



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800011650
School Name	Jane Addams High School for Academic Careers
School Address	900 Tinton Avenue, Bronx, New York 10456
District Name	NYC CSD 08
School Leader	Joel DiBartolomeo
Dates of Review	April 1-2, 2014
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 08X650

School Configuration (2013-14)					
Grade Configuration	9-12	Total Enrollment	319	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	7	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	11
School Composition (2012-13)					
% Title I Population		85.4%	% Attendance Rate		77.6%
% Free Lunch		90.4%	% Reduced Lunch		2.7%
% Limited English Proficient		9.0%	% Students with Disabilities		20.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.4%	% Black or African American		36.7%
% Hispanic or Latino		61.1%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White		0.2%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		0.76	# of Assistant Principals		2
# of Deans		N/A	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		2.8%	% Teaching Out of Certification		9.3%
% Teaching with Fewer Than 3 Years of Experience		5.6%	Average Teacher Absences		6.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		45.6%	Mathematics Performance at levels 3 & 4		25.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		39.7%
6 Year Graduation Rate		57.2%			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native		Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. To use data to measure progress towards interim and long-range goals to evaluate decisions regarding student learning.
2. To integrate a school wide literacy curriculum aligned with CCLS instructional shifts and the school's instructional focus.
3. To develop teacher understanding of the Danielson Framework of Teaching Competencies 1C, 1E, 1F, 3B, 3C and 3D.
4. To increase the yearly student attendance rate.
5. To maintain or increase the school's ability to keep parents informed about their children's academic progress.

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:			E		

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:			D	
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:			D	
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:		E		
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:			D	

School Review – Findings, Evidence, Impact and Recommendations:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	E
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Debriefing Statement: The school leader has collaboratively developed and communicated a shared vision and SMART goals with expectations of high academic outcomes, embraced by staff, parents, and students. The school leaders have instituted systems to create sustainable school improvement. Consequently, the school leader has developed a culture that supports higher achievement levels for students.

Strengths:

2.2 **The school has received a rating of *Effective* 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 leader ensures that the school community shares the SMART goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

Evidence/Information that Lead to this Finding:

- The school leader reported that instructional leadership team (ILT) created the SMART goals. The team consists of the school leader, assistant principal, instructional coaches, English as a second language (ESL) teachers, and the United Federation of Teachers (UFT) chapter chair. According to the school leader the ILT used various sources of data to develop the goals including Regents results, common assessments, pass/fail rates, the Learning Environment Survey (LES), Alternative Quality Review, teacher practices, a staff needs assessment survey, and attendance data. Evidence gathered from interviews with the school leader and parents confirmed the goals were shared with various constituent groups including the school leadership team (SLT), the student government, and external partners such as Bronx Community College (BCC) and Sports and Arts in Schools Foundation (SASF)
- The SMART goals are shared with the staff via meetings and the staff handbook. Reviewers noticed that the goals and the mission statement “to prepare each member of the Jane Addams learning community for their next steps in their learning journey” are posted throughout the school in hallways, offices, and classrooms. The school leader shared that staff includes the mission statement on correspondence sent to parents and other community members. The school leader addresses student achievement, and social and emotional developmental health through a plan that increases learning opportunities for all students, works to develop effective teaching strategies, addresses an improved school environment, and involves students, staff, parents, community

organizations, and consultants.

- The school leader said that he collaborates with community stakeholders to monitor and evaluate progress toward the goals four times each school year through the analysis of data. The school leader shared that the SLT monitors the goals throughout the year. Teachers use data from common assessments to adjust unit and lesson planning to align with identified student needs. Additionally teachers review student progress and track trends during daily common planning time meetings. Teachers evaluate student work and trends towards achieving the implementation of the school-wide literacy curriculum throughout all subject areas.

Impact Statement: There is a shared sense of urgency about achieving academic goals and creating an environment that supports the school SMART goals and mission.

2.3 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

Overall Finding:

The school leader has made strategic decisions to utilize resources to address student academic and social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school leader reported that although he has loss staff because of the decrease in enrollment due to the phase out status and the loss of grades nine and ten, the school has been able to support a full academic program, with new hires and the retention of some key teachers. The school leader has developed a focus to unify the school community through the completion of the phase out period that serves to maintain morale throughout the school community and works to help retain staff. The school leader has used funds to make strategic decisions in an effort to support school-wide goals. The school leader recently hired a dean hired to assist and support work with overaged, under-credited students who do not regularly attend school. A program to mentor each of these students was created and, as a result, four of the twenty-two students have returned to the school as full-time students. The school reported that he used resources to target the needs of students with disabilities. For example, students were placed into integrated co-teaching (ICT) classes where assessment results have shown a significant increase in achievement for both students with disabilities and general education students. Additionally, the school leader hired three additional teachers for the second semester to reduce the teacher-student ratio, two internal coaches to guide curriculum development, and coaches from Generation Ready and Teachers College to work with staff to improve instructional practices.
- The school leader revised the schedule, including extended learning time, to ensure that all students receive appropriate classes utilizing the limited staff now available. The school leader said he collaborated with another high school to provide other courses where staff is not licensed or available, such as Regents chemistry. To assist students passing Regents exams, Regents preparation classes have been implemented utilizing Castle Learning and tutors from within the school. Additionally, BCC in collaboration with a federal grant provides support for several programs

including an Education Talent Search program, Regents preparation classes two afternoons a week, two evenings a week, and on Saturday at Bronx Community College. The school leader shared that approximately seventy students attend these programs. They also provide an Upward Bound program that provides residential programs for six weeks during the summer in reading, math, SAT preparation, foreign language classes attended by ten students, and chemistry and physics classes that earn students dual credit for high school and college attended by eleven students. According to the school leader, the summer programs include literature and drama, and the credit recovery and Regents classes helped raise the graduation rate. The SASF, also funded through grant money, provides after school activities in drama, dance, and poetry. They have also created a Girl Talk program to deal with social and emotional issues, and a robotics program in conjunction with the SUNY Maritime College. Both the Girl Talk and the robotics programs provide classes and workshops for students and parents to help with all components of the college application process including college visits.

Impact Statement:

The school leader strategically uses resources to address school needs enabling the school to support student achievement, and social and emotional developmental health, and provide increased opportunities for student success.

2.4 **The school has received a rating of *Effective* for this Statement of Practice:** The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Overall Finding:

The school leader has a fully functional system in place aligned to the Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

Evidence/Information that Lead to this Finding:

- The school leader has developed a plan aligned to the APPR for frequent observations with feedback that utilizes student data. In addition, the plan aligns to targeted components of the Danielson Framework of Teaching Competencies. A review of documents and interviews with the school leader and teachers showed that school leaders conduct observations according to a prioritized schedule, and internal and external coaches provide additional support. Additionally, the ILT meets on Fridays and uses the school leader's observations, coaching visits that include teacher feedback, and weekly instructional rounds to plan follow up support and professional development (PD) for teachers.
- The school leader and coaches are providing actionable feedback to teachers that align to the Danielson Framework for Teaching. The school leaders track feedback using the Advance platform for school leader observations that are scheduled seven times per year for all teachers including one formal and six informal visits. The school leader reported that school leaders conduct pre- and post-observation conferences to ensure teachers implement best practices to ensure that the feedback

aligns to teacher goals. Coaches track visits using a binder that includes a log of all visits and work. Both internal and external coaches collaborate to share feedback information with the teachers and with each other. When interviewed by the Integrated Intervention Team (IIT or review team), teachers shared that the school leader and coaches visit them at least once a week. These teachers considered the actionable feedback both helpful and accurate, saying that it allowed them to reflect on improving their planning and instructional practices.

- The school leader monitors observations and utilizes student data to address instructional practices. Lessons are also monitored through the observation process. Teachers are held accountable for continuous improvement and those that are not progressing have individual teacher improvement plans. Additionally, feedback from observations and coaching visits is used to plan PD that is programmed into all staff schedules. Interviews with teachers confirm that this PD is responsive to their needs.

Impact Statement:

The school leader has and implements a system for monitoring teacher practices that includes feedback and PD. As a result, all staff members are held accountable for continuous school improvement.

2.5 **The school has received a rating of *Effective* for this Statement of Practice:** Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

Overall Finding:

The school leader encourages the staff to use multiple evidence-based systems and structures to improve school-wide practices.

Evidence/Information that Lead to this Finding:

- The school leader has made the collection of data regarding credit accumulation, Regents exams, attendance, and student achievement a focal point at the school in order to improve the graduation rate and to ensure students are college- and career- ready. The staff reviews data regarding credit accumulation quarterly and generates an individual graduation plan that the guidance counselor reviews. Copies are shared with the students, parents, and staff. An advisory program is used for one-to-one conferences with each student, where the plan and any other student issues are discussed on a quarterly basis. The support services coordinator and dean monitor attendance and students' homes receive phone calls whenever a student is absent. During grade level meetings, use unit assessments and review student work, aligned to the school literacy program, to address student-learning needs. Teachers use item analysis of Regents exams and assessments to plan instructional units.
- The school leader has created an ILT that supports distributive leadership by empowering teachers to take responsibility for becoming instructional leaders. Common planning time is held twice weekly to ensure that general education and special education teachers plan together for the ICT classes, and a review of assessment results indicate that ICT classes, inclusive of students with

disabilities are achieving on a par with, or in some areas higher than, the general education classes. The school leader regularly tracks student and teacher data and uses this data to plan interventions for students. According to the school leader, he used student data to develop enrichment activities to supplement regular class instruction and to hire three additional teachers to lower the student-teacher ratio for instruction. The school leader has instituted a lesson plan template to address gaps in planning. The school leader reported that the graduation rate increased following a six-week summer program, and he continuously tracks student data to support student achievement and to meet individual student academic needs.

Impact Statement:

The school leader ensures staff uses data and systems to review and respond to critical areas of need, which allows staff to monitor progress toward achieving goals for school-wide improvement.

Areas for Improvement:

All ratings for this Tenet are **Effective** and, therefore, comments are listed under **Areas for Strength**.

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

D

Debriefing Statement: The school uses curricula resources and assessments that support CCLS and CCLS Shifts; however, teachers do not uniformly modify curricula, assessments, and instructional practices to address the needs of all students. This inconsistent adaptation of curricula and instructional practices limits student achievement.

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 supports the implementation of coherent curricula aligned to the CCLS, but the staff is not consistently adapting plans to meet the needs of students or to inform instruction to support rigorous curricula.

Evidence/Information that Lead to this Finding:

- The school uses online resources, including EngageNY, for English language arts (ELA), math, and social studies, but teachers are not consistently using data to target goals in order to address the needs of all students. When interviewed by the IIT, teachers shared that they are beginning to collect data and are participating in training to learn how to analyze data. Teachers also reported that they meet regularly in grade and vertical teams to discuss data; however, evidence from a review of documents and classroom visits showed that teachers do not uniformly use data to inform or modify instruction. Additionally, although teachers have developed unit and lesson plans to address CCLS demands, there are no curriculum maps to unify instruction. In classroom observations and reviews of lesson plans, the team found that although teachers use CCLS-aligned unit and lesson plan templates, most teachers' do not consistently follow their lesson plans.
- The school leader has begun to provide support to help teachers align curriculum to the CCLS and the instructional shifts. There is a comprehensive calendar for PD, and PD is directed towards examining the components of the Danielson Framework and student data. The school leader reported that the PD is responsive to teacher needs identified through observations and student data. The school leader shared that coaches observe teachers practices, work with teachers in classrooms, and provide PD on the CCLS. Teacher leaders, who serve as internal coaches have taken responsibility for helping teachers use data to inform instruction. In addition, external coaches from Generation Ready and Teachers College come weekly to work with staff in aligning curriculum and instruction. Although the lesson plans reviewed by the review team address differentiation and scaffolding, during classroom visits, the review team found inconsistent evidence of differentiation. Reviewers saw few examples of teachers providing scaffolding or using text of different complexity.
- A review of documents reflected that the school offers advanced placement courses in ELA, and honors classes in government. Credit recovery courses are offered during extended learning time and during the summer program, and dual credit courses are offered through the BCC Upward Bound program. Teachers use Castle Learning to supplement instruction in regents' preparation classes, and student mentors provide additional support in these classes. A Response to Intervention (RTI) program was not evident in reviews of documents or in most classrooms.

Impact Statement:

The school leader and staff have begun to develop curricula and supports that align to the CCLS. However, the uneven implementation of CCLS-aligned curricula, lessons, and support hinders teachers in their ability to meet the needs students, particularly identified sub-groups, which affects overall 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:

- Implement systems to assure that lessons are delivered to address the needs and instructional modifications for all students. Develop an RTI plan that ties interventions to student needs and ensures the implementation of appropriate interventions for all students.

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.

Overall Finding:

Teachers are creating CCLS-aligned unit and lesson plans across all grades, but do not effectively use ongoing analysis of assessments and student work to plan to meet student needs.

Evidence/Information that Lead to this Finding:

- Evidence from staff interviews demonstrated that teachers meet to discuss data and to plan collaboratively and the school leader has allocated resources for coaches to assist teachers in planning. Teachers have not developed curriculum maps, but do have a pacing calendar and unit plans that align with the CCLS. Classroom observations indicate that teachers do not uniformly deliver lessons with adaptations that meet student needs. Reviewers noted that teachers do not consistently differentiate lessons to meet specific to student needs or provide scaffolding that is sequenced to guide instruction. Common planning meetings with the internal coaches are being used for teachers to start looking at assessment data, but only address data related to literacy and not specific subjects. A review of documents showed that a few teachers are starting to use subject specific assessment data to plan units and lessons. However, reviewers noted that teachers do not uniformly use item analysis and provide ELLs and students with disabilities with formative assessments directly related to their instruction. Students reported that rubrics were consistently used and reviewers noted that the few rubrics posted consisted of a checklist of skills rather than graduated levels of proficiency. Classrooms and hallways showed a paucity of writing, particularly extended responses. Most bulletin boards contained comments on posted papers that were general in nature. Although lesson plans were generally aligned to the CCLS, reviewers found that most teachers did not consistently implement instruction aligned to their plans. In classroom observations, there was limited evidence of differentiated text complexity. Reviewers found that in most classrooms students used the same text. Few of the teachers observed provided scaffolding for students and in classrooms where students were grouped, few utilized purposeful grouping; some groups sat together, but did not uniformly work together. Most questions that teachers asked did not require students to think critically and discussion was lacking in the majority of classrooms.
- PD is being provided with a focus on planning and instruction. Lesson plans are monitored through observations and instructional rounds to ensure that lessons address the CCLS shifts and the New York State content standards. The school leaders work with staff to analyze and use data from school-wide literacy assessments, but there is no unified approach to adapting lessons and implementing the literacy initiative. Teachers meet in subject groups to analyze the implications of data for instruction, but do not uniformly test and revise practices to address student deficiencies in writing.

Impact Statement:

Teachers do not consistently use data in planning or align lessons to the CCLS, which limits opportunities for students experience lessons that prepares them to meet the demands of the CCLS to improve academically.

Recommendation:

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

should:

- Develop and implement protocols and monitoring systems for reviewing student work, and unit and lesson plans to assure that subject-specific student data is used for alignment with the CCLS and NYS content standards. Create a protocol for reviewing literacy assessments in order to implement uniform practices across all subjects and grades to address identified student needs.

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:

Teachers are not currently developing interdisciplinary lessons targeting the arts, technology, and other enrichment opportunities.

Evidence/Information that Lead to this Finding:

- Expanded learning time opportunities do exist through SASF, including dance, art, and poetry. A trip program exposes students to the arts through visits to live theatre and other arts related opportunities. However, during discussions with the IIT, teachers and school leader shared that they do not have formal plan for interdisciplinary planning.
- Staff interviews indicated that the school leader has made Smartboards available in most classrooms. While some teachers allowed students to use IClickers to input responses to questions posted on the SMARTBoards, during classroom visits, reviewers saw minimal example of students interacting with the SMARTBoards as part of instruction. Some teachers use Castle Learning and ILit programs with small groups including students with disabilities and ELL students to prepare students for Regents exams. The programs help teachers to integrate technology with subject specific content. However, evidence from class visits demonstrated that teachers do not regularly integrate technology and the arts into lessons, and a review of documents showed no evidence of interdisciplinary planning.

Impact Statement:

Students do not have multiple opportunities to experience curricula that connect across disciplines and engage students in integrating technology and art, which minimizes students' participation in activities that increase their ability to be academically successful.

Recommendation:

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

- Provide meeting time across grades and content areas for teachers to develop interdisciplinary units of instruction that incorporate the arts, technology, and other enrichment areas. Enable all students to discover, create, and communicate information through a variety of modes and media. Ensure

that these units are consistently embedded in practice.

3.5 **The school has received a rating of *Developing* 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 have started to develop comprehensive systems for using formative and summative assessments, but minimally use data to make curricula decisions.

Evidence/Information that Lead to this Finding:

- Teachers are beginning to collect and review data, formally. Common planning time and grade meetings have been created to look at student work in order to inform instruction. However, only some teachers are identifying areas of concern through item analysis. Evidence indicates that teacher do not consistently analyze data or use it to inform curriculum planning or instruction. For example, a review of documents and classroom visits showed that teachers do not use available data to plan and modify instruction to identify and address individual and groups of students' needs. Additionally, during class visits, reviewers found that teachers inconsistently implement strategies and goals indicated in students' individualized education programs (IEP). Only some teachers are identifying instructional targets using pre- and post- assessments.
- Teachers review assessments and record data, but inconsistently use the information to make curricula decisions. Teachers did not consistently meet with or work with individual or groups of students to ascertain knowledge levels or to provide guided instruction. Regents' preparation classes are provided for students who are identified as needing further support. Student mentors also work one-on-one with students who have been identified, and student goals are clearly charted with the help of the Castle Learning program. However, during class visits, teachers did not uniformly incorporate strategies that addressed students' strengths and weaknesses, and the IIT noted few examples of teachers using formative assessments to check for students' understanding inconsistent evidence of comprehension checks in the classroom. Little differentiation in products for unit assessments was noted in classroom visits or unit plans. As a result, teachers' instructional practices did not consistently address the needs of individual and groups of students.
- Although teachers track individual student performance, they provide uneven feedback based on data. When interviewed by the IIT, students shared that teachers often talk with them about their work, but that feedback does not consistently align to a rubric; and teachers do not regularly provide specific strategies or skills needed for improvement. While some teachers use a form for self-reflection, not all teachers use this form to provide consistent opportunities for students to look at their work and reflect upon their progress. The student work samples reviewed by the IIT included comments of a general nature. Reviewers also noted that minimal samples of student work displayed in classrooms.

Impact Statement:

Although assessments have been implemented, teachers do not uniformly use these data to revise curricula and provide students with regular feedback to reflect on specific skills and strategies, which limit the

opportunities for improving their academic performance.

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 system and protocols to ensure that teachers provide targeted feedback to students based upon the analysis of formative and summative assessments. Monitor closely whether teachers use existing student self-reflection protocols in order to encourage student ownership of learning and improved achievement.

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

D

Debriefing Statement: The school has an instructional plan that includes student engagement, professional discussion, and data analysis to support the planning, delivery, and analysis of classroom practices. However, this has not yet translated into effective instructional strategies that support higher-order thinking skills and engagement, and lead to improved student 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 *Developing* for this Statement of Practice:** School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Overall Finding: School and teacher leaders have begun to engage teachers in conversation about aligning instruction with student data, teachers do not regularly use available data to plan and deliver instruction.

Evidence/Information that Lead to this Finding:

- The school leader has implemented common planning time for teachers to review and analyze data in order to adjust unit and lesson planning. The school leader reported that the staff has implemented unit assessments across subjects and grades. All teachers have data binders that include assessments and track student progress. Some teachers use data effectively to plan instruction with appropriate adaptations that address and track student progress, but this practice is inconsistent across grades and subjects. The school leader has also instituted assessments and common planning to address school literacy goals. Internal coaches work with teachers to look at student work from the literacy program in order to address student needs relating to the CCLS.

However, no uniform strategies have been implemented across all subjects and grades and this means that identified areas of need are not effectively addressed across the entire school.

- The school leader and teacher leaders have implemented a planning template that supports their efforts to use instructional practices and strategies that are CCLS-aligned and provide differentiated instruction for students. Most plans reviewed by the IIT showed that teachers incorporate differentiated activities and scaffolding strategies in their lesson planning. However, observations of classrooms demonstrated that most teachers do not implement differentiated instruction in their lessons, which limits high levels of student engagement and inquiry. Additionally, few teachers provide scaffolding to address student needs and make adaptations in instruction for the ELL students and students with disabilities. For example, there was little evidence of word walls with academic vocabulary or translations of key academic words for either subgroup. Reviewers found that when teachers grouped students, they did not group students according to ability levels. Additionally, during discussions with the IIT, teachers did not describe strategies or best practices they used to consistently meet the needs of these subgroups of students. Teachers in ICT classes plan cooperatively to address student needs. Staff interviews and a review of documents demonstrated that although IEPs are accessible to all teachers who have students with disabilities in their classes, they do not consistently implement goals and strategies include in IEPs.
- Students set long-range goals and in some classes, such as Regents' preparation students set short-range goals. Although all classes have student work folders, most of these are not used to track student progress and do not help students identify next steps in order to improve academic outcomes. Although the school leader has implemented teacher meetings to discuss and address data and has provided coaching and PD, reviewers noted that during class visits, many teachers inconsistently use data to address specific student needs.

Impact Statement:

Teachers inconsistently provides instruction that is modified to meet the needs of all students. As a result, students minimally engage in their own learning, which hinders 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 all teachers use data in an effective manner to drive instruction, match work to the differing abilities of students, and provide scaffolding to address student needs and make adaptations in instruction for the ELL students and students with disabilities.

4.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Overall Finding: While teachers are developing lessons aligned to the CCLS, teachers do not uniformly integrate CCLS strategies in their instructional practices.

Evidence/Information that Lead to this Finding:

- Most teachers are using lesson plans aligned to the CCLS and some of the instructional shifts, but instruction does not consistently mirror these plans, and lessons are not uniformly adapted to meet the needs of individuals and groups of students. Most lesson plans follow the school template and includes targeted accommodations and interventions for students. In classroom visits, the team observed that most instruction was teacher-centered with limited student-to-student interaction. Some lessons observed by the IIT aligned to lesson plans. Reviewers noticed that some plans included a language objective. However, during lesson demonstration teachers inconsistently addressed the language objective in the actual lesson. Most questioning was on the level of basic inquiry tasks as opposed to promoting higher-order thinking skills. Reviewers noticed that teachers did not uniformly incorporate classroom discussion into lessons, and teachers questioning techniques did not require students to think critically. For example, in one class where students were asked about how Roman technology had changed society, implications regarding those changes were not discussed in depth. In another class, students were given a political cartoon, but were only asked to identify certain components, rather than interpret the meaning and point of view of this primary source document.
- During class visits, the IIT found minimal examples of teachers using text with different levels of complexity. Some teachers are using scaffolding strategies, such as annotating text or highlighting evidence; however, in most classrooms, there is limited evidence of strategies or scaffolding such chunking of text, interpreting new information, checking for understanding that allows students to actively engage in learning. In most classes observed by the IIT, teachers provided one access point to the lesson for all students, and tasks and materials did align to students' ability level. In classes observed, group assignments were not always purposeful, and students did not have assigned jobs within the group. Although students were generally on task, there was little discussion or student engagement with few critical thinking tasks included in the lessons. While reviewers observed that students in career technical education (CTE) classes actively engaged in their learning and instruction addressed the individual needs of students, reviewers found that in most classes students did not engage in lessons at high levels.

Impact Statement:

Teachers do not uniformly provide opportunities for students to access learning from multiple points and to engage in higher-order thinking. As a result, students engaged in lessons at low levels, which hamper student academic achievement.

Recommendation:

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

- Ensure that unit and lesson plans include multiple access points for students, include questions that promote higher-order thinking skills, and tasks are clearly delineated so that instruction leads to high levels of student engagement and achievement. School leaders should ensure that these are applied consistently in all classrooms and that the impact made on learning and instruction is

evaluated.

4.4 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Overall Finding:

The learning environment is intellectually and physically safe for all students and is inclusive of all student groups.

Evidence/Information that Lead to this Finding:

- The school community has created a learning environment with clear behavioral expectations that all students understand. Evidence from constituent interviews and a review of documents confirmed that staff review and discuss behavioral expectations with students at assemblies at the beginning of the school year. During interviews, students indicated that they were aware of behavioral expectations and that they felt both physically and intellectually safe within the school and classrooms. Students also related that they were aware of consequences for inappropriate behavior and that they believed that discipline was fair and appropriate. Based on classroom visits, reviewers determined that students treat each other and staff with respect and freely ask and answer questions. The school leader shared that a positive change in the school learning environment is evident in the reduction of suspensions over the past two years.
- The school leader reported that he has worked towards promoting a better learning environment for all students, particularly those with IEPs. The teaching model has changed with the implementation of ICT classes that include both general education and students with disabilities. Evidence from classroom observations and interviews showed that teachers allow students to present different perspectives. Additionally students interviewed expressed that they feel valued and respected by staff and students. Teachers reported to the IIT that they use common planning time to discuss the needs of students with disabilities and ELLs and how student needs influences lesson planning. However, during class visits, the review team noticed that teachers inconsistently implemented strategies that addressed the needs of these subgroups of students in classroom instruction. Reviewers found that most teachers do not implement differentiated instruction to address the varying skills and ability levels of students, particularly ELLs and students with disabilities. Although students were generally on task, there was little discussion or student engagement with few critical thinking tasks included in the lessons.

Impact Statement:

Students Report that the learning environment is safe; however, teachers do not consistently tailor the learning environment to address students' needs, which hinders students from consistently learning intellectually safe environment.

Recommendation:

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

- Implement systems to ensure teachers uniformly plan, implement, and modify instructions to address the varying needs and abilities of all students.

4.5 **The school has received a rating of *Developing* 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 regularly collect summative and formative data to inform planning and to foster student participation in their own learning process; however, teachers do not consistently use data to inform instructional decisions.

Evidence/Information that Lead to this Finding:

- A review of documents indicated that teachers do not regularly adjust grouping or provide for grouping strategies. During discussion with the IIT, some students reported that they often chose their groups. During classroom visits, the IIT noted that although students sat in groups, the groups primarily were static and were not geared towards any specific skills and abilities. Reviewers also noted that students rarely had a designated role in their groups and that students did not consistently work in groups.
- The shared that school and teacher leaders work with staff in common planning meetings to use formative and summative literacy data to inform their instruction. However, not all staff members are proficient at analyzing data to adjust groupings and instructional strategies for students. In the 36 classes visited by the review team, only six out of the 36 lessons evidenced differentiated instruction. In addition, teachers minimally track subject specific data to adjust curriculum for instruction. Teachers did not consistently use NYSESLAT information for ELL students and the strategies and goals in IEPs for students with disabilities to target the specific needs of individuals or groups.
- Evidence from classroom observations, a review of documents, and student interviews showed that there are few opportunities for student self-assessment of work products. Although there was a form for student reflection, there was limited evidence that it was used to help students to reflect on their work and identify areas of growth and where improvement was needed. Evidence gathered from staff and student interviews demonstrated that teachers provided feedback of a general nature. In addition, not all teachers provide timely feedback. Reviewers noted that the limited student work samples displayed included comments not aligned to a rubric.

Impact Statement:

Teachers do not regularly use data and assessments to inform and adjust their instructional strategies and groupings, or to provide timely and purposeful feedback to students, which do not promote increased student achievement.

Recommendation:

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

- Monitor teachers' planning and instruction to ensure they use specific data to implement purposeful grouping and to promote differentiated instruction in all subjects and grades.

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

Tenet Rating

E

Debriefing Statement: The school has created a positive, safe, and supportive environment that targets student social and emotional developmental health needs.

Strengths:

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

Overall Finding:

The school leaders have established an overarching system to support and sustain student social and emotional developmental health using internal school resources and external partnerships.

Evidence/Information that Lead to this Finding:

- The school leader reported that a team of community members including the integrated support team (IST), the guidance counselor, the substance abuse prevention and intervention specialist (SAPIS) worker, the dean, the parent coordinator, as well as school partners Bronx Community College (BCC) and the Sports and Arts in Schools Foundation (SASF) collaborate to support students' social and emotional developmental health. The IST utilizes student data from class grades, credit accumulation, Regents exams, and Achievement Reporting and Innovation System (ARIS). Student information and data are tracked for all students on the ilog program. During discussions with the IIT, teachers explained the referral process included in the teacher handbook and the guidance counselor and workers from the partnerships said they regularly interact with the students. The guidance counselor also works with families and students, and provides referrals to Lifenet, a program for families in crisis. Living for the young family through education (LYFE) provides students with free childcare, and social and emotional support within the school so that they can continue to pursue their studies. Interviews with students and staff confirm that all students have at least one adult who they feel comfortable talking with and discussing any problems. Although students interviewed reported that several adults in the building knew them and could provide them with assistance, most students identified a guidance counselor or a classroom teacher as the adult students usually go to for help. Students related that they felt comfortable discussing academic or personal issues with numerous adults in the school. As a phase out school with only grade eleven and twelve students, outside agencies work with all students to prepare them for transitioning to careers or college. SASF and BCC work with students and families to prepare them for the college application process and the college experience. Additionally, BCC works with upwards of 90 students to help prepare them for the academic demands of college. The school

shares the building with Urban Health, which addresses the health and social and emotional needs of students.

- The school leader has implemented systems for tracking and addressing student attendance. The parent coordinator, coordinator of student support services, and the guidance counselor monitor attendance rates for subgroups and cohorts of students. Phone calls are generated to the homes of all students who are absent on a daily basis. Repeat absences generate additional phone calls and home visits. The team looks not only at attendance data, but also at credit accumulation and Regents exam results. During discussions with the IIT, members of the staff shared that the guidance counselor meets with all students returning from long-term absence, reviews and revises their graduation plans, and assures a smooth reentry to classes. The school has also implemented an awards program that recognizes student successes ranging from attendance to scholarship. The school leader shared that he hired a part-time dean to address the inconsistent attendance of overage students who lack Regents credits to graduate. Because of this effort, four of the 22 identified students have returned to school on a full time basis.
- The guidance counselor reviews student data each semester and creates an individual graduation plan for all students. The school leader has implemented an advisory program where each staff member is responsible for ten students. The staff uses the individual graduation plan as a focus for one-to-one advisory meetings with each student, at least once each semester, to discuss academic, and social and emotional health issues. The school also uses a variety of partnerships to promote student social and emotional developmental health. SASF has instituted a Girltalk program to work with female students identified as having behavioral or social and emotional needs. During discussions with the IIT, students involved in this program shared that the program has helped them socially, emotionally, and academically. BCC and SASF partnerships address student needs in dealing with college and career preparation. As a result, students indicated that they have been well prepared for the college application process and CTE students feel that they have been well prepared for careers.

Impact Statement:

Implementation of programs where students are known by at least one adult with support services from various school and partnerships results in the effective support of student social and emotional developmental health.

5.4 The school has received a rating of *Effective* for this Statement of Practice: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Overall Finding:

School stakeholders are aware of the steps that the school takes to create a safe environment that helps facilitate student learning.

Evidence/Information that Lead to this Finding:

- During interviews with the IIT, staff articulated the structures and supports available to support student social and emotional developmental health needs. Additionally, staff was clear on their roles in this process and teachers noted that the student needs in these areas were vital in their mission to know all students and their families. Discussions with staff members demonstrated that they are aware of the ladder of referral. Staff members also build relationships with students and become aware of social and emotional developmental health needs through the advisory program. The advisory program ensures that the guidance counselor and at least one staff member meets individually each term to discuss student needs and issues. Team interviews showed that the school leaders and all staff followed an open door policy and parents confirmed that they felt free to contact staff through phone calls, emails, and school visits. Staff, students, and parents are aware of the supports offered by the school and community agencies. The parent coordinator works with staff and parents to coordinate information and provide workshops for parents. Consequently, multiple school personnel support all students.
- The school has implemented programs for students to serve as mentors for younger students. Additionally, SASF has instituted a Girtalk program that is training female students to work with other female students to address social and emotional issues including interpersonal relationships and self-image. The student government reviews school goals and works to address social issues through programs such as coat drives. Parent and staff interviews reflected that members of the staff consistently provide their email addresses and cell phone numbers to ensure open lines of contact with parents. In addition, school staff has offered parent workshops focused on social and emotional health, as well as services available to deal with family issues. The Office of School and Youth Development (OYSD) personnel from the school network monitor student attendance, and contact homes through phone calls or home visits.
- The pupil personnel team (PPT) meets weekly with the school leader to discuss individual student social and emotional health development needs. School staff monitors student attendance and suspensions. The school has partnered with Lifenet who provide crisis teams for psychiatric assistance and other issues relating to emotional well being, including alcohol and drug abuse, and violence. Other students receive services from the guidance counselors, the SAPIS worker, and designated advisors. Credit accumulation is closely monitored and changes in status are investigated for academic or social-emotional issues. When interviewed by the IIT, parents shared that they believe the school was extremely responsive to student and family needs.

Impact Statement:

The school is a safe learning environment that supports student emotional and social health development well.

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

Overall Finding:

The school leader and support staff regularly review data to respond to the social and emotional developmental health needs of students and use data to address academic needs and opportunities.

Evidence/Information that Lead to this Finding:

- Evidence gathered from staff interviews and a review of documents showed that the school staff closely monitors attendance and credit accumulation, class grades, and Regents exams. The attendance team meets weekly and targets students with greater than a 30 percent absence rate. The staff reviews attendance data, suspension data, credit accumulation, and Regent exam results for these students. Follow up with families is by phone, email, or occasionally by home visits. The same data is reviewed for all students in the school and the guidance counselor creates a profile for each student that utilizes this data to monitor student progress and needs. Additionally, a second part-time counselor was hired to supplement services for at risk students. The guidance counselor meets with all students at least once a term, and students who show a lag in progress are referred to the PPT, or a partner agency, to address social and emotional health concerns and academic progress. The PPT meets weekly to discuss and coordinate student support services. As a result, students are closely monitored in order to support their social, emotional, and academic needs.
- Several school programs and community partnerships serve students who are targeted for intervention. Counselors from the school, SAPIS, BCC, and SASF provide counseling for targeted students or students who self identify. The school utilizes a student survey to gather information regarding student attitudes towards school and to address social and emotional developmental health needs. Based on results from the survey and other data, students are referred to programs to address their needs and interests, such as the extended day programs.

Impact Statement:

School staff has a system of data use and referral to respond to and monitor student social and emotional needs.

Areas for Improvement:

5.3 **The school has received a rating of *Developing* 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 numerous systems to assure a safe and healthy school community, but does not have a specific curriculum or program provided to all students.

Evidence/Information that Lead to this Finding:

- The school has instituted an advisory program where staff works one-on-one with students and teachers receive PD on how to implement this program. The staff has made it a priority to know all students and their social and emotional, and academic needs. The advisory program is used to monitor student progress, and to provide positive reinforcement for behaviors. The school has provided workshops in “Respect for All”. Additionally, certain specific skills and behaviors, including

persistence, engagement, and work habits have been identified linking social and emotional health with academic achievement. However, the school leader reported that teachers do not have a specifically curriculum to uniformly integrate these skills in their unit lessons.

- The IST members attend PD through the New York City Department of Education three to four times a year. However, evidence from staff interviews and a review of documents showed that not all staff has received training in the area of social and emotional developmental health.

Impact Statement:

Although staff has programs to address behavior issues, the school does not have a specific curriculum to uniformly teach skills relating to their social and emotional health. In addition, the lack of school-wide PD offerings to build all staff capacity to support students’ social and emotional developmental health hinders opportunities for staff to support a healthy learning environment at optimal levels.

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 curriculum that incorporates skills and behaviors that link social and emotional health with academic achievement. Ensure that all teachers integrate these skills in curriculum units. Provide opportunities PD to build staff capacity to support students’ social and emotional developmental health.

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

Tenet Rating

D

Debriefing Statement: The school community has created a welcoming environment for all stakeholders and partnerships connecting the school with families. However, the lack of adjustments to ensure consistent and reciprocal communication and comprehension of data impedes the ability of parents to support student learning.

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 has effectively communicated high expectations for student achievement to families, but has not been as successful in providing the tools necessary to support student learning.

Evidence/Information that Lead to this Finding:

- The school leader has implemented individual graduation plans for all students. The guidance counselor revises these plans quarterly and students, teachers, and parents receive copies. A review of documents showed that the school staff shares expectations with the parents to ensure that they are aware of NYC Department of Education and NYS expectations for academics and preparation for college- or career- readiness. The plans are color-coded to draw attention to student achievement and needs. Additionally, interim reports are sent home each marking period so that parents can monitor their children's academic progress. The school communicates the availability of programs to help families prepare for the college application process and for attending college, through its partnerships. BCC and SASF work with students and families to guide them through the college application process, the financial aid process and requirements, college selection, and provide a college visitation program. Additionally, BCC offers workshops for parents, SAT preparation, various student classes, and dual credit courses for students. CTE students who complete the program graduate with certification in cosmetology or nursing. Parents are invited to workshops on Saturdays, and learn about the requirements for the different programs.
- Students and parents consistently spoke of high expectations regarding college acceptance. The Parent-Teacher Association (PTA) plans and sponsors parent workshops. A review of documents showed that these include workshops on tracking student progress on ARIS, and transition to college and career opportunities for students. However, there is no evidence of workshops to help parents acquire skills and strategies to help their children improve their levels of academic achievement. Additionally, a review of documents showed that many workshops are not well attended. The exception is the BCC workshops that help parents with the graduation process and normally draw 12 to 25 parents. The IIT found minimal evidence of workshops sponsored by the PTA and the school to uniformly equip parents to help support specific student academic needs.
- The school has a parent engagement committee that meets weekly to plan and implement workshops in response to parent needs. According to parents, there is little chance to volunteer, other than chaperoning trips or attending events. Most communication is by phone and the school does not have an electronic platform, such as Skedula, to interact with parents who have Internet access. The school acknowledges a lack of parent involvement and attempts to adjust efforts to build relationships with families through celebratory dinners, retreats, and workshops.

Impact Statement:

Although the school makes conscientious efforts to engage parents in their children's education, the lack of a consistent relationship with families hinders the ability of the school to ensure that all families are able to support their children's academic needs.

Recommendation:

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

should:

- Provide targeted meetings with parents to address academic issues, in order for parents to understand how they can support high achievement for their children. Utilize an electronic platform, such as Skedula, to share pertinent data with parents who have access to the Internet.

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 uses multiple sources to communicate with families; however, the school does not monitors the effectiveness of their communication.

Evidence/Information that Lead to this Finding:

- The school staff reported that staff uses multiple tools to communicate with parents, including school messenger, an automated phone system, mailings, backpacking, email, personal calls, and home visits. Interviews with parents, students, and teachers indicated that staff members regularly share their email and cell numbers with parents and students to ensure direct communication regarding student progress and needs. Parents interviewed by the IIT, reported that staff members call parents regularly to discuss their children’s progress. Additionally, teachers send home interim reports each marking period.
- All written communications with families are translated into Spanish, the dominant second language. Translation into French is available as necessary. Phone calls are also made in the dominant home language to ensure that information is accurate and all families have equal access to opportunities for additional support. Information regarding student learning is also shared through Castle Learning where parents can log on to track their children’s work towards Regents readiness. Additionally, individual graduation plans are shared with the parents throughout the year.
- The school leader and staff communicate shares information to parents in the areas of attendance, student progress, and college and career readiness. However, the review team found minimal evidence of how the staff monitors its communication to respond to families’ concerns. When interviewed by the IIT, some parents reported that the school provides few opportunities to volunteer, other than chaperoning trips or attending events. Additionally, most communication is by phone and the school does not have an electronic platform, such as Skedula, to interact with parents who have Internet access.

Impact Statement:

The school has a variety of forums to communicate with parents; however, the school staff does not monitor its communication efforts consistently. As a result, some families are limited in their ability to communicate with the school to provide optimal support for their child.

Recommendation:

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

- Develop and implement a plan to monitor communication to ensure all parents receive information in a variety of formats. Utilize an electronic platform, such as Skedula, to share pertinent data with parents who have access to the Internet.

6.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

Overall Finding:

The school has engaged with families and community agencies to promote and provide training; however, this training does not address all areas to support student success.

Evidence/Information that Lead to this Finding:

- In the parent and staff interviews, there was limited evidence of workshops or PD for parents to aid them in providing support for the children's success. Parents with students in the CTE program shared that they receive workshops to help them understand the needs of their children and opportunities after high school. Although parents are provided with help in the college application process, reviewers found limited evidence of workshops focused on the academic growth of their children.
- Evidence from a review of documents showed that the district provides PD to some school personnel regarding the development of partnerships with parents and the community. Although the school works with community agencies to provide some students with services, teachers are not systematically involved in developing these relationships. Parents noted that teachers regularly reach out regarding student progress and that the school psychologist, SAPIS worker, and guidance counselor occasionally have contacted them to offer social support for their family.

Impact Statement:

A lack of staff PD for developing family relationships, and the low level of family engagement, limits opportunities for students to benefit from a robust and focused home-school connection.

Recommendation:

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

- Provide PD for staff on developing partnerships with families and/or the community. Implement PD utilizing staff and existing partnerships to provide families with the tools to support student academic success.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on

student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding:

The school shares data with parents, students, and the school community, but it does not systemically provide learning opportunities for families to use and understand data.

Evidence/Information that Lead to this Finding:

- The school leader has implemented systems and protocols for analyzing data to identify student strengths and needs, but limited data is shared with parents. The review team found that the school staff lacks an integrated data system to consistently share achievement data with parents. Most data centers on credit accumulation, Regents exams, and attendance in an effort to ensure that families are cognizant of their children’s progress towards graduation. The school staff sends these data home regularly. In addition, the school leader said staff color-codes the data so that parents can identify areas of student progress and challenges. The integrated support team (IST) indicated that they review academic, social, and emotional data to target student needs.
- Evidence gathered from parent interviews demonstrated that parents received limited data regarding their children’s specific needs. Parents shared that they had not received training in utilizing data to help them to advocate for their children. The school provided a workshop in understanding data that is available on the ARIS system, but few parents reported that they access that system. The school generates progress reports that throughout the term regularly inform parents about their children’s progress in specific classes. However, parents interviewed by the IIT, shared that not all parents understand the reports or are clear on how to advocate for additional services for their children.

Impact Statement:

Although the school shares some data with parents, the school staff has not ensured that all families understand how to use data to support their child’s learning.

Recommendation:

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

- Provide detailed student data and PD opportunities for families to understand how to read, analyze, and use school and student data. Provide workshops focused on how to understand and support their children’s academic needs.