



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	14-06-00-01-0107
School Name	Lafayette High School
School Address	370 Lafayette Avenue
District Name	Buffalo City School District
School Leader	Naomi Cerres
Dates of Review	October 8 and 9, 2013
School Accountability Status	<input checked="" type="checkbox"/> Priority School <input type="checkbox"/> Focus School
Type of Review	SED Integrated Intervention Team (IIT) Modified School Review

School Information Sheet											
Grade Configuration	7-12	Total Enrollment	730	SIG Recipient	X	Title 1 Population	— %	Attendance Rate	85%		
Free Lunch	82 %	Reduced Lunch	2 %	Student Sustainability	%	Limited English Proficient	70 %	Students with Disabilities	15 %		
Number of English Language Learner Classes											
#Transitional Bilingual	34		#Dual Language		34		#Self-Contained English as a Second Language				
Number of Special Education Classes											
#Special Classes	43		#Consultant Teaching				#Integrated Collaborative Teaching		30		
# Resource Room	9										
Number Special Classes											
#Visual Arts	14	#Music	5	#Drama		#Foreign Language	11	#Dance		#CTE	
Racial/Ethnic Origin											
American Indian or Alaska Native	1 %	Black or African American	24 %	Hispanic or Latino	26 %	Asian or Native Hawaiian/Other Pacific Islander	35 %	White	12 %	Multi-racial	1 %
Personnel											
Years Principal Assigned to School	3		# of Assistant Principals	3		# of Deans	0		# of Counselors / Social Workers	4/1	
Teachers with No Valid Teaching Certificate	2 %		Teaching Out of Certification	9 %		Teaching with Fewer Than 3 Yrs. of Exp.	10 %		Average Teacher Absences	7 %	
Credit Accumulation (High School Only) and Performance Rates											
% of 1 st yr. students who earned 10+ credits	—		% of 2 nd yr. students who earned 10+ credits	—		% of 3 rd yr. students who earned 10+ credits	—		4 Year Graduation Rate	26%	
ELA Performance at levels 3 & 4	13%		Mathematics Performance at levels 3 & 4	4%		Science Performance at levels 3 & 4	3%		6 Year Graduation Rate	37%	
Did Not Meet Adequate Yearly Progress (AYP) in ELA											
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) in Math											
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) 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, DCIP, etc.):

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- Increase Course Performance and academic achievement to increase graduation rates and reduce drop-out rates.
- Restructure to allow for scheduled EWI meetings with the expansion of the Data Inquiry Team.
- Planning for the following transformation models: "Bridges for Academic Success," Talent Development Framework, Bilingual Framework.
- Increase attendance rate with student intervention support programs, EWI monitoring and student incentives.
- Decrease long-term suspension rates with the support of school-wide behavior plans and Restorative Justice framework.

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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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:

All ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Areas for 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 resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

- The school leader has a system for scheduling students in classes based on their language levels and academic achievement. The school leader reported that members of the School Leadership Team (SLT) collaborate to create the master schedule. Staff indicated to the Integrated Intervention Team (IIT or "the review team") that although the SLT meets regularly, only two team members are responsible for creating the schedule. Staff reported that content area teachers were struggling with language-rich instruction within their content areas, so the SLT created the English as a second language (ESL) teacher push-in model for the 70 percent of the school's population who are English language learners (ELL). The school employs the ESL co-teaching model in content area classrooms for Regents examination preparation and in classes with students identified as beginner and intermediate by the New York State English as a Second Language Achievement Test (NYSESLAT). Staff interviewed and documents reviewed by the IIT indicated that there is also a programming track for students with interrupted formal education (SIFE), of which there are 225 students, or 33 percent of the enrollment. The school uses translators to address the needs of the ELL population. Although the school leader indicated the need for additional translators, staff reported that translators were not being used effectively. Staff informed the IIT that there were no translators in seventh and eighth grades. Staff also said there are no seventh or eighth grade teachers on the scheduling team. The school has begun implementing programming for grade nine students (with plans to expand to grades 10-12) based on the Talent Development Framework, a model developed by Johns Hopkins University, the school's Educational Partner Organization (EPO). As part of this model, grade nine students have double periods of mathematics called Transition to Advanced Mathematics (TAM) and Strategic Reading. According to Talent Development Framework literature, the curriculum is designed to "meet students where they are and take them where they need to be [and] graduate on time." Some staff expressed concern that the school is not implementing the full Talent Development Framework as intended because the school has one less period per day than required to encompass the full model due to a transportation issue. Staff stated this was due to the school having to share buses with the elementary

school, which is located across the street. Staff told the IIT that they are struggling with the schedule and various curricula they are required to teach. Some staff stated that the schedule is an area that could be adjusted for more effective and efficient use of personnel resources. Discussions that the IIT had with staff left unclear whether the school leader was overseeing personnel scheduling decisions made by the scheduling team. According to students and staff, there are two afterschool options for students, one that is funded with Title III funds and one that is funded through a partnership grant with Damon College. The school used Title III funds to provide extra supports for students after school in the areas of language, writing, and reading. The afterschool program funded through the partnership grant with Damon College provides students with additional language supports and homework help and has a mentoring component. One staff member reported, "The school leader is constantly advocating for this school. She seeks out community partners." The district has initiated a career and technical education (CTE) option for students at this school beginning this school year through Erie 1 BOCES. According to documents reviewed and staff interviews, the IIT learned that 51 students participate in this program. There is also the Twilight program offering credit recovery options for students. Teachers stated that they are optimistic that this option will help to increase the school's graduation rate as the courses have high appeal for the ESL population due in part to the more hands-on learning approach. The school leader reported that the school has partnerships with the University of Buffalo, Buffalo State, and Niagara College, all of which send student teachers and interns to the building. This provides the school and the college students with exposure to each other, and if mutually desired, possible future employment opportunities. The school leader also reported that while the district makes the final hiring decisions, she advocates for appropriate staff and gets her first choice 90 percent of the time. The school leader reported that this is the first school year that she has had control over her budget. When surveyed, staff reported the need for an ESL coach, which the school leader subsequently hired. The school leader also added an additional guidance counselor so there is now a counselor for students in grades seven and eight. While the school leader attempts to organize programmatic and human capital to improve student outcomes, the lack of a fully developed system to examine the impact of decisions results in inefficient use of personnel and ineffective programming for some students.

2.5 The school has received a rating of *Ineffective* 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 leaders are beginning to use evidence-based systems in order to address school-wide practices. The school adopted the Talent Development Framework in March 2013. As part of the framework, the SLT monitors early warning indicator (EWI) data (attendance, behavior and academic data) two times per week. Staff reported to the IIT that the school leader requires teachers to submit their lesson plans for review. School leaders use the Tri-State rubric to review lesson plans bi-weekly. Additionally, the school leader reported that all three assistant principals are trained in the use of the Marshall rubric to monitor and provide support to teachers to improve teacher practices. According to a website description of the Marshall Rubric, "the rubrics are designed to give teachers an end-of-the-year assessment of where they stand in all performance areas and detailed guidance on how to

improve....To knowledgeably fill out the rubrics, supervisors need to have been in classrooms frequently throughout the year.” Documents that the IIT reviewed indicate that the school uses activities and strategies from the Sheltered Instruction Observation Protocol (SIOP) model for working with ELL students. This includes building background knowledge, identifying the levels of second language acquisition, questioning, promoting classroom interaction, practice and application, and student engagement. Also starting this school year a CTE program is offered by Erie 1 BOCES. The principal stated to the IIT that there are 54 students enrolled in programs in automotive, cosmetology, welding, electrical, culinary arts, building trades, cyber-security, digital media, fashion, early childhood education, and health careers. Staff is optimistic that these programs will encourage students to stay in school and graduate. The school leader reported to the IIT that Positive Behavioral Interventions and Supports (PBIS) is implemented in grades seven and eight, and Safe and Civil Schools programming is implemented in grades nine through twelve. Team reviewers noted numerous displays of student work; behavior rules posted in every classroom and in the hallways; and bulletin board displays that celebrated student successes in athletics, academics and fine and performing arts. The school leader indicated to the IIT that beginning this year the school facilitates communication with parents through a parent portal. She added that approximately 45 teachers are currently using the parent portal and that some teachers have web pages. When new students arrive at the school, an intake team develops a profile of the student so that correct academic placement and family needs assessment occurs. The leader reported that the school social worker frequently does home assessments. Although, there is a plethora of plans in various stages of development and implementation, the IIT saw little evidence that these are integrated into a coherent system. Because some of these activities (lesson plan reviews and EWI monitoring and Marshal rubric use) are in the early stages of implementation, it is not yet clear if they will be implemented with fidelity over the course of the year, and thereby be effective in supporting progress toward school-wide goals. Consequently, many students are not yet receiving the level of instruction necessary for them to succeed in coursework intended to prepare them for college and careers.

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.

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 *Ineffective* for this Statement of Practice:

- The school leader is in the early stages of creating systems and supports to facilitate curricula appropriately aligned to the CCLS, although instruction in classes observed by the IIT does not yet reflect the instructional shifts necessary to support the CCLS. The school leader reported that school

leaders conduct a bi-weekly review of all lesson plans. Staff stated that each teacher is assigned an administrator who uses the Tri-State rubric to provide feedback to teachers regarding the alignment of their lesson plans to the CCLS. Staff indicated that they appreciate the feedback, with one staff member stating, "People want feedback on their plans as they understand the intent is to help and to make them better teachers." The school leader stated that 117 teachers received a half-day of training in the CCLS shifts and that grade seven and eight teachers rolled out the shifts in their classrooms last year, while teachers in grades nine through 12 are beginning implementation this year. Teachers in grades seven and eight meet twice each week in grade level meetings with one of these meetings focused on the CCLS. A review of documents indicates that high school teachers meet daily with dedicated meetings to EWI, two times per six day cycle, and data-driven instruction (DDI), once per six day cycle. While the school has made an effort to ensure that teachers have the opportunity to align their lesson plans to the CCLS, the IIT found limited evidence of the CCLS instructional shifts in the classrooms the team visited. In addition, the IIT found that the curriculum provided to English Language Learners did not meet their needs. For example, in one SIFE classroom visited by the IIT, the teacher asked a low-level question to the class, and with each wrong answer, she raised her voice and asked the same question again. The students were noticeably frustrated with this approach. The teacher continued to ask the class in this manner until finally a student said to the teacher, "I am not deaf." In addition, teachers interviewed by the IIT indicated that much of the curriculum taught to English Language Learners was based on a simplified version of the previous curriculum. A review of document, agendas and meeting minutes resulted in the IIT learning that teachers meet across grade levels regularly (all content areas) with focused agendas. Documents reviewed by the IIT included the EPO's professional development (PD) plan, which specified CCLS PD activities from March 2013 to August 2013. Staff informed the IIT that 12 teachers are involved in CCLS work with the University of Buffalo, which focuses on text complexity and lexile levels; however, this work is limited to just 12 teachers as it is paid for with grant funding. Staff indicated that they follow a district curriculum and a district CCLS aligned curriculum map is currently being developed. One staff member indicated that she was a member of the district committee for this project but that "she has not yet been called to participate." The school uses curriculum that supports CCLS called Transition to Advanced Mathematics (TAM) and Strategic Reading to supplement the grade nine curriculum in ELA and mathematics as part of the framework provided by the EPO, Johns Hopkins. There is a plan to expand this framework into grades ten through 12 in succeeding years. The school leader informed the IIT that staff began to implement the John Hopkins framework in March. She added that the school does not have School Improvement Grant (SIG) funding to support curricular initiatives because the application did not receive funding from the State Education Department. To compensate for the lack of SIG funding, the school has tried to leverage additional CCLS resources through community partnerships, such as University of Buffalo grant program; the Damon after school program; a college access grant from Damon College; and the Journey's End, which provides interpreters for Regents examinations and parent teacher conferences. The school leader stated that instruction cannot be a stand-alone program for students, and students need more support in their native languages. The school leader has facilitated CCLS implementation through leveraging local partnerships, providing opportunities for staff to collaborate, and collecting and monitoring lesson plans. The school is also implementing the curriculum framework for ELA and mathematics, developed by the EPO, in the ninth grade, which supports the CCLS. Because staff is working toward, but has not yet developed, CCLS aligned units

across all grades and all areas of study, the learning needs of all students are not being consistently met.

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.

- Staff is consistently addressing CCLS standards through their lesson planning, but not all plans include differentiated strategies to address the needs of varied learners. Staff reported that they collaborate on lesson planning every Friday. While some staff had a positive opinion of the changes in collaborative planning time, which now affords teachers time to meet vertically for planning purposes, other staff commented that they miss not having common planning time as departments. Staff provided the review team with lesson plans, and some teachers provided unit plans. While not all teachers used the same lesson plan template, all lesson plans referenced the CCLS standards as well as materials, objectives, and assessments. Some lesson plans, but not all, also referenced differentiated strategies, but when they were included, the strategies lacked specificity. The IIT in its review of lesson plans found no evidence of a data-driven instruction (DDI) protocol in use. Some staff indicated that they believe the grade nine curriculum provided by the school's EPO, which includes double periods for TAM and strategic reading, will help them meet the needs of their students. Other teachers reported the need to give the curriculum more time before they could accurately assess its efficacy. One teacher expressed her concern with the strategic reading curriculum's lack of emphasis on the writing component. Another teacher had some concerns that the program is not research-based for ELLs. While teachers are meeting to align their unit and lesson plans to the CCLS, they are not consistently using data to drive to inform unit and lesson plan development, which results in the staff's inability to target student learning needs.

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.

Strengths:

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

Areas for Improvement:

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 to all students.

- Teachers are in the beginning stages of providing instruction that supports the CCLS. Staff reported to the IIT that grades seven and eight started to implement the CCLS shifts last school year and grades nine through twelve have started this school year. Reviewers noted that vocabulary development was

present in every classroom visited by the reviewers, as was the consistent use of text-based questioning and writing from sources. The IIT saw very little evidence of instruction designed to promote higher order thinking by students. One of the school's biggest challenges in meeting the needs of its students is in scheduling its diverse student population, with their varying levels of language development. According to staff, the school schedules students based on their language levels on the NYSSLAT and academic achievement. The school has a SIFE track, an ESL push-in model, and a bi-lingual track for Spanish speakers, as evidenced to the IIT through document review and staff interviews. The school attempts to support ELL students with their English language acquisition as well as in the native language. The school has three ESL coaches and an ESL coordinator. The school maintains a low teacher to student ratio in order to provide more individualized support. Reviewers noted class sizes ranging from three to 18 students. In most classes, there is an ESL teacher; a content teacher; and in most, but not all bi-lingual classes an interpreter. Team reviewers also noted that in all Spanish bi-lingual classes, one of which was a special education class, there was a lack of language cohesion. In other classes, staff inconsistently structured their use of language in a way that would allow the students to utilize their peers to maximize understanding. For example, in some classrooms, students sat in groups, but there was no group work. Reviewers observed purposeful grouping in a few classrooms where groups were working on tasks geared for varying academic levels and where students within the groups were able to support each other, but this was not the norm. While scheduling and small class size encourage individualized attention for the 70 percent of the student population who are ELLs, the inconsistent use of data to strategically plan to meet the variety of needs of ELLs and other student subgroups results in staff's inability to meet the needs of all students.

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.

Strengths:

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

Areas for Improvement:

5.4: **The school has received a rating of *Developing* for this Statement of Practice:** All 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 a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- Parents, teachers and most students articulated that the school fosters a safe and supportive learning environment. During the student focus group, the IIT found that all students agreed that the school was safe. All but one student reported that school staff supported the academic needs of students and that there were adults in the building with whom students could confide if they had a personal problem. There was one student, who through the assistance of a Spanish language translator, reported that she did not feel supported, but was unable to explain clearly why she felt that way.

Team reviewers noted during classroom visitations that teachers were respectful of students, and students were respectful of teachers. The IIT noted one exception, however, which occurred in classes that included Hispanic students. The IIT observed that the Hispanic students remained separate from the other students and were less engaged in learning than their non-Hispanic peers. For example, the Hispanic students were less likely to participate in classroom expectations and instead engaged in much social interaction within their group, in Spanish, while instruction was taking place in the classroom. Students in the Spanish bi-lingual program have all their classes together, whereas other ELL students not in the bi-lingual program have the opportunity to attend classes with various groups of students. The school leader reported that PBIS is implemented in grades seven and eight, and Safe and Civil Schools programming is implemented in grades nine through twelve. Team reviewers noted numerous displays of student work; behavior rules posted in every classroom and in the hallways; and bulletin board displays celebrating student successes in athletics, academics and in the fine and performing arts. Documents reviewed by the IIT included a parent letter sent to parents of students recommended for the Check-in/Check-out program. The program requires students to check in with a designated adult in the building at the beginning and end of each day to review a log of classroom behavior signed by teachers throughout the day so that the student is accountable to the same person who can act as a mentor. The SLT reviews EWI data two times per week and makes referrals to the school social worker based on data analysis indicating a need. Staff reported to the IIT that the school social worker regularly makes home visits based on EWI data referrals. While the school is ensuring that most members of the school community are safe and supported socially and emotionally, significant groups of students in the school are disengaged from learning.

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.

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

Areas 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 has put some systems in place to share data with parents in order to promote dialogue. The school staff recognizes the needs of the many non-English speaking parents and attempts to find translators for parent conferences. The school has an intake team that creates a family profile for each entering student so that the school is aware of translation needs. The school leader reported to the IIT the need for more interpreters, as the school population speaks 45 different languages. The school leader reported that the school shares some school data with parents through Parent-Teacher Organization meetings. While the school leader stated that PTO meetings average between 0 and 50 people, the school did attract about 75 parents for International Night. The school has had workshops

on the CCLS and an informational night on the BOCES CTE program, which “was well attended by parents” according to one staff member. The school has a newsletter that is available in English and Spanish only. Documents reviewed by the IIT indicated that a translation library is available on the school’s website, which includes translation into Arabic, Bema Sake, Ga Nyaw, Nepali, Somali, Spanish, and English. Documents reviewed by the IIT also indicated that the school links parents to the BRYCS (Bridging Refugee Youth and Children’s Services) refugee portal so that “refugees have easy access to multilingual resources.” The school has a parent portal that several, but not all, teachers are using to keep parents informed of student progress. Documents reviewed by the IIT showed funding allocations for parent involvement activities, a parent facilitator, parent instructional materials and hourly stipends for parent workshop facilitation. While the school attempts to share data with families in their native languages, the diverse language needs of the families in the school community are greater than the school’s capacity at times, limiting the ability of some parents to advocate on behalf of their children’s school success.