



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

Modified School Review



BEDS Code	331500011519
School Name	Cobble Hill School of American Studies
School Address	347 Baltic Street, Brooklyn, New York 11201
District Name	New York City (NYC) CSD 15
School Leader	Anna Maria Mule'
Dates of Review	October 29-30, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	571	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	36	# SETSS	3	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		77.9%	% Attendance Rate		77.7%
% Free Lunch		81.7%	% Reduced Lunch		4.4%
% Limited English Proficient		7.3%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.3%	% Black or African American		71.7%
% Hispanic or Latino		20.2%	% Asian or Native Hawaiian/Pacific Islander		4.7%
% White		2.6%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		2.17	# of Assistant Principals		3
# of Deans		N/A	# of Counselors/Social Workers		5
% of Teachers with No Valid Teaching Certificate		4.1%	% Teaching Out of Certification		8.0%
% Teaching with Fewer Than 3 Years of Experience		30.6%	Average Teacher Absences		8.9
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		66.3%	Mathematics Performance at levels 3 & 4		41.9%
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		78.9%
6 Year Graduation Rate		61.5%			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – High Schools

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

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

The school did not provide any priorities.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.					
#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.		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		
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	
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	
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		
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		

School Review Narrative:

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

Strengths:

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.

- The school leader allocates resources to promote and support the academic achievement of students. For example, the school leader established teacher advisors, who are assigned to small groups of students from grade nine through twelve with whom the advisors meet regularly to ensure students have a designated adult to address their academic and social needs through high school graduation. Students and staff shared that this created a continuity of support in addition to the support provided by the guidance counselors. The school leader indicated that one recruitment strategy she uses is to identify strong student teachers in the school as potential candidates for full-time teaching positions. The school leader reported that when she became principal three years ago, many students were not earning sufficient credits toward graduation within four years and high performing students were not being challenged with rigorous coursework. The school leader instituted Advanced Placement courses for high performing students and programmed Academic Intervention Services (AIS) and a credit recovery program for low performing students. The school leader reported that in the 2012-2013 school year, 73% of students earned at least 10 credits for the year and for the 2013-2014 school year 82% of students are on track to earn at least 10 credits for the year. The school leader attributed this increase in credit accumulation in part to the academic intervention supports that she had recently instituted. The school leader reported that three years ago, the school did not have targeted intervention or afterschool services. As a result, teachers reported to the Integrated Intervention Team (IIT) that the school leader obtained additional funds through the 21st Century Grant and Title I and Title III to fund an afterschool academic program, Saturday School, and a Spring Intensive program for students. According to the school leader, students, and parents, the programs helped prepare students for the college admission process and provided credit recovery to enable students to stay on track to graduate. In addition, documents reviewed indicated that the school leader successfully applied for additional funding to provide support services for English language learners (ELL) during the afterschool program to keep students on the path toward college readiness and paid for two English as a Second Language (ESL) teachers to work with small groups of ELL students in the program. The school leader has been able to devote resources to areas of need, allowing the school to support student achievement.

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).

- Multiple structures are in place to address the academic and social needs of students to achieve

school-wide goals on an ongoing basis. The school leader reported that she is building teacher capacity to ensure improved instructional strategies and delivery through job-embedded professional development provided by educational consultants who work with teachers on lesson plan development, instructional best practices, and implementation of the Common Core Instructional shifts. The school leader and teachers reported that gap and item analysis data from student assessments are used at data meetings to inform teacher improvement strategies and monitors the areas targeted for improvement with the educational consultants providing teacher assistance. The school leader reported that she maintains teacher assistance logs to track the supports provided to struggling teachers. The school leader also reported that she monitors student progress several times a week and meets with inquiry teams to identify students' academic needs. Teachers assess the quality of students' work through reviews of homework assignments, organization of course content notes, student understanding of specific course content, and quiz grades during advisory periods, and teachers inform the school leader of the results to ensure prompt intervention supports are provided to identified students. The school leader stated that the school adopted Innovation Zone (iZone), a technology tool, to provide students individualized strategies to personalize their education experience. The iZone tool enables the school to address student motivation and prepare students academically, socially and emotionally for success in high school, college and career. Documents reviewed and interviews with school leaders by the IIT indicated that common planning meetings focus on student work and provide support across grade levels. The school leader explained that she attends several of these meetings to ensure the planning is consistent and addresses the needs of the school and the students. The school leader conducts formal and informal observations and walkthroughs of classrooms to assess instructional practices, and she provides timely feedback, electronically and through informal conversations. The feedback reviewed by the IIT included comments related to content, instructional strategies, and classroom management. The school leader explained that data on behavior, attendance, and referrals informs her decisions regarding transition time in the hallways. Implementation of these systems provides structures for progress toward school-wide goals.

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

Strengths:

3.2 The school has received a rating of *Effective* 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.

- The school has provided professional development (PD) and planning time to enable teachers to implement curricula and unit plans that support the CCLS. In interviews, the school leader reported that the school provides a continuum of support for developing curricula through ongoing PD and grade- and subject-level planning sessions that include teachers, teacher leaders, school leaders, consultants, and coaches from the district. The school has a comprehensive PD plan, which includes institutes, conference days, and collaborative teacher meetings to develop curricula to support CCLS. The school leader reported providing PD sessions for coaches, consultants and lead teachers that focus on developing unit and lesson plans. Teachers reported that consultants in mathematics and literacy provide teachers with PD on understanding lesson design and the CCLS instructional

shifts. According to documents reviewed by the IIT, school leaders regularly review curricula and provide feedback to staff regarding CCLS alignment. School leaders reported that they attend grade-level and vertical-grade planning meetings and conduct walk-throughs and informal observations regularly to gauge the implementation of CCLS curricula for all students. Unit and lesson plans for mathematics and English language arts incorporate prompts from EnageNY materials. These comprehensive and strategic efforts, such as professional development sessions, conference days, and collaborative teacher meetings, result in teachers using curricula that reflects the CCLS and enable students to access curricula that prepares them to be college and career ready.

Areas for Improvement:

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.

- The school provides teachers with protocols for developing unit and lesson plans to support CCLS and promote academic progress. Documents reviewed by the IIT indicated that structures such as curriculum development sessions are in place for coaches, consultants and lead teachers to review unit and lesson plans. In interviews, teachers reported that consultants provide professional support to develop and sustain teacher capacity by addressing lesson plan development and best practices, including the instructional shifts required to implement the CCLS. According to the school leader and teachers, teacher teams and coaches collaborate during common planning time, conference days and institutes to develop and modify curricula, unit maps, and lesson plans to support CCLS. The school’s lesson plan template includes a progression of sequenced skills and some elements that reflect the CCLS shifts. However, not all lesson plans reviewed included complex thinking or incorporated the CCLS shifts. School leaders reported observing teachers to monitor the presence of the CCLS shifts. Lesson plans for the majority of the 27 classes observed by the IIT had elements of the school’s lesson plan template, including an assessment component, which teachers fulfilled through student responses or exit slips. In interviews, the school leader and lead teachers reported selecting texts to provide opportunities for high levels of inquiry. In classrooms observed by the review team, some teachers encouraged higher-order thinking skills during a “do-now” activity, and teachers used complex materials in large group instruction, but made few adjustments of lessons to accommodate students. Lesson plans did not uniformly address the needs of all students, including students with disabilities, resulting in limited access to rigorous curricula that support CCLS for all students. The lack of lesson plans that incorporate the modifications based on need and the instructional shifts impedes student growth in meeting the demands of CCLS across grades and subject areas.

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.

Areas for Improvement:

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.

- Lead teachers provide guidance to staff on instructional strategies to improve practice. In interviews, the school leader indicated that a lesson plan template is available for teachers on the school's website and that staff is required to use the template for unit plan development. The elements of the lesson plan template require embedding pre- and post-assessments and accommodations for differentiation. Although school leaders and teachers reported that they target the needs of all students, including struggling students, lesson plans and instructional practices that the IIT observed did not consistently provide all students with access to rigorous curricula that support CCLS. In a few of the classrooms the IIT visited, teachers use transition cues to assist students moving from the "do now" to the mini lesson. In interviews, school leaders, teachers and students reported some use of multiple entry points, including online programs used during school and at home, worksheets, board work, hands-on experiments and science labs. However, teachers did not consistently use multiple points of entry in the classrooms visited by the IIT. In some classrooms visited, the IIT saw that instruction included the use of content with high levels of complexity. The IIT also saw students engaged in discussion and student-to-student collaboration in some classrooms. However, in other classrooms, teachers used low-level questioning techniques, did not consistently differentiate instruction or did not provide scaffolding techniques for students with disabilities. In addition, in some classrooms that the IIT visited, behavior issues interfered with instruction. Although school leaders and teachers reported that they target the needs of all students, instructional practices did not consistently enable all students to access rigorous curricula that support CCLS. The inconsistent provision of multiple entry points to engage students in learning limits access to rigorous instruction for all students.

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

Strengths:

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.

- There is an overall sense of community in the school among all stakeholders as exemplified in the school's mission to support students' emotional health. Guidance counselors inform teachers of non-academic issues affecting students' academic performance. In interviews, teachers indicated having clear and consistent expectations for the behavior and safety of students. Students reported that it is inconvenient to use the metal detectors, but students reported they feel safe in the building. They also reported that they felt comfortable speaking with teachers and guidance counselors, that the staff believe in students, and that staff are willing to give up their free time to help students. In interviews, parents reported that teachers are very accessible through telephone calls and that teachers occasionally provide positive student reports to parents. The school leader

indicated that the advisory initiative for ninth graders addresses students' non-academic concerns that affect academic achievement. In interviews, teachers and guidance counselors reported leading advisory groups that provide emotional and social support to students. In interviews, school leaders indicated guidance counselors meet together weekly to discuss student attendance, review outreach, and ensure effective communication. They also reported that a social worker consistently follows up with students to provide support throughout the school year. In interviews, the school leaders, guidance counselors, and the deans reported keeping records regarding students with behavior issues, including anecdotal accounts, daily progress reports, and conduct sheets. Guidance counselors meet with a member of the school leadership team to review caseloads student-by-student. In interviews, parents reported the prominent roles that guidance counselors serve in the life of the school. The school leader and teachers reported that during inquiry team meetings and planning meetings with the guidance counselors, teachers address students' academic, attendance, and behavioral needs. Teachers indicated that in weekly meetings teachers refer concerns regarding a student's conduct to guidance counselors, who respond by coordinating an action plan to address the student's needs. In interviews, the school leader reported that the Partnerships with Children (PC) program targets students with a history of chronic absenteeism in middle school, providing counseling to students with behavioral issues and social and emotional needs; reaching out to families; and conducting home visits, if necessary. PC also collaborates with School Prevention of Addiction through the Rehabilitation and Knowledge (SPARK) program to provide a team of psychologists or social workers, guidance counselors, teachers, and neighborhood workers to address the needs of students. The coordinated and comprehensive protocols the school has in place to nurture positive social and emotional behaviors fosters a safe, friendly environment conducive to learning.

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

Strengths:

6.5 The school has received a rating of *Effective* 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, encourages, and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school has established multiple mechanisms to communicate in an efficient and timely manner to keep families informed of students' academic progress and to increase parents' understanding of student data. The school disseminates the following to parents: progress reports sent out twice per marking period, parent newsletters, and parent meeting agendas. The staff also conducts parent workshops, including sessions on understanding student data and sessions on the requirements students need to graduate. A website translated into a variety of languages also makes data accessible to parents. Teachers, students and parents reported using an online portal to share information on attendance, grades, and student participation. In interviews, teachers, students and guidance counselors reported consulting about student needs in order to develop strategies to share information with families. In interviews, the school leader indicated that the school communicates information to parents about students being on track to graduate high school

college- and career-ready during parent workshops, breakfasts, and evening and weekend events. Additionally, the school leader reported using the NYCDOE's "Expect Success" packets, which are available in 11 different languages and providing online data accessible to parents in 26 languages. Multiple events and varied communication modalities empower families to understand and use data to advocate for appropriate support services for their children.