaders and assorted staff meet with students in town hall meetings and through student government to communicate their high expectations. However, students reported that the school does not always make its academic expectations clear. Discussions with parents indicate that not all parents are aware of the school's expectations regarding career and college readiness for students.
- Student and parent handbooks are distributed. In addition, the school has a website and uses automated phone messaging and an email system to communicate information to families. The school leader also meets with the Parent Association (PA) monthly and a monthly calendar of events, and critical school information is provided to all families. Discussions and documented evidence

indicate that the parent coordinator also reaches out to parents regularly via mail and telephone for various informational, compliance, and participation purposes. However, with attendance verified at between five and 15 participants at school meetings, representing a maximum of six percent of the school enrollment, most families are not consistently receiving information to foster high expectations.

- Evidence from discussions with school leaders indicates that strategies for reviewing and revising the effectiveness of the school's efforts to communicate its expectations to parents and families are in the developmental stage.

Impact Statement:

The lack off a formal plan to communicate high expectations for student success to families limits the relationship between families and the school, which lead to 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:

- Establish and implement a comprehensive plan to fully assess the communication needs of all students and families, and enact strategies to ensure that high expectations of college and career readiness are clearly known by all; canvass the views of families on how the school can build stronger relationships with them and act on identified areas for improvement.

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:

While the school is providing some opportunities for communication to increase staff and families' understanding about student needs, the school does not have a formal plan to ensure reciprocal communication with all families.

Evidence/Information that Lead to this Finding:

- Parents interviewed by the IIT reported that their participation on the SLT and PTA supports their understanding of the needs of students in the school and the strategic direction outlined by the school leader. However, with few parent participants, these structures are not adequate mechanisms for engaging all families to augment student learning. Although parent interviewees expressed that the growth in safety and collaboration in the school has created a more welcoming environment, they stated that few parents engage in active support of the school's strategic direction for school improvement.
- School staff reported that many materials are distributed to students and families in the most prevalent languages of English and Spanish and that they feel that the best way to reach parents is through the students, but data to support this view was not provided to the review team.

- Planning with some community stakeholders has resulted in programming to support some students within the school environment, but has not yet resulted in overall reciprocal communication with families.
- Students, parents, and teachers confirmed that teachers regularly call and write to families to inform them of student progress and seek support in improving student outcomes. However, the school has not explicitly monitored how effective its strategies are overall for communicating and reaching out to parents.

Impact Statement:

The lack of a formal plan for reciprocal communication limits the ability of some families to support their children’s achievement and social and 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:

- Formally monitor the effectiveness of outreach strategies and make adjustments using best practices for family and community engagement to match relevant approaches to the individual student and family needs of those in the school.

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 (academic and social and emotional developmental health) to support student success.

Overall Finding:

The school partners with community agencies to provide training to parents and staff in several areas. However, the training has not been specifically focused on building and developing partnerships with families.

Evidence/Information that Lead to this Finding:

- A slate of workshops has been provided to parents by the school, which focus on parent choice and the CCLS. However, attendance has been low, and these meetings are not focused on areas of building and sustaining partnerships with school staff to support student success.
- The school has a number of partnerships with community agencies that provide direct support to students, as well as training for parents and school staff. These partnerships include Harlem Children’s Zone, Literacy Partners, Harlem Hospital Center, and Columbia University. However, these efforts generally have not been focused on teaching skills to establish relationships and partnerships between school and home in support of improved student outcomes.

Impact Statement:

The lack of training on developing and implementing strategies to build and sustain partnerships with families, limits a robust, home-school connection.

Recommendation:

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

- Develop and implement a plan to develop and implement a training plan for staff and families focused on building strong home-school relationships.

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 shares some data with families and collaborates with some of the CBOs to provide appropriate support services, but not all data is shared in a way that enables families to support student learning.

Evidence/Information that Lead to this Finding:

- Regular progress reports and report cards are distributed approximately every five weeks. An internet based portal, *Skedula/PupilPath*, which provides parent access to student progress data, is in the process of being implemented. Parents, teachers, and students reported that teachers make regular phone calls and send email regarding attendance and student progress, but these communication strategies have had limited influence in generating collaborative dialogue with parents.
- A data integration system is in the process of being implemented in the school. At regular meetings, school support staff members use some critical data points to coordinate services and interventions for students. Staff from the PPT, the attendance committee, and some CBO partners collaborate with parents when their individual child is reviewed or eligible for support to implement and monitor services.

Impact Statement:

The school is in the beginning stages of sharing data in a way that enables all families to advocate on behalf of their children's needs, which minimizes 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 parents are provided with more support to enable them to access and understand academic data so that they can take action to support their children's needs.