



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

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



<b>BEDS Code</b>	310300010421
<b>School Name</b>	West Prep Academy
<b>School Address</b>	150 West 105 Street, New York, NY 10025
<b>District Name</b>	NYC CSD 03
<b>School Leader</b>	Carland Washington
<b>Dates of Review</b>	June 2, 4-5, 2014
<b>School Accountability Status</b>	Focus School
<b>Type of Review</b>	SED Integrated Intervention Team (IIT)

### School Information Sheet for 03M421

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	214	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		68.3%	% Attendance Rate		91.0%
% Free Lunch		100.0%	% Reduced Lunch		0.0%
% Limited English Proficient		9.2%	% Students with Disabilities		24.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		50.8%
% Hispanic or Latino		42.1%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White		4.6%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		1.73	# of Assistant Principals		1
# of Deans		N/A	# of Counselors/Social Workers		1
% of Teachers with No Valid Teaching Certificate		6.3%	% Teaching Out of Certification		20.3%
% Teaching with Fewer Than 3 Years of Experience		56.3%	Average Teacher Absences		6.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		8.1%	Mathematics Performance at levels 3 & 4		8.0%
Science Performance at levels 3 & 4 (4 <sup>th</sup> Grade)		N/A	Science Performance at levels 3 & 4 (8 <sup>th</sup> Grade)		26.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1 <sup>st</sup> year students who earned 10+ credits		N/A	% of 2 <sup>nd</sup> year students who earned 10+ credits		N/A
% of 3 <sup>rd</sup> year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

### Accountability Status – Elementary and Middle 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	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

#### SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

- To organize programmatic, human, and fiscal capital resources to employ evidence-based systems and structures to examine and improve critical individual and school-wide practices in student achievement, curriculum and teacher practices; leadership

development; community/family engagement; and student social and emotional developmental health

2. To support the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards and magnet instructional standards, and to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.
3. To ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.
4. To ensure all school stakeholders work together to develop a common understanding of the importance of 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.
5. To develop and expand opportunities for parent engagement beyond the traditional school day. To partner with families and community agencies to promote and provide training in academic and social and emotional developmental health initiatives to support student success.

**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.

#	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	
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

**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		
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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	
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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	

	<b>OVERALL RATING FOR TENET 5:</b>			<b>D</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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.					
<b>#</b>	<b>Statement of Practice</b>	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
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	
	<b>OVERALL RATING FOR TENET 6:</b>			<b>D</b>	

**School Review – Findings, Evidence, Impact and Recommendations:**

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** School leaders are collaborating with staff to create systems and protocols that are functional and aligned to the school’s vision and Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals related to academic and social-emotional developmental health for all students. School leaders have put in place evidence-based systems, supported by a wide range of instructional coaches and professional development (PD), to promote school improvement. School leaders monitor and support teacher performance through a variety of strategies. However, the school has not fully implemented a consistent approach to the alignment of mission critical goals and the improvement of individual and school-wide practices to support the needs of all stakeholders.

**Strengths:**

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

**Overall Finding:**

The school leader is providing frequent and targeted observations and has reviewed observation and classroom data to create a framework for establishing continuous improvement in instructional practices; however, this process of reviewing observational data is in its first year of implementation, thereby limiting the available evidence as to its impact on continuous instructional improvement.

**Evidence/Information that Lead to this Finding:**

- The school leaders have completed all required formal and informal observations. School leaders jointly observed teachers in order to calibrate their assessment strategies using the Danielson Framework and the Advance system of teacher evaluation and development.
- Following the completion of observations, the school leaders analyzed the data by creating a matrix of collective teacher performance in each of the Danielson domains. This analysis led to PD goals aimed at increasing the use of higher-order questions and providing multiple entry points within lessons. In addition, this analysis has led to increased expectations for the use of rubrics. Interviews with students substantiated the prevalent use of the rubrics as planning, grading, and self-evaluation tools.
- Teachers reported that school leaders and teachers use the school’s cycle of continuous improvement to trigger experimentation and collaborative planning activities to respond to the

collective data provided by the observation and visitation process. School leaders engage in a continuous cycle of classroom visits with feedback regarding practice and impact provided to staff. To support improvement, some teachers receive specific PD tailored to their needs and increased observations with targeted feedback and regular opportunities for written and verbal reflection by the teacher.

- School leaders conduct a mid-year conference with teachers to assess their growth and development, and because of the conferencing process, staff members are provided with PD to improve teacher practice.
- The school leader monitors and supports this system of instructional assessment and regularly evaluates the process to ensure it produces continuous instructional improvement.

**Impact Statement:**

The school leaders and staff have put into place systems and structures for establishing accountability for continuous improvement, and staff members are aware of their strengths and areas in need of 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 leader has begun the process of developing a mission statement and has guided students in the creation of grade-level “charters” to augment the long-standing school motto.

**Evidence/Information that Lead to this Finding:**

- The school leader is working collaboratively with teachers to develop a school mission statement; however, he has not yet engaged students, parents, and community members in the process.
- The school has collaboratively engaged students in the process of developing grade-level “charters” that spell out expectations for individual student involvement in their own learning and define student roles in supporting their own academic and social-emotional growth.
- Because the school leader has only recently been appointed to this post, the processes for developing and promulgating the mission, vision, goals, and core values of the school are in the planning or very early implementation stages. Specific goals with measurable and quantifiable success criteria are being developed, but these are not yet fully established to provide a pathway for school improvement. Systems for monitoring progress are being developed that include clear roles and responsibilities for different stakeholders, so that all members of the school community are held accountable for school success. However, these protocols are in the developmental stage.

**Impact Statement:**

The emergent nature of a mission and core values that are uniformly seen, heard, and known limits the achievement of a cohesive set of SMART goals.

**Recommendation:**

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

- Work collaboratively with staff, families, and students to create a long-term mission and SMART goals for the school. Define core values that inherently support that mission and those goals; implement processes for ensuring that the mission, goals, and core values are uniformly seen, heard, and known across the entire school community.
- Regularly monitor and evaluate data to assess progress toward the attainment of the SMART goals and adherence to the mission, vision, and values collaboratively established; make periodic adjustments based on the results of the monitoring and evaluation process.

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

**Overall Finding:**

The school leadership has developed a plan to reorganize strategically current allocations of programmatic, human, and fiscal resources to address the social-emotional developmental health needs of students and respond to the academic needs of all students. However, this plan has not been established long enough to bring about measurable improvements to student outcomes.

**Evidence/Information that Lead to this Finding:**

- The school leader described a significant programming modification initiated to institute a humanities approach for the delivery of English language arts (ELA) and social studies instruction with the intention of creating greater opportunities for interdisciplinary instruction. The school leader also set in motion the process of reconciling two separate ELA curriculum models currently in place and merging them into an adaptation better suited to the documented needs of his students. This has yet to impact on student achievement.
- Extended learning time after school has been made available to students with funding the school leader aligned to this purpose. The school leader developed a plan for realigning the fiscal and human resources available in the school to expand the available amount of after school learning time, but strategies to assess the impact on achievement are not yet in place.
- To support students' social and emotional development, a partnership was formed with the Yale Center for Emotional Intelligence to promote emotional literacy within the school. Teachers attended training at Yale University to learn how to implement a program on social and emotional development. The first three steps of a defined four-step implementation process have been completed in the school this year.

- After completing a staffing inventory and conducting an informal review of student academic and social-emotional needs, the school leader developed a plan to eliminate several positions and to create new teaching and counseling positions designed to increase the availability and impact of educators on instructional growth for all students. The school leader has yet to evaluate the impact of these decisions on student outcomes.
- The school leader provided funding to support opportunities for joint lesson planning for integrated collaborative teaching (ICT), English as a second language (ESL), special education, and general education teacher teams.

**Impact Statement:**

The planned realignment of available resources is designed to address the immediate needs of the school community, but evidence to support the impact of these decisions is not yet available.

**Recommendation:**

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

- Monitor and evaluate the effectiveness of the planned reallocations of resources on measures of improvement in student outcomes and the quality of instruction and learning.

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 leader is initiating and deploying systems to examine and improve critical individual and school-wide practices, but the impact on school improvement is not yet fully realized.

**Evidence/Information that Lead to this Finding:**

- The school leader developed a plan for converting teacher performance in all of the Danielson domains, as determined through formal observations, into a matrix of collective performance to guide decision-making concerning the development of PD opportunities. Through this process, the school leader allows data analysis to drive initiatives for instructional improvement, but the impact is not consistently reflected in all instructional practices across different grades and subjects.
- The school leader has no formal system in place for assessing the collective status of the social and emotional developmental health needs of students. However, he is working with the Yale Center for Emotional Intelligence to find ways to acquire and assess data related to social and emotional developmental health within the building. Support staff expressed a sense that students were feeling stress generated by the new testing requirements, but they could not quantify the feeling with data, nor did those interviewed have a collective strategy or plan for addressing that perceived need.

- The school leader reported that he monitors attendance data and has a plan for addressing attendance deficiencies through a realignment of staff responsibilities and the acquisition of additional personnel. The school leader also monitors disciplinary referral data.
- The school leader reported that he reviews student performance data. That data indicates overall comparative improvements in student academic performance, while also identifying student grade-level ELA and mathematics deficiencies that present challenges to continued growth. However, structures are not in place to ensure that teachers use data to drive instruction and improvements to student achievement. Work remains to ensure that systems for monitoring teaching and learning consistently lead to sustained improvements in the quality of instruction.

**Impact Statement:**

The school leader is building a framework for measuring progress toward critical school-wide goals, but sustained improvements in student achievement are not yet evident.

**Recommendation:**

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

- Develop, with school partners, a comprehensive strategy for collecting and assessing student social and emotional developmental health data in order to chart progress and generate modifications in programs designed to address student needs.
- Ensure that all teachers and school leaders use data to drive instruction and to identify areas for improvement in student achievement; continue to analyze and disaggregate data on student academic performance, so that areas of weakness are identified and rigorously addressed.

**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.

<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** The school is working to implement, monitor, evaluate, and adapt unit and lesson plans reflecting the Common Core Learning Standards (CCLS) and the instructional shifts. However, because this process is still in the initial stages, there are inconsistencies in the planning and delivery of rigorous and coherent curricula that provide necessary supports and extensions for all groups of students across all content areas and grades. As a result, all students are not fully engaged in robust curricula that maximize teacher instructional practices and learner outcomes.

**Strengths:**

3.5 **The school has received a rating of *Effective* 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 addressing the expectations set by the school to use a range of assessments to guide and inform curriculum planning. They are providing students with the feedback they need to ensure ownership of learning.

**Evidence/Information that Lead to this Finding:**

- Documents reviewed confirmed teacher proficiency in the use of summative data for developing and modifying curriculum. A review of student work indicated that some teachers provide more specific and actionable feedback and next step guidance than other teachers.
- Teachers are using common forms of assessment at set points within the curriculum map framework to gather data on student performance. Students are given pre-assessments at the beginning of each unit. The data found in these assessments are used to revise the unit plan based on student needs. Formative classroom assessments are also used across units to monitor progress and inform instruction. Classroom visitations by the review team revealed that there were frequent examples of teachers using formative assessment strategies such as “exit slips.” Teachers also used the “Glows and Grows” method of providing formative feedback. The school schedule has been altered so that re-teaching occurs every seven weeks. The nature of this recursive process is dependent on the unit summative assessment designed to measure the growth of students from the beginning of the unit.
- At the grade level meeting observed by the review team, teachers reviewed a matrix of individual student summative test scores and portfolio work to identify students at risk of not completing grade six and to determine what interventions could be used to address their needs. In order to ensure greater student ownership of learning, the school uses student-led parent-teacher conferences twice per year. Students prepare a portfolio and a self-reflection for these conferences. In addition, students also prepare their own SMART goals and track their progress toward achieving those goals during advisory periods.
- Interviews with students substantiated the prevalent use of assignment rubrics as planning, grading, and self-evaluation tools. Students are provided with a variety of choices for how they might address the learning goals of the curriculum.
- The school employs the Balfanz system of indicators of risk to identify students requiring the additional supports built into the school program. The Balfanz system provides a rationale and framework for looking at middle school student performance in ELA and mathematics together with disciplinary and attendance data to identify students who are at risk of not completing their education. The school routinely monitors this data and provides interventions for at risk students identified through this monitoring process.

**Impact Statement:**

The wide range of assessments aligned to the curriculum promotes aspects of improvement in student academic performance.

### **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 supervising the implementation of curricula supporting the CCLS and preparing to adapt those curricula to address the specific needs and abilities of all students; however, this is work in progress.

### **Evidence/Information that Lead to this Finding:**

- The school has adopted both the Teacher's College curriculum and the Expeditionary Learning curriculum for ELA. Currently, teachers are providing both of these curricula to students in all grade levels through two separate ELA periods each day. Based on an assessment of staff experiences with this instructional delivery design, the school has decided to adapt the ELA curriculums into a single, coherent program. In addition, that adapted curriculum will become part of a humanities program.
- The school has adopted Pearson's Connected Mathematics Project 3 curriculum and after a year's experience with that curriculum has decided to make adaptations over the summer to address the assessed needs of students in the next school year.
- The school leader has suggested a template for unit and lesson design that incorporates the expectations for the instructional shifts inherent in the CCLS. However, in classroom visitations reviewers noted that often the lessons delivered did not consistently reflect the CCLS elements. The school leader also reported that subject area teacher leaders and school administrators review unit and lesson plans, with feedback provided to teachers as appropriate, but this is not consistently translating into effective practices in all classrooms.
- The school has a PD plan; however, that plan is incomplete and does not reflect targeted goals to address the needs of all students and subgroups. The plan does not have a schedule for PD support, although the school has ELA and mathematics coaches available to provide support. The school leader has made provisions for formal vertical and horizontal team meeting times.
- The school leader makes PD available to teachers to address the needs of the CCLS curricular changes and the instructional shifts. Inter-visitation opportunities, coaching, and access to expert curriculum writers have been made available to staff. However, the recent introduction of these strategies and this training precludes an assessment of their impact.
- The school participates in a federal grant where teacher leaders are trained on how to provide PD support to peers based on low inference observation notes. The two roles in this grant are peer instructional coaches and demonstration teachers. These teacher leaders have attended biweekly PD sessions devoted to being an effective leader, conducting instructional rounds, and using various

debrief protocols that can be followed after an observation. Teachers reported that this peer coaching process has been very helpful for creating improved instructional practices.

**Impact Statement:**

Curricula are being developed and adapted to meet the needs of students and lead to college and career readiness. However, classroom practices do not consistently reflect these efforts to date, and as a result, academic progress is uneven across grades and subjects.

**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 systematic plan for PD with targeted goals to address the needs of all students and subgroups and ensure that staff use comprehensive and adaptive curricula across all areas of study, including interventions, such as Academic Interventions Services and Response to Intervention, and electives by continuing to closely monitor the implementation of curricula.

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:**

The planning and delivery of effective lessons that include data-driven instruction (DDI,) support the CCLS, and incorporate student needs, complex materials, and higher-order questioning is inconsistent.

**Evidence/Information that Lead to this Finding:**

- The school leader has established the expectation that all courses use pacing guides, unit plans, and daily lesson plans designed to support the CCLS. He monitors these curriculum maps and plans, but the outcomes of planning activities are not resulting in the consistent and effective implementation of CCLS.
- The school's curriculum design allows teachers to use the seventh week of each unit as a re-teaching week. However, there are inconsistencies in the use of this re-teaching opportunity. While some teachers use this time as an opportunity to review material taught during the prior six weeks, other teachers review student performance data on common forms of assessment to identify specific gaps in student learning and address them during this time.
- Students reported that while teachers make adjustments for students who have difficulty with class work, there are fewer opportunities for students to receive different or more challenging work. Evidence from planning and lesson visitations showed that not all teachers are using data effectively to drive instruction. The school leader reported that the school is in the process of developing protocols to monitor and adjust curricula to address the individual needs of students. Reviewers found that not all teachers are using learning materials that challenge and stimulate all students,

which does not ensure that student needs are met.

- A review of the school's analysis of teacher practices captured through the observation process concluded, that on average, teachers were "developing" in their use of higher-order questioning. PD addressing questioning strategies was provided to teachers, and school leaders set Depth of Knowledge Level 3 and Level 4 questions as an expectation on the lesson plan template.

**Impact Statement:**

While students are beginning to show growth in meeting the demands of the CCLS across grades and subject areas, the developing status of the comprehensive efforts underway to plan and deliver lessons supporting the CCLS has not fully realized 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:

- Implement the planned adaptations and revisions to the curricula and ensure that the curricula includes planning for data driven instruction, complex learning materials, and challenging questioning; rigorously and regularly monitor the effectiveness of the revised curricula, making adjustments as needed.

3.4 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

**Overall Finding:**

The school is in the process of increasing opportunities for students to engage in cross-curricular activities, but the practice is inconsistent.

**Evidence/Information that Lead to this Finding:**

- The school is revising its instructional program to institute a humanities program, which is composed of ELA and social studies curricula and delivered in a double block to better integrate student learning within those related areas. Writing expectations have been extended throughout the school program. Teachers have been provided with opportunities for across grade and subject level articulation and integration.
- Opportunities for teachers to collaborate on developing and providing interdisciplinary curricula are increasing, but staff are not yet consistently capitalizing upon these to ensure a cohesive and uniform approach to integrated learning.
- Technology materials are available, with iPads, Smart Boards, and computers located throughout the building, but their use is inconsistent across the school.

**Impact Statement:**

Students are beginning to have multiple opportunities to engage in thoughtful cross-curricular 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:

- Ensure that teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities.

<b>Tenet 4 - Teacher Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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**Debriefing Statement:** Staff collaborate and support one another in creating a learning environment designed to address student needs. However, the use of practices that address actionable feedback to students, the use of strategies that address individual student learning needs, multiple opportunities for students to access complex content, DDI, and higher-order questioning vary. As a result, although the staff is progressing in its efforts to align strategic practices and decisions to the CCLS and instructional shifts, student engagement and achievement in rigorous learning opportunities is inconsistent.

**Strengths:**

All ratings for this Tenet are **Developing** 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 leaders have established a framework of expectations designed to ensure that teachers' instructional plans and practices are informed by data, reflect student needs, and lead to increased achievement and the meeting of student goals; however, these expectations are not consistently reflected in practice.

**Evidence/Information that Lead to this Finding:**

- The school leader has put into place a wide range of expectations, systems, and structures to guide teachers in aligning plans to data. Among these are expectations for the use of planning templates aligned to the CCLS and the instructional strategies. Instructional coaches and curriculum planning assistance are provided for teacher support. Pre- and post-testing protocols have been established.

Teachers evaluate the performance of students on Measures of Student Learning (MOSL) testing to adjust instruction.

- Reviewers found that the school leader provides support for the alignment of teachers' instruction to newly developed plans and newly established protocols. Teachers are developing short- and long-term goals for groups of students based on grade-level benchmarks, but they are not yet leading to specific learning trajectories for different students. The school uses the Universal Design for Learning framework to provide multiple access points for all students; coaching is provided to support PD delivered to teachers in this area.
- All of the activities described above are recent innovations, and have not yet been in place long enough to assess impact.

**Impact Statement:**

The school leader's recent introduction of plans and protocols for instructional practices precludes a complete assessment of the impact of the initiatives on promoting 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 establish short- and long-term goals for groups of students; continue to support the alignment of teachers' instruction to the current series of initiatives and rigorously monitor for the impact the initiatives have on raising student achievement.

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:**

Teachers are inconsistently providing engaging lessons that support the CCLS, incorporate higher-order questions, and contain high levels of text and content complexity.

**Evidence/Information that Lead to this Finding:**

- The analysis of teacher performance conducted by the school leader indicated that teachers needed additional support in the use of higher-order questioning. Classroom visits by the review team often showed teachers using higher-order questions and higher-order learning targets, but recasting the questions into a series of lower-order questions when they encountered hesitancy in student responses. In addition, the lessons viewed were often teacher-centered.
- The school uses a program of instructional coaches and demonstration teachers to support the use of instructional strategies organized around three categories, which include multiple means of representation, multiple means of engagement, and multiple means of expression. However, classroom visits revealed inconsistent levels of implementation of the elements within each of these

categories. Teachers reported that they are still growing in their use of the strategies associated with multiple points of access for students, but are supporting each other through collaborative planning and inter-visitations to strengthen their performance.

**Impact Statement:**

Instructional practices are beginning to engage students in higher levels of rigor and complexity designed to lead to high levels of student engagement and achievement, but practices vary too much to ensure consistent academic growth for all students.

**Recommendation:**

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

- Continue supporting the identified CCLS components currently in place, while closely monitoring the implementation of identified and targeted instructional practices supporting the CCLS and reflective of the CCLS shifts; ensure that questioning leads to greater academic challenge for students of all abilities.

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:**

Students are engaged in a learning environment that is physically safe, focused on the needs of students, and emotionally secure, but that environment is not always conducive to learning.

**Evidence/Information that Lead to this Finding:**

- Students reported that the staff treats them with respect. In addition, classroom activities often provide opportunities for students to choose the means of acquiring the learning targets. They also reported that they feel safe from ridicule from staff and fellow students when asking or answering questions during lessons.
- Students reported that they feel physically safe within the school building. In addition, students reported that should they encounter conflict with a fellow student, the school leaders are responsive in addressing that conflict and ending it. The school has instituted a process whereby each grade level constructs and signs a charter of expectations for student behavior and engagement. All students have agreed to these collaboratively developed charters.
- A review of student comments, curriculum documents, and class visitations showed that while lesson accommodations are routinely made for under-performing students, too often students that are more able are not provided with enrichment opportunities within the lesson framework. Several students reported that upon demonstrating competency in an area of instruction, they are assigned tutoring responsibilities for other students.
- Reviewers found that classroom visits supported student comments about the noise levels and cross

talk within classrooms not creating a positive learning environment. The school recently initiated the RULER program, which is designed to support students in their social-emotional development. The early stage of this initiative precludes the ability to assess the impact of this program.

**Impact Statement:**

Learning environments are inconsistently leading to high 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:

- Expand the implementation of the RULERS program to address the classroom behaviors of students; ensure that the environment in all classrooms is conducive to productive learning.

4.5 **The school has received a rating *Developing of* 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 use data and assessments inconsistently to inform and adjust their instructional strategies and groupings, and to provide the timely feedback necessary to increase achievement.

**Evidence/Information that Lead to this Finding:**

- Curricular plans are designed to address information provided by summative and formative assessment data; however, implementation is sometimes inconsistent within the staff. For example, some teachers design the planned re-teaching periods at the end of units to address the individual needs of students as determined by student performance on unit assessments. Some teachers design the re-teaching periods to recursively review the completed unit. Some students, when interviewed, were not certain that all classes followed the re-teaching curriculum map.
- The school uses Jupiter, an online learning management system, for grades, anecdotal teacher comments on student behavior and attendance, and has a parent and student portal to access records. The school uses Jupiter grades to inform students and parents of formative and summative academic performance. However, students and parents agreed that while some teachers provide timely data in ways that are useful to parents and students, other teachers are less adept at using the full range of the software capabilities for making the data more accessible and useful.
- Grade-six teachers visited were using portfolio data to assign collaboratively students to instructional support. Some teachers visited were using formative data to inform instruction. A review of student work revealed inconsistencies in the level of feedback provided by teachers on student work. A review of student work showed some examples of effective, actionable feedback; other student work did not.

**Impact Statement:**

DDI and the feedback provided to students are inconsistently leading to high levels of 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 data is consistently used to group students and make adjustments to instructional practices; ensure feedback to students leads to improvements in their learning and academic progress.

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

**Tenet Rating**

**D**

**Debriefing Statement:** The school provides a physically safe learning environment. Practices designed to respond to students facing social-emotional developmental health challenges are being developed. Although there are practices and distinct programs in place, the school has only recently introduced a comprehensive, data-driven system that includes ongoing PD opportunities for all stakeholders that promote wellness and proactively address the needs of all students.

**Strengths:**

All ratings for this Tenet are **Developing** 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:**

The school leader is putting into place systems that identify and meet students’ social-emotional developmental health needs.

**Evidence/Information that Lead to this Finding:**

- The school leader introduced the year with the RULER program, which was designed by educational leaders at Yale University to guide students and teachers in assessing their own emotional status through a process aimed at building competencies in social-emotional skills. The school leader has a plan for a full implementation of the RULER program with additional training provided to staff, and the implementation of a strategy for monitoring program effectiveness. The plan also calls for the reallocation of resources to employ a full-time guidance counselor and a dean to address student behavior and attendance issues. Three of the four stages of implementation are currently in place, with plans for full implementation in the 2014-15 school year. However, partial implementation

means that the needs of students are not always met.

- The school leader heads a Social-Emotional Steering Committee that meets weekly to guide the school community toward a culture of respect and trust. Students stated that procedures are in place to ensure they are well known by a designated adult.
- Support personnel could not describe any formal protocols for referrals of students to specialized support personnel for social-emotional health issues.

**Impact Statement:**

Current systems do not yet consistently address barriers to students' social and emotional developmental health and 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:

- Implement the planned actions and PD targeted to proactively address the needs of all students; develop and implement a process for gathering and using data to identify areas of need and monitor the effectiveness of the implemented programs.

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 is in the initial stages of implementing programs that provide learning experiences and promote a safe and healthy school environment for families, teachers, and students.

**Evidence/Information that Lead to this Finding:**

- The school has implemented three of four elements of the RULER program from Yale University. PD has been provided to teachers, workshops have been offered to parents, and students have begun to complete prescribed activities during their activity periods. Reviewers found students and teachers were familiar with the first stage of implementation, which involves the use of the "mood meter," a self-assessment designed to encourage students to reflect on their emotional status and seen in classrooms throughout the building. The second stage is the creation of grade-level "charters" allowing students to take ownership of the expectations for deportment and academics by having students collectively define the expectations. The third stage is the implementation of "meta-moments" built around the notion that "if you can name it, you can tame it." This is a means of modifying the emotional responses of students by having them reflect on the dynamics of their responses. The fourth stage will be implemented in the 2014-15 school year. The school leader has also developed a plan for partnering with Yale University to design a system for evaluating the

effectiveness of the program over time.

- The school introduced the Balfanz program for analyzing available individual student performance data in the collective areas of academics, department, and attendance to determine the need for direct intervention. Teachers have been provided with PD to guide them in the implementation of the Balfanz program. The school uses the Balfanz Early Warning Indicator Matrix to act as a filter to target “at risk” students.

**Impact Statement:**

The recent introduction of the RULER and Balfanz programs precludes analysis of the impact of these programs.

**Recommendation:**

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

- Fully implement the RULER and Balfanz programs, while monitoring their effectiveness and making adaptations based on the results of that monitoring.

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

**Overall Finding:**

The school and stakeholders offer a range of activities aimed at meeting student needs; however, the school has not collectively incorporated these activities into a plan that has well defined protocols and processes that address stakeholder contributions and roles in providing supports to all groups of students.

**Evidence/Information that Lead to this Finding:**

- The school has partnered with community-based organizations (CBOs) to provide activities during school and beyond the school day that address students’ social-emotional developmental health needs. For example, the Young Men’s Christian Association (YMCA) provides after school clubs, sports, and activities for male and female students, that include groups focused on issues for young women. The Center for Arts Education’s School Arts Support Initiative provides a music program and teaching artists.
- The school sponsors assemblies to promote cultural awareness and diversity. Assemblies have been held to promote women’s empowerment, and “manhood” training assemblies have been conducted. Reviewers learned that students, staff, and parents participated in a Breast Cancer walk.
- However, review team discussions with stakeholders showed that they are not fully aware of the roles they are expected to play in meeting the school’s vision for the social and emotional well-being of all students. Although different programs and initiatives have been introduced, stakeholder roles and responsibilities are not clear; as a result, stakeholders lack clarity in how they can contribute

and how they determine if their actions have been successful. The school leader has a plan to reallocate school resources to employ a full-time guidance counselor responsible for assessing the level of social-emotional developmental health needs, serving as a clearinghouse of resources, developing a strategic social-emotional developmental health plan, and monitoring the implementation of that plan.

**Impact Statement:**

The current level of organization limits the ability of the school to ensure that the needs of students are consistently met.

**Recommendation:**

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

- Implement the planned reallocation of resources to ensure that a system is in place for monitoring and responding to student needs and ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized.
- Develop a plan that incorporates protocols and processes to address stakeholder roles in contributing to how student supports are provided to all groups of students.
- Continue the implementation process for social-emotional developmental health programs currently in place; monitor the effectiveness of those programs and make appropriate adaptations.

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

**Overall Finding:**

The school has begun the process of developing and implementing strategies for collecting, analyzing, and using data to identify and meet the social-emotional developmental health needs of all students.

**Evidence/Information that Lead to this Finding:**

- The Balfanz strategy, which the school has adopted, is predicated on the collection and analysis of academic, disciplinary, and attendance data to target individual students with appropriate interventions.
- The review team found that the Child Study Team uses appropriate strategies to respond to individual student referrals.
- The school leader has a plan to use the resources of Yale University to devise a system for gathering data on the efficacy of the RULER program to guide modifications in the implementation of the program.
- Data is being gathered through the New York City Department of Education's (NYCDOE) Online

Occurrence Reporting System. Jupiter software provides a resource for documenting information about student interventions. School staff members periodically review attendance records. Grade-level teams review student portfolio materials to make determinations about grade-level promotions each year. However, there is no formal, comprehensive plan with systems and structures for collecting, analyzing, and using a wide variety of data to address students' social and emotional health needs.

**Impact Statement:**

The developmental status of the school's comprehensive use of a wide range of data limits 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 and implement a plan to use systems and structures to collect, analyze and use a wide variety of data to address students' social-emotional health needs; use the data collected to guide the delivery of services and supports to students.

**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:** School leaders and staff are exploring ways to share the responsibility for developing high academic expectations for students and ensuring students' social-emotional well-being. However, families and community stakeholders have limited involvement in the planning and implementation of programs meeting the diverse needs of the school. As a result, the school's ability to engage families to share in the responsibility for developing student success is in the initial stages.

**Strengths:**

All ratings for this Tenet are **Developing** 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:**

School leaders and staff use several methods of communication to address the need for students and families to be aware of high expectations for student success and gain access to the means to assist students in reaching those expectations, but further efforts are needed.

**Evidence/Information that Lead to this Finding:**

- The school leader is developing a plan to engage the School Leadership Team in extended activities that will enable staff to communicate better the school's high expectations for student performance.
- The school leader uses monthly "Principal's Breakfasts" as a means of discussing expectations related to the CCLS with parents. Although these have been poorly attended in the past, the new school leader is planning to promote more thoroughly this recurring event.
- The school leader is developing a plan to increase the number of school-wide activities that can be linked to Parent Association meetings and parent workshops focused on tips and tools for improving student performance. The plan relies on the likelihood that parents will accompany their children to an appealing after school or early evening event and stay for information on ways to assist their children to reach the school's high expectations.
- The review team learned that the school has yet to evaluate its efforts in establishing strong relationships with parents and families.

**Impact Statement:**

The limitations on a robust relationship between the school and families hinder the school's ability to meet student needs and students' ability to achieve the academic success required to become 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:

- Develop and implement a plan that makes all students and their families aware of school-wide expectations for student performance and provides tips and tools focused on student learning and development.
- Review and assess how parents respond to school efforts to build family-school relationships and make periodic adjustments, if strategies are not working.

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 leader is using a variety of media to communicate with families and ensure they are equipped to help students reach the school's expectations; however, these efforts have led to limited impact.

**Evidence/Information that Lead to this Finding:**

- Parents reported that they often receive emails, texts, and telephone messages from school staff

and leaders. The school recently introduced a digital telephone application through a partnership with iZone, a CBO, for additional home-school communication. Parents also reported that appropriate personnel promptly respond to any messages sent to school staff.

- The school leader and interviewed parents reported that Parent Association meetings and parent workshops are poorly attended. In addition, reviewers learned that the school newsletter is not being regularly produced. As a result, interviewed parents reported that while they were aware of the RULER program, they were unaware that their children had participated in the creation of grade-level charters or what the resulting charters stipulated.
- The school leader developed a plan to revitalize the School Leadership Team to include parental involvement.
- The school leader holds a monthly breakfast as an opportunity for parents to engage in conversations with leaders about the CCLS and learn how to support their children at home academically; however, these are poorly attended events, thereby limiting their impact.
- A document review showed that most, but not all, critical information sent home had been translated into Spanish, as well as English, although less than one percent of parents are non-English speakers.

**Impact Statement:**

The challenges school staff face in effectively engaging in reciprocal communications with parents hinder the ability of families to support their child's academic achievement and social 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:

- Collaboratively develop and implement a plan to communicate with parents in all languages about student progress, achievement, and needs; monitor the effectiveness of the school's communication methods and its responsiveness to family feedback.

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 is providing some PD to parents through home-school partnerships, so that parents are enabled to work together with school staff to support student achievement.

**Evidence/Information that Lead to this Finding:**

- The school has conducted workshops for families on a variety of topics dealing with school performance activities. The Principal's Breakfast provides information on CCLS expectations. A workshop was held during an open house event detailing the role of the self-assessment in

relationship to the RULER program. Student-led parent-teacher conferences acquaint parents with the academic goals that have been collaboratively set by teachers and students; and student portfolios highlight the significant work being accomplished by students. Teachers have received PD on how to prepare for and conduct these conferences. However, the school leader noted that more support needs to be provided to parents on how they can support their child's learning, and PD provided to staff on how to build and maintain productive partnerships with parents and families.

**Impact Statement:**

The limited training provided to parents and staff on home-school partnerships hinders students from benefiting 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:

- Collaboratively develop and implement a plan to teach parents ways to support student learning and growth; monitor the effectiveness of that plan and make adjustments as necessary.
- Provide PD to staff on how to develop partnerships with families.

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:**

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

**Evidence/Information that Lead to this Finding:**

- The school currently uses an informal system of practices that allow family data to be shared with staff members. The school leader has developed a plan involving the reallocation of personnel resources to share and integrate data systems to identify family needs. The intention of this plan is to establish expectations for the acquisition of pertinent data and a means of analyzing that data for supporting student learning.
- The school has created a range of mechanisms for sharing student data; however, this data has not been integrated in a way that provides families with an understanding of the implications of this data, so that they can advocate for their children. For example, while most parents monitor the Jupiter "gradebook," discussions with teachers showed that some teachers are not promptly entering student performance data or taking full advantage of the capabilities the system offers to provide an analysis of that data to parents.

**Impact Statement:**

The provision of data about families and to families is inconsistent, which limits the empowerment of families

to take action to support student learning.

**Recommendation:**

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

- Develop, implement, and monitor a plan for using data to identify family needs and target strategies to address them.
- Ensure that student data is shared in a way in which families can understand student learning needs and are encouraged to advocate for student support.