



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320700011520
School Name	Foreign Language Academy of Global Studies
School Address	470 Jackson Avenue, Bronx, New York 10455
District Name	NYC CSD 07
School Leader	Leba Collins Augone
Dates of Review	April 29-30, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet 07X520																	
Grade Configuration	9 – 12		Total Enrollment	235		Title 1 Population	86.84 %		Attendance Rate	78.52%							
Free Lunch	82.60 %	Reduced Lunch	4.20 %	Student Sustainability	N/A		Limited English Proficient	19.57 %		Students with Disabilities	28.50%						
Types and Number of English Language Learner Classes																	
#Transitional Bilingual	N/A		#Dual Language	N/A		#Self-Contained English as a Second Language			N/A								
Types and Number of Special Education Classes																	
#Special Classes	37		#Consultant Teaching	N/A		#Integrated Collaborative Teaching			N/A								
# Resource Room	N/A																
Types and Number Special Classes																	
#Visual Arts	17		#Music	2		#Drama	N/A		# Foreign Language	7		# Dance	N/A		CTE	N/A	
Racial/Ethnic Origin																	
American Indian or Alaska Native	N/A		Black or African American	25.1 0%		Hispanic or Latino	69.80 %		Asian or Native Hawaiian/Other Pacific Islander	3.40 %		White	1.3 0%		Multi-racial	N/A	
Personnel																	
Years Principal Assigned to School	9.3		# of Assistant Principals	3		# of Deans	N/A		# of Counselors / Social Workers			2					
% of Teachers with No Valid Teaching Certificate	N/A		% Teaching Out of Certification	14.20 %		% Teaching with Fewer Than 3 Yrs. of Exp.	8.70 %		Average Teacher Absences			3.35					
Overall State Accountability Status (Mark applicable box with an X)																	
School in Good Standing	N/A		Priority School	Yes		Focus District	Yes		Focus School Identified by a Focus District			No		SIG Recipient	No		
ELA Performance at levels 3 & 4	N/A		Mathematics Performance at levels 3 & 4	N/A		Science Performance at levels 3 & 4	N/A		4 Year Graduation Rate (HS Only)			47.80 %					
Credit Accumulation (High School Only)																	
% of 1 st yr. students who earned 10+ credits	61.90 %		% of 2 nd yr. students who earned 10+ credits	56.00%		% of 3 rd yr. students who earned 10+ credits	52.70%		6 Year Graduation Rate			63.60 %					
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																
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics																	
	American Indian or Alaska Native						Black or African American										
X	Hispanic or Latino						Asian or Native Hawaiian/Other Pacific Islander										
	White						Multi-racial										
	Students with Disabilities						Limited English Proficient										
X	Economically Disadvantaged																
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																
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective																	
	Limited English Proficiency																

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Analyze and make instructional decisions using data
2. Design and implement systems for measuring progress on interim and annual goals for subgroups and individual students
3. Teachers will possess a normed understanding of the competencies that are inclusive of the Danielson Framework for Teaching and Advance, the new teacher evaluation and development system
4. Address the social and emotional health of a cohort of identified students who are consistently late and absent
5. The SLT will develop goals that promote a 50% increase in the number of parents involved in the school community

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

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

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 created goals for the school tailored to areas identified for improvement; however, not all stakeholders know the mission statement, which had not been revisited in many years. While the school leader has made some decisions regarding resource allocation that meet the needs of the school community, there are limited systems in place that promote social and emotional well-being and high academic outcomes for all students.

Strengths:

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

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 has a series of specific, measureable, ambitious, results-oriented, and timely (SMART) goals that are focused on identified areas for improvement. However, the mission statement and long-term vision have not been revisited since 2001, and not all stakeholders are aware of the mission statement.

Evidence/Information that Lead to this Finding:

- The mission statement was established in May 2001, and has not been revisited although the focus of the school has changed. Interviews with stakeholders conducted by the Integrated Intervention Team (IIT) indicate that the mission statement is not known by all constituents.
- The school leader has established SMART goals that are tailored to the areas of improvement identified by the New York City Department of Education’s (NYCDOE) Quality Review of the school. The school leader reported that she has initiated a series of professional development (PD) activities and community-based organization (CBO) partnerships to address the implementation of the school goals, including providing support from instructional consultants and the Children’s First Network (CFN).
- The school leader stated she is now in the process of encouraging teachers to accept a data-driven mission for student achievement and social and emotional developmental health and holding the school community accountable for achieving the school goals. The school leader has assigned responsibilities for data gathering and analysis to a teacher who has been designated as the data specialist for the school, but the use of this data by teachers to drive instruction is not yet

established school-wide.

- In an effort to improve student performance, the school leader indicated that she has introduced a formal, individualized instructional development requirement for each teacher, with goals for personal improvement set by teachers, which are linked to the priorities outlined in the school comprehensive educational plan (SCEP).

Impact Statement:

The SMART goals are not aligned to a universally, known and understood vision and mission, which limits the school leader's ability to improve 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:

- Collaboratively establish a mission statement and long-term vision for the school that are shared and supported by stakeholders and linked to the school's SMART goals.

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:

While the school leader has made some strategic decisions regarding the allocation of available resources that support school improvement goals, many needs persist in the school community.

Evidence/Information that Lead to this Finding:

- Declining enrollment and budgeting reductions have decreased available resources, and programmatic decisions have not been consistently made to increase opportunities for student success. In the past year, however, the school leader reported she has made interim strategic decisions to fund targeted efforts aligned to school-wide goals. The school leader noted that she has succeeded in creating partnerships with several CBOs to provide programs, such as the mentoring program Side-by-Side, for students identified as needing support for their social and emotional developmental health. The school leader also noted that she has used funding to bring instructional coaches to the school to work with staff to improve teacher performance. She has also allocated resources to bring Wediko, a CBO, to the school. Wediko hosts a Breakfast Club, and this provides an opportunity to engage students in informal conversations designed to promote social and emotional developmental health.

Impact Statement:

The school leader does not consistently allocate resources to meet the immediate needs of the school community, which limits school improvement and opportunities for 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:

- Analyze and identify fiscal and human resources available to the school community throughout the school year; make on-going strategic and sustainable decisions to support targeted efforts aligned to school-wide goals that are primarily focused on improvements in student achievement.

2.4 **The school has received a rating of *Developing* 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 has a formal school-wide plan, aligned to the district's Annual Professional Performance Review (APPR) plan, for frequently observing and providing actionable feedback to teachers using the Danielson framework. However, inconsistent monitoring and follow-up, limit improvement in instruction and academic progress.

Evidence/Information that Lead to this Finding:

- The school leader reported she uses the Advance system provided by the NYCDOE. There are targeted observations based on the Danielson's framework, and review of documents provided by the school leader showed that there have been follow-up observations to monitor the implementation of recommendations made during prior observations.
- The school leader indicated that she has provided instructional coaching to teachers to improve performance in the classroom. She stated that she has also assigned a master teacher to support teachers with their instructional practice.
- Classroom observations, however, did not indicate that instructional practices reflected the PD and instructional coaching that had been provided. Often lesson plans, which reflected the expectations established for instructional practice, were not followed.
- The school leader reported that assistant principals (APs) conducted daily walk-throughs, but no evidence was presented to the IIT concerning the design or impact of those walk-throughs.

Impact Statement:

Limited, on-going evidence-based actionable feedback and monitoring of teacher practices minimizes the school leader's ability to hold staff accountable for continuous improvement.

Recommendation:

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

- Rigorously monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to counsel, assign and/or reassign, and provide on-going targeted PD opportunities; evaluate the impact of this PD on improving the academic outcomes of students.

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as

defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

The school is in the initial stages of using data to assess the effectiveness of current practices, to modify school-wide practices, and to guide changes in individual instructional practices.

Evidence/Information that Lead to this Finding:

- Although the school leader noted to the IIT that she reviewed the New York State English as a Second Language Achievement Test (NYSESLAT) data for the school and thought that students did well, a closer analysis of that data by the review team indicated that few students increased their level of proficiency, while some performed at the same level from the previous year.
- The school leader reported that she reviews progress reports, report card grades, disciplinary records, and classroom observation data. She also indicated that she reviews lesson plans to ensure that they follow the suggested template and examines curriculum maps. However, the IIT found that this data does not consistently align to produce cohesiveness among curriculum planning, lesson planning, and instructional practices.
- Although the recent introduction of the Side-By-Side mentoring program is a proactive activity linked to a review of social and emotional developmental health data, there is limited evidence that the available social and emotional developmental health data consistently leads to school-wide practices that guide programs.
- The school leader reported that she has made it her priority to know each student on a personal level. However, the review team found limited evidence of a system to address students' instructional needs and to revise and adjust school practices based on that knowledge to move the school toward clear and measurable objectives.

Impact Statement:

The limited analysis of available data and an inconsistent evidenced- based approach to guide school improvement efforts hinders measureable progress toward critical school goals and 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:

- Create and use formal, evidence-based systems that are dynamic, adaptive, and interconnected and that address individual and school-wide practices in order to monitor progress towards achieving school-wide goals.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	I
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Debriefing Statement: The staff is in the initial stages of addressing the expectations of the Common Core Learning Standards (CCLS). Instructional planning does not reflect consistent collaboration among teachers and school leaders. Curricular adaptations and differentiation are seldom based on analysis of student data or include on-going and purposeful feedback to students. As a result, the status of curricular implementation limits access to rigorous and coherent curricula for all students.

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:

The school leader is beginning to create structures to formalize the process of PD to build competencies among staff for the implementation of the CCLS and the adaptations necessary to meet the needs of all students. However, teachers’ inconsistent use of standards and instructional shifts limits rigorous instruction in classrooms.

Evidence/Information that Lead to this Finding:

- The school leader has encouraged a consistent approach to planning and has provided a suggested template. Through document review, the IIT found that some staff plans do not include purposeful groupings of students for differentiated tasks.
- The school leader reported that most staff are aware of the CCLS and the instructional shifts and are in the process of implementing them. The voluntary lesson planning protocols suggested by the school leader indicated that the CCLS standards being addressed should be noted. However, classroom observations by the IIT focusing on evidence of the CCLS and the instructional shifts indicated that not many teachers were addressing them.
- During classroom visitations, the review team found little evidence of rigorous instruction. Few lessons contained elements that promoted higher- order thinking.
- The school leader has created some structures and PD centered on the CCLS. However, the review

team found that teachers were able to identify few elements in the instructional shifts.

- Although there are PD and collaboration opportunities each week, very few teachers have engaged in formal vertical team meetings and the team has only met a limited number of times. There are no horizontal team meetings.

Impact Statement:

Limited implementation of curricula aligned to the CCLS hinders students' opportunities for learning experiences that prepare them to be college and career ready.

Recommendation:

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

- Establish formal vertical and horizontal collaborative meeting times to assist teachers in developing CCLS implementation strategies in lesson planning and revision; provide pedagogical support through PD, instructional coaching, and materials to support CCLS delivery; monitor the development and implementation of a comprehensive and adaptive curricula supporting the CCLS and the New York State (NYS) standards across all areas of study.

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: Teachers do not use data-driven protocols for student grouping, and lessons do not reflect CCLS standards and expectations.

Evidence/Information that Lead to this Finding:

- The review team found that although lesson plans often indicate groupings or describe differentiated activities, they do not include anecdotal or formal formative data to justify or explain the groups. In addition, lessons often did not follow the plan and delivery was teacher centered and teacher dominated.
- Classroom observations indicated that few teachers ask higher-order questions of students. The majority of questions produced one-word responses from students. The school leader reported that she has recognized the need for greater student engagement during lessons and the need to improve questioning techniques by teachers, and PD has been provided to staff on higher order questioning. Currently, the school is introducing the "Say Something" program, complete with posters in classrooms, that defines how students should respond to questioning. This process is still in its initial stages and has not yet indicated a marked impact.
- The IIT found little evidence of planning or delivery of lessons to students that used complex materials. Students had difficulty recalling what books they had read or had been assigned. Students also indicated that round robin reading was the strategy used, with the books being read aloud in class, and with no reference to the use of Close Reading strategies.

Impact Statement:

Instructional plans and practices do not include use of DDI protocols for grouping of students and do not incorporate complex materials and higher-order questioning in keeping with CCLS expectations and instructional shifts. Consequently, current curricula do not meet the needs of all students, which limit 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:

- Empower teachers to collaboratively develop unit and lesson plans that meet the demands of the CCLS and grade-level DDI protocols, including documentation of ongoing analysis of formative and summative assessments, student work, and the use of rubrics. Ensure that teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, including higher-order thinking skills. Ensure that teachers provide necessary supports for all groups of students across core content areas and grades and provide complex learning materials.

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:

There is no comprehensive plan for teachers to work together to create interdisciplinary curricula across subjects to increase opportunities for student engagement and success.

Evidence/Information that Lead to this Finding:

- While there were isolated examples of teachers incorporating interdisciplinary lessons, there is no formal protocol or plan for the process of ensuring the creation of connections between subject areas.
- The review team found that there is no set time or expectation that teachers work collaboratively to plan and deliver interdisciplinary curricula within and across grades and subjects. The recent involvement of a CBO- sponsored program to bring art teachers to core classrooms has been of such recent duration that there is no evidence of its impact.
- The school leader reported that there has been an expectation that all teachers become literacy teachers and that some PD and coaching has been provided. However, the IIT found that this process is a recent initiative, and the results of this effort were not observed in practice.

Impact Statement:

Because teachers are not working together in a meaningful way to connect the curriculum across subjects, opportunities for students to engage in thoughtful cross-curricular activities are lacking, which hinders students' 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:

- Ensure that teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula; establish vertical and horizontal teams to formally reflect on the impact of the interdisciplinary curricula to ensure that there is a common understanding about what is taught and why it is taught, and to take immediate action to make revisions when needed.

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:

Teachers are not using a range of assessments to guide and inform their curriculum planning, and they are not providing students with the feedback they need to ensure ownership of learning and improve achievement.

Evidence/Information that Lead to this Finding:

- Student work reviewed by the IIT did not reflect teachers' comments for improvement and next steps. Student work examined by the review team often only had check marks, a single grade or one word assessment. There was no evidence that teachers provided feedback to students based on data.
- Teachers discuss data, but those discussions do not inform curricular decisions. The IIT found no evidence of teachers creating and using a variety of appropriate, common assessment data, including pre-, post-, and formative assessments to inform curriculum planning.
- The school support staff reported some students were enrolled in the College Now program through the City College of New York (CCNY). The students enrolled in one or more college courses in the fall semester. However, few students continued their participation in the program in the spring semester. The school support staff said that they believed that the reduced participation in the spring was because students had not successfully completed the program. While the data were known to support staff, there was no evidence that there was any discussion of the measures the school should take to prevent this from occurring in the future.

Impact Statement:

The lack of the use of data to inform curricular decisions or to provide meaningful feedback to students hinders student ownership of their learning and improved student achievement.

Recommendation:

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

- Ensure that teachers create and use a variety of common assessments to drive curriculum planning and instructional practices; ensure that teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. Include the

use of rubrics to support the completion of assignments, student monitoring of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.

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

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Debriefing Statement: Teacher practices do not reflect adequate strategic instructional decision-making that addresses the needs of all students. Consequently, there are limited opportunities for all students to engage in rigorous and relevant learning that results in high levels of achievement.

Strengths:

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

Areas for Improvement:

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

Overall Finding:

Instructional practices are not informed by data, do not include goals for students based on assessments, and are seldom tailored to address the needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader indicated that expectations have been set for using lesson plans that call for instructional practices and strategies that are adaptive, but in practice teachers' plans seldom address student needs or learning styles. Staff shared with the IIT that there is currently no defined set of expectations or PD on how to address student learning styles. The IIT found no evidence of teachers' providing short and long-term goals for groups of students based on grade-level benchmarks.
- There is a gap between the written lesson plans and the delivery of those plans. For example, in one lesson, the plan called for the use of higher order - questioning as well as a Think-Pair-Share strategy to allow for differentiation. However, this plan was not evident in the lesson implementation. A review of lesson plans indicated that although expectations were noted in the suggested template, teachers inconsistently completed the template. Some lessons appeared detailed while others indicate as a plan the page number of the text being used for the lesson. The IIT observed that in practice there were few lesson plans that led to student-centered, rigorous, and differentiated lessons.

Impact Statement:

Teachers' instructional practices do not promote high levels of student engagement and inquiry that lead to increased student achievement and the meeting of student goals.

Recommendation:

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

- Ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for different groups of students with a variety of needs, while providing timely and appropriate instructional interventions and extensions for all students; ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified needs.

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:

Teachers are not providing engaging, CCLS supported lessons that incorporate higher-order questions and contain high levels of text and content complexity.

Evidence/Information that Lead to this Finding:

- The IIT found on evidence of multiple points of access for students. Instead, all students were observed doing the same assignment/task and at the same time. Generally, lessons were teacher-centered so that while the topics could be engaging, students often were expected to provide one-word or short-phrase responses.
- While questions during lessons were often cast as higher-order questions, the teachers generally broke those questions down into lower level questions. Most of those questions did not require higher-order, critical thinking and text complexity was low.

Impact Statement:

The limited range of instructional practices, low level questioning, and the lack of text complexity limit the levels of student engagement and achievement.

Recommendation:

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

- Ensure that teachers use instructional practices appropriately aligned to CCLS; ensure that teachers stimulate student thinking by asking higher- order questions and using adaptive CCLS instructional materials that contain high levels of text and content complexity.

4.4 **The school has received a rating of *Ineffective* 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 does not provide a comprehensive program for behavioral expectations, and teachers do not generally create a learning environment responsive to students' diverse needs and perspectives.

Evidence/Information that Lead to this Finding:

- While teachers and students report that they feel safe and free from bullying or violence, behavioral expectations are not explicitly taught. Teachers do not have a comprehensive, school-wide program or plan that establishes acceptable classroom expectations for behavior. In some classes, students were not attentive, and a few students disrupted lessons.
- Strategies that acknowledge diverse groups of students and their needs were not observed by the IIT during classroom visitations. There was limited evidence that instruction was adapted to meet the changing needs of the student population in order to create thoughtful learning environments that foster student understanding. Students were not provided with many opportunities to discuss an issue and share opinions because much of the instruction is teacher led and dominated.

Impact Statement:

The lack of a comprehensive program for behavioral expectations and teachers' limited attention to students' diverse needs and perspectives, hinders the development of a safe learning environment that promotes 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:

- Implement a collaboratively developed plan to create a positive learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students; ensure that teachers work with students to acknowledge diversity and provide expanded access to learning and social opportunities. Provide an explicit, school-wide plan for behavioral expectations that is taught and reinforced with students.

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:

Teachers are not using data and assessments to inform and adjust their instructional strategies and groupings or to support student participation in their own learning.

Evidence/Information that Lead to this Finding:

- The review team did not find that teachers used well-defined strategies, practices, checklists, or rubrics for checking for understanding. In some cases, the review team found that the formative

assessment used to check for understanding was limited to a nod or yes/no answer. Most observed lessons did not demonstrate the use of rubrics, checklists, or exit slips. Much of the classroom time was devoted to teacher-centered learning or the completion of worksheets.

- There was no evidence of a school-wide protocol for involving students in reviewing and taking ownership for their own work. The IIT found that feedback on assessments did not inform next steps to guide students on how to improve their work and increase their achievement although the school has recently provided teachers with PD that focused on how to give meaningful feedback to students.
- The school has a large amount of data available and a teacher who is designated as a data specialist, but the IIT found was no evidence of significant analysis of that data, which translated into teacher practices. Lesson observations and document review indicate that very few teachers carry out on-going assessments and use the information to adjust instructional planning or delivery.

Impact Statement:

The absence of data-based instruction that is timely and purposeful and pertinent feedback to students hinders the ability of students to reach high levels of achievement.

Recommendation:

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

- Ensure that teachers provide frequent and relevant feedback to students based on the analysis of timely data and that student draw on the feedback so that they can reflect upon, assess and improve their own progress; ensure that teachers use the summative and formative data available to inform instructional decisions, including student grouping and instructional strategies.

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.

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Debriefing Statement: There are some programs, strategies, and protocols designed to respond to students facing social and emotional developmental health challenges. However, there is no comprehensive, data-driven plan that includes ongoing PD opportunities for all stakeholders to promote wellness and proactively address the needs of all students. As a result, not all stakeholders are able to participate in supporting student needs.

Strengths:

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

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:

While the school leader is in the process of developing systems to identify social and emotional developmental health needs and has begun to provide support systems for students, there is no formal, overarching system in place to support and sustain the needs of all students.

Evidence/Information that Lead to this Finding:

- There is no formal ladder of referral or school-wide protocols that are used uniformly by all stakeholders. The school leader has in place a system for reacting to the social and emotional needs of students as these needs present themselves. However, there is no formal system for monitoring the status of the social and emotional developmental health of all students.
- The school leader reported that she meets periodically with the student support staff, but no minutes are kept or agendas established. There is no formal system to use collective data to identify areas of need connected to social and emotional developmental health in a way that is proactive, preventative, and that engages the collective attention of all school stakeholders.
- The school leader greets students in the morning as they arrive at school. Because of the small size of the student population, the school leader has a personal connection to all the students. This year a CBO has begun implementing several programs to build more formal and systematic connections with students who have been identified as having social and emotional needs that are impacting school performance. Side-By-Side, a mentoring program, currently involved administrators and school personnel in mentoring some students.
- The school leader and school personnel repeatedly expressed to the review team that the students and families served by the school have challenges and social and emotional developmental health needs which impact student progress, achievement, and attendance. To date, the current supports in place, such as telephone calls and home visits have not produced measurable results.
- During student interviews, students shared that each of them knew an adult in the school that they would go to if they had concerns to address. The students expressed the sense that the teachers and school leaders cared about their welfare. However, they indicated that they were not aware of any programs beyond the mandated anti-bullying campaign that proactively addressed social and emotional needs.

Impact Statement:

The implementation of comprehensive school-wide strategies designed to address students' social and emotional developmental health and its impact on academic success is in its initial stages. Consequently, the ability of the school to address barriers to students' social and emotional developmental health and academic success 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:

- Ensure the development and implementation of a systematic, school-wide approach on how to address students' social and emotional health needs; ensure that all staff use the system for referral and support for all students that includes researched-based programs and practices and data to identify and address areas of need.

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 has not implemented a program and curricula that focuses on the social and emotional needs of students and has not provided PD to develop adult capacity to address student needs.

Evidence/Information that Lead to this Finding:

- The school has activities that are focused on the development of social and emotional health, including a health awareness day and a visiting nurse to provide screenings, but there is no formal program designed to engage the entire school. The school leader expressed a desire to implement a character development program in the school in recognition of the absence of a program that promotes core values appropriate for the student population.
- There was no evidence presented to the IIT concerning a PD program to assist adults in addressing student social and emotional developmental health needs. Although the school does not have a comprehensive program or plan that establishes classroom expectations for behavior, teachers indicated to the IIT that they were aware of disciplinary procedures for responding to student misbehavior.
- When the review team asked students about programs to build social and emotional developmental health, some students shared worksheets they had been given to take notes about cell phone etiquette and manners, but they did not know if that isolated worksheet was part of a larger program.

Impact Statement:

The lack of a school-wide program or curriculum that focuses on the development of students' social and emotional developmental health as well as insufficient training to develop adult capacity to address student needs, hinders the building of a healthy school environment that promotes 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:

- Develop a program that incorporates research-based practices that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health; provide PD to all stakeholders to promote consistency

through a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students.

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

The school has not strategically organized its work with school stakeholders to ensure that students' social and emotional developmental health needs are consistently met, and constituents are not aware of their specific role in building a safe learning environment conducive to learning.

Evidence/Information that Lead to this Finding:

- There are some activities in place to respond to student needs as they present themselves. However, there is no strategic, coordinated, or comprehensive plan or set of strategies that proactively meet students' social and emotional developmental health needs.
- The school leader has recently engaged Wediko, a CBO, to begin the process of building a comprehensive program. The school leader reported that this year Wediko has begun the process of developing formal programs to address social and emotional developmental health needs. The school leader has also expressed a desire to implement a character-building program.
- The school leader and staff reported that they recognize the social and emotional developmental health challenges and needs within the student body. However, effective strategies are not in place to address these needs.
- Currently, there are no clear protocols and processes in place to identify the roles of stakeholders. Individual teachers, administrators, and support staff demonstrate caring for students but discussions indicate a lack of clarity about the role each stakeholder is to play in meeting the needs of students.

Impact Statement:

The lack of a coordinated plan and common understanding among stakeholders of their specific role in building a school community that is safe and conducive to learning hinders the school's ability to foster 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:

- Delineate the specific roles of stakeholders, and provide PD to all constituents so that they can act upon a shared understanding of the skills and behaviors that address the needs of students. Ensure that the school regularly reinforces the roles stakeholders are expected to play to foster the development of a safe learning environment that meets the social and emotional health needs of

students.

5.5 **The school has received a rating of *Ineffective* for this Statement of Practice:** The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

Overall Finding:

The school leader and the student support staff review academic and social and emotional data, but there is no strategic plan to collect, analyze, and use data to identify and meet the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- The student support staff reported to the IIT that they review report card data. While attendance data is collected and analyzed to determine responses aimed at improvement and intervention, the review team found no evidence that data was collected to address other areas of student needs.
- The review team found no evidence of an established structure to identify and respond to students' social and emotional developmental health needs or that there is a comprehensive plan to train and support all staff in the use of data to address student needs.

Impact Statement:

The lack of a collaboratively developed, comprehensive plan to collect, analyze, and use data to identify and meet the social and emotional developmental health needs of all students minimizes the opportunities for students to become academically and socially successful.

Recommendation:

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

- Develop a strategic plan with systems and structures, including provision for time, space, and resources, for focusing on how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs; provide PD and training to all staff to support this effort.

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	I
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Debriefing Statement: While the school communicates with parents about student progress and makes efforts to build partnerships, there is limited reciprocal communication with families. The school does not provide PD that focuses on building or sustaining of partnerships with families, and data is not shared in a way that enables parents to advocate on behalf of their children's needs.

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:

The school leader's communications do not fully ensure that students and families are aware of high expectations for student success and are equipped to help students reach those expectations.

Evidence/Information that Lead to this Finding:

- Interviews with parents provided limited evidence of parents' knowledge about school-wide achievement or information about how to assist their children in achieving higher levels of academic performance to prepare them for college or careers.
- The school has recently acquired the services of Wediko to assist them in building partnerships with parents, but it is too soon to measure the impact of these services. Regular parent meetings are scheduled with parents that focus on various topics. However, there is minimal family participation although students sometimes attend the meetings to gather information for parents.
- The school leader has established a system of home-school communication via school messenger to inform families of meetings and school events. Additionally, the school communicates with families by phone to promote better attendance or to report student misbehavior. Students reported to the review team that teachers and administrators have called their parents to report their success or achievements. In addition, Teachers are required to submit weekly logs detailing contacts they have made with parents.
- The school mails home report cards and progress reports; however, there is no mechanism for reciprocal communications regarding expectations for student achievement. The school is looking into the possibility of using a texting program to communicate with parents. There is no system or program currently for informing parents on how they can assist their children in improving academic performance.

Impact Statement:

Although there is some communication between the school and families regarding the academic achievement of students, not all parents are aware of the school's expectations or how they can contribute to improve their children's academic performance, which minimizes student academic success.

Recommendation:

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

- Ensure that students and their families are aware of the school-wide expectations for academic achievement and graduation; foster conversations with students and families regarding high expectations for student academic achievement while providing guidance and tools focused on

student learning and development.

6.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

Overall Finding:

The school uses various methods to communicate with families and provides translation in pertinent languages; however, reciprocal communication between the school and families about school and student issues is limited.

Evidence/Information that Lead to this Finding:

- Teachers shared with the IIT that some teachers maintain e-mail contact with parents. The school leader reported that Wediko conducted a parent survey and discovered that most parents prefer a telephone call. Wediko is also initiating a program of home visits and is establishing a program of parent support services. All communications are sent home in English and Spanish. Translated printed messages about upcoming school events are “backpacked” to parents. Progress reports are also translated for parents and are sent to homes via the mail.
- Despite these efforts, there is limited evidence that the school is effective in promoting reciprocal communication between home and school to better engage parents in the academic growth of their children. The school has not yet developed formal procedures for evaluating the effectiveness of its communications with parents, listening to parental views, and acting on those views to make improvements and adjustments.

Impact Statement:

Limited reciprocal communication between the school and families minimizes families’ ability to support their children’s academic progress 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:

- Develop formal plans and procedures to evaluate the effectiveness of channels of communication between school and home and make improvements where needed to strengthen reciprocal communication and partnerships between the school and families.

6.4 **The school has received a rating of *Ineffective* 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 has not engaged in a program of training for parents and staff on home-school partnerships so that they are able to work together to support student achievement.

Evidence/Information that Lead to this Finding:

- The school leaders and support staff have not yet developed a strategic and comprehensive plan that outlines strategies and initiatives that articulate how the school can best help parents support their child's academic growth.
- The school does not provide PD for staff on how to develop and sustain partnerships with families and/or the community.

Impact Statement:

Students are not benefiting from a robust and focused home-school connection, which limits students' progress.

Recommendation:

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

- Provide PD to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success. Provide families with opportunities focused on supporting student growth.

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

Data is not shared in a way that allows parents to understand student needs and advocate for services that address those needs.

Evidence/Information that Lead to this Finding:

- The review team found no evidence that school leaders, the data specialist, student support professionals, and program coordinators have prioritized or recognized the need to share and integrate data systems in way that empowers families to advocate for their children.
- The school provides progress reports to parents in Spanish and English but has not provided training to ensure that the information is understood by parents.

Impact Statement:

The school does not share data in a way that enables families to take action to support their children's learning, which hinders higher 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 student data is shared in a way in which families can understand student learning needs

and successes and are encouraged to advocate for student support; ensure that school leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them.