



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	343000010151
School Name	PS 151 Mary D. Carter School
School Address	50-05 31 Avenue, Queens, NY 11377
District Name	NYC CSD 30
School Leader	Dr. Samantha Maisonet
Dates of Review	April 8-9, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet for 30Q151

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	486	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	49	# SETSS	2	# Integrated Collaborative Teaching	57
Types and Number of Special Classes (2013-14)					
# Visual Arts	24	# Music	24	# Drama	3
# Foreign Language	N/A	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.6%	% Attendance Rate	92.1%		
% Free Lunch	84.0%	% Reduced Lunch	4.5%		
% Limited English Proficient	15.6%	% Students with Disabilities	20.8%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American	12.3%		
% Hispanic or Latino	57.8%	% Asian or Native Hawaiian/Pacific Islander	18.3%		
% White	10.3%	% Multi-Racial	0.2%		
Personnel (2012-13)					
Years Principal Assigned to School	7 mos.	# of Assistant Principals	2		
# of Deans	N/A	# of Counselors/Social Workers	2		
% of Teachers with No Valid Teaching Certificate	6.1%	% Teaching Out of Certification	10.2%		
% Teaching with Fewer Than 3 Years of Experience	22.5%	Average Teacher Absences	6.6		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.3%	Mathematics Performance at levels 3 & 4	17.0%		
Science Performance at levels 3 & 4 (4th Grade)	66.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A		
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 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	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	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	No	Limited English Proficient	No		
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	No		
White	N/A	Multi-Racial	N/A		
Students with Disabilities	Yes	Limited English Proficient	No		
Economically Disadvantaged	Yes				
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	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				

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. By June 2014, in an effort to use Evidence in Argument in nonfiction in English language arts, 60 percent of all students in grades three through five will improve by one performance level within one of the sub-claims contained in the performance level descriptors of the Partnership for Assessment of Readiness for College and Careers (PARCC) rubric.
2. By June 2014, in an effort to gain a deep understanding of the Common Core Learning Standards (CCLS) in mathematics, 50 percent of all students in grades three through five will increase by one performance level within one of the sub-claims contained in the performance level descriptors of the PARCC Rubric.
3. By June 2014, 95 percent of teachers will meet at least two critical attributes of effective teaching practice across Domain 3, instruction, of the 2013 Danielson Framework for Teaching, as evidenced in the Advance system of teacher evaluation and development.
4. By June 2014, all students in grades three through five will participate in bimonthly anti-bullying lessons to foster a safe school community and sustain social and emotional developmental health, as evidenced by student attendance sheets and evaluation forms.
5. By June 2014, School Comprehensive Educational Plans (SCEP) goals will be known throughout the school community. All teachers will have received copies of the SCEP goals; the parent community will have received copies of the SCEP goals. Grade-level meeting agenda items will focus on implementation of the school's action plan to reach SCEP goals. The professional development plan will reflect activities, practices, and time to support teachers in developing strategies to increase student achievement and improve the professional practices embedded in the SCEP goals.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
OVERALL RATING FOR TENET 2:				D	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).			X	
	OVERALL RATING FOR TENET 4:			D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.		X		
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.		X		
	OVERALL RATING FOR TENET 5:		E		

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

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

School Review 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.	Tenet Rating	D
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Debriefing Statement: The school leader is in the process of creating a culture leading to academic success. The school leader has communicated the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals and long-term vision for school improvement. However, not all stakeholders are able to clearly describe the vision. This limits the school’s ability to uniformly address the priorities outlined in the School Comprehensive Education Plan (SCEP) that lead to sustainable school improvement.

Strengths:

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

Areas for Improvement:

2.2 **The school has received a rating of *Developing* for this Statement of Practice:** The school leader ensures tha 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 developed a long-term vision that drives the movement toward school improvement. However, the vision is not explicitly known throughout the school community.

Evidence/Information that Lead to this Finding:

- Interviewed students stated that they did not know what the goals of the school were and that, while they were aware of matters involving graduation and the transition to middle school, they did not know what their performance levels on New York State (NYS) assessments were or what was needed to achieve improvement.
- Although the school leader has only been at the school for seven months, she has ensured that the school leadership team and the Network participated in the creation of the school’s SMART goals and vision. Baseline data was used to identify student needs, and programs were developed to meet those needs, which were prioritized by the Network when providing necessary resources.
- According to staff, teachers meet three times per week and include in their meeting agendas a review of select goals from the SCEP. In teacher interviews, reviewers learned that discussions have been held throughout the year about what is necessary to achieve school goals. Teachers reported that the school leadership team has been supportive in ensuring that staff know what the SMART goals are and how to achieve them.
- Parent interviews confirmed that parents are aware of the school’s vision to prepare students for graduation, high school, college, and career. The participants, however, were unable to discuss the

NYS performance levels of students or any of the goals for teaching staff.

Impact Statement:

The school's long-term vision is not uniformly known to all stakeholders, which hinders achievement of the school's SMART goals and the movement toward sustained school improvement.

Recommendation:

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

- Provide ongoing discussions with students of all grade levels about expectations included in the NYS performance levels and the content knowledge and skills they need to acquire to move from one level to the next.
- Review the disseminated SCEP goals with the parent and family community and explain what the goals mean to students.
- Use a variety of strategies to inform parents about initiatives in the SCEP and begin to provide supports to enable them to support the learning of their children.

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 leader has used resources to improve school performance; however, not all students have opportunities for academic success.

Evidence/Information that Lead to This Finding:

- The school leader, with Network assistance, obtained magnet school funding to provide additional support to students. Using those funds and others sources, the school leader was able to provide extended learning time in two incremental sessions. Students on levels one and two receive focused instruction in small groups after school to improve skills. There is additional English language support for students at different levels of English acquisition. In addition, special education teachers provide additional Academic Intervention Services (AIS) for both students with Individualized Education Programs (IEPs) or the regular population through time allotted in their schedules. In collaboration with the Network, the school leader provided a full-time consultant to assist in implementing the Common Core Learning Standards (CCLS) and supporting English language arts (ELA) and an additional coach for mathematics instruction. In teacher interviews, it was reported that the additional support has helped with the school's implementation of the new standards. The staff reported that they have new opportunities for professional development (PD), both in the school and from outside sources.
- As identified in the SCEP, the school leader, with the school leadership team, student council, Parent Association, and staff adopted an anti-bullying program to bring about a change in the school culture. During the focus group with the Integrated Intervention Team (IIT), students discussed the effects of the program and improvements in the way students relate to each other. At their focus group, teachers discussed the positive effects of the program and the change in the school environment.

- Nevertheless, not all staff members have been provided with the necessary supports to meet the needs of the school's English language learner (ELL) population. The teachers of English as a second language (ESL) students have assigned periods to work closely with ELLs, and reviewers found that these staff members demonstrate a clear understanding of the needs of their students. Discussions and interviews also showed that classroom teachers understand the need to support this large student population. However, teachers stated that they need additional support in developing the strategies and instructional techniques necessary to work successfully with this large subgroup.

Impact Statement:

Although the school leader uses available resources to meet the needs of some in the school community, resources have not been sufficiently targeted to ensure that the needs of students who are at an early stage of acquiring English are fully met.

Recommendation:

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

- Provide all staff with PD on the strategies and materials needed to support the instructional needs of the ELL population.

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

Overall Finding:

School leaders have provided staff with observations and feedback; however, feedback is not always designed to bring about change and sustained teacher improvement.

Evidence/Information that Lead to this Finding:

- The school leader uses the Danielson Framework for Teaching to guide staff observations and feedback. The IIT reviewed copies of reports from observations conducted by school leaders and noted that the observed lessons aligned to the CCLS. During a review of the PD provided to teachers, the review team found that teachers had received training in providing support to students in developing higher-order thinking skills. In classroom visitations, however, the team noted the use of higher-level questioning and inquiry strategies in only 11 of the 23 classrooms visited. The school leader acknowledged this inconsistency and stated that she had introduced *Mentoring Minds* motivational materials and a *Depth of Knowledge* program to the school to support staff in developing students' higher-order thinking skills. The school leader also noted that staff use *Think Central*, an online method of providing student assessments, which includes assistance in how to use assessment data in planning units and daily lessons.
- The team noted that the school leader provided feedback in the informal observation documents given to teachers; however, the feedback was not substantive, contained comments that were generic, rather than specific, and often lacked specific directions for improvement. During discussions with the

IIT, staff reported that they always received feedback, but the feedback did not always highlight the aspects of instruction that were most in need of improvement or the steps that were needed to remedy the weaknesses. Further discussions also revealed that observation outcomes were not always used to inform future PD opportunities.

Impact Statement:

Although the school leader has a system in place to provide staff observations and feedback, not all staff consistently receive feedback designed to achieve sustainable teacher improvement.

Recommendation:

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

- Provide staff feedback that is designed to include the strategies and practices necessary for improvement in planning and instruction; use observation outcomes to inform PD provided school-wide and for individual teachers.

2.5 **The school has received a rating of *Developing* or 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 has begun to establish systems that detail school-wide practices, and is working to move the school forward and improve instructional practices.

Evidence/Information that Lead to This Finding:

- The school leader stated that she has required that all staff maintain data binders in each classroom to collect data in areas such as achievement, attendance, behavior, and long-range lesson completion. Discussions with staff and a binder evaluation showed that this data is available and maintained, but is not consistently reviewed by all staff to direct adjustments in instruction or to provide the necessary matches of instruction to students' differing needs. In addition, the staff maintains student logs regarding behavioral issues; however, discussions with teachers and school leaders revealed that there is no structure in place to monitor these logs and provide interconnected support to identified students.
- Through observation and document review, reviewers found that grade-level teams use student samples in their meetings to substantiate collaboratively normative values to be used by all teachers. Staff at these meetings provide the school leader with access to both agendas and minutes to review what is discussed and established within each grade level. Minutes and memos showed that the school leader uses grade-level binders to maintain awareness of all instructional discussions, which the school leader then uses to provide guidance.
- Interviews with the review team confirmed that the school leadership team and staff have decided that students' written work is to be monitored, assessed, and used as a method of determining student improvement. Teachers are required to ensure that students provide written work in three categories

that include opinion, narrative, and informative pieces. Students are required to produce ten written pieces per year, along with drafts and final pieces of work graded using rubrics. The school leader stated that she, in conjunction with consultants, reviews written work to ensure progress and determine what is needed to move the student to the next higher level. Reviewers found that while this practice provides teachers with a schema for targeted instruction within the class, it is at an early stage of development.

Impact Statement:

Clear, evidence-based systems and structures are used inconsistently to analyze and make decisions designed to move the school forward, which hinders measureable progress toward school-wide goals, as outlined in the SCEP.

Recommendation:

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

- Establish systems that provide the school leader with ongoing access to classroom data binders; use the information to make decisions that will drive school improvement.
- Establish systems in which the school leadership team reviews student achievement and then discusses with staff the instructional strategies necessary to provide support to each student.

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

Tenet Rating	D
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Debriefing Statement: School leaders are in the process of implementing school-wide approaches to curricula and assessments aligned to the CCLS. School leaders are providing a variety of resources to support deep conceptual understanding of the instructional shifts included in the CCLS. However, there are inconsistent modifications of curricula being made to meet the needs of identified subgroups. As a result, instructional practices do not consistently meet the rigor of the CCLS, or support successful learning outcomes for all students.

Strengths:

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

Areas for Improvement:

3.2 The school has received a rating of *Developing* for this Statement of Practice: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

Overall Finding: Although the school leader has implemented a plan to align curricula to the CCLS, this is work in progress. Not all teachers target the CCLS in ELA and mathematics, nor do all teachers provide for the needs of all subgroups, including ELLs and students with disabilities.

Evidence/Information that Lead to this Finding:

- The school leader reported that the school is currently engaging all teachers in aligning ELA and mathematics curricula to the CCLS. It is the expectation of the school leader that all teachers target the standards that are central to the lesson and sustain connections between the standards and the lesson. The school leader reported that most teachers use *ReadyGEN*, a comprehensive core ELA curriculum, to obtain appropriate lessons and curricula, and noted that teachers are engaged in PD to learn how to address the needs of subgroups. Consultants have been retained to work directly with teachers to assist in unfolding the CCLS and aligning the standards. In interviews, teachers stated that the close relationship within the grade levels and the support of the consultant have moved them toward achieving these goals, but conceded that there is still work to be done.
- Teachers reported they are meeting and working together to develop and maintain curricula that is appropriately aligned to the CCLS. Staff stated that they make statements of intent for each lesson that include the standards, and are beginning to use rubrics that are indicative of CCLS requirements and designed to improve instruction. These teachers also stated that they still feel the need for additional PD to assist them in developing CCLS-aligned units and lesson plans, as well as developing additional instructional strategies to improve their classes and better provide support to subgroups. Classroom visitations by the team, showed that despite the support mechanisms that are in place, teachers are not consistently delivering CCLS-aligned lessons, particularly in ELA and mathematics, and also do not consistently meet the needs and abilities of all students, including ELLs and students with disabilities. During classroom visits, the team also noted that classrooms have an insufficient number of leveled texts aligned to the CCLS.

Impact Statement:

The lack of consistent, rigorous, and demanding curricula does not meet the needs of all students, thus, not leading to college and career readiness.

Recommendations:

In order for the school's strategies and practices align to the Effective rating in the DTSDE rubric, the school should:

- Ensure that lesson and unit planning is consistently aligned to the CCLS.
- Inventory current resources and obtain leveled texts aligned to the CCLS and based on the needs of the students.

3.3 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Overall Finding: Teachers do not consistently use plans aligned to the CCLS and provide data-driven instruction (DDI) to address the needs of all students.

Evidence/Information that Lead to this Finding:

- During class visits, the IIT observed some evidence that teachers were implementing plans meeting the needs of the CCLS in their lessons. As stated in the SCEP, the school-purchased *GO Math!*, *Journeys*, and *ReadyGEN*, which are being used to assist staff in ensuring CCLS-alignment. During interviews, teachers stated that in some instances, intervisitations were scheduled to allow teachers to share strategies demonstrating how DDI should be aligned to the standards and address the needs of all students. The review team also visited an AIS classroom where the standards were being met and instructional strategies were employed to modify instruction and support all students.
- The IIT visited 22 classrooms, of which 12 classes used groupings based on data. However, the team often observed teacher-dominated discussion and noted that most students were often engaged in completing worksheets in ELA and science lessons. Classroom visitations and a review of planning documents showed that teachers are not consistently using data to drive instruction and assigned work is not being tailored to the identified needs of students. In addition, these same observations revealed inconsistencies in how teachers plan to use questioning to challenge students and encourage thinking beyond the literal level. The team observed teacher questioning that was cursory and promoted limited student discussion. Although most displayed student work contained teacher feedback in the form of post-it notes with comments designed to encourage students to work harder, during interviews, several students stated that their teachers often did not provide specific feedback that helped them improve their work.

Impact Statement:

Staff does not consistently use DDI protocols to develop and deliver lessons, which hinders opportunities for students to have their individual instructional needs met, presenting barriers to academic achievement.

Recommendation:

In order for the school's strategies and practices to align to the Effective rating in the DTSDE rubric, the school should:

- Monitor planning to ensure that all lessons include materials and questioning strategies that provide rigor and access to higher-order thinking skills.
- Continue to provide PD opportunities to support all staff in effectively using DDI strategies when writing unit and lesson plans designed to meet the needs of all students.
- Provide PD to support staff in using data to develop appropriate groupings of students and to provide instruction that is scaffolded to bridge the gap between what students know and what they need to know.

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: There is evidence of a plan for teachers to collaborate with technology and music teachers to enrich the planning and delivery of lessons in those areas. However, the school leadership and staff recognize the need for more interdisciplinary planning to increase multiple access points to learning for all students.

Evidence/Information that Lead to this Finding:

- The school leader has used available funds to align science and social studies curricula and to build literacy across grade levels. According to the school leadership team, this is a work in progress; teachers are encouraged and supported in their efforts to provide enrichment opportunities to all students. Teachers stated in interviews that they collaborate within grades and subject areas to deliver interdisciplinary curricula that incorporate physical education, music, and technology. As the school does not have a certified art teacher, teachers stated, and a review of lesson plans confirmed, that teachers incorporate art in their curricula. Teachers reported that as part of their grade-level meetings they spend some time planning for enrichment opportunities in their instruction. However, in practice, not all teachers consistently provide these opportunities to all students. When the review team visited lessons, they noted few examples of an interdisciplinary approach to learning or the creative and effective use of technology.
- During interviews with the IIT, teachers stated that they would like to have additional training in how to collaborate and provide additional enrichment opportunities in their lesson planning. The music teacher stated that she is invited to grade-level meetings to assist in planning and providing opportunities to include music in lessons.

Impact Statement:

Although there is evidence of some interdisciplinary planning between staff, students do not have sufficient opportunities to engage in interdisciplinary activities to support and increase academic success.

Recommendation:

In order for the school's strategies and practices to align to the Effective rating in the DTSDE rubric, the school should:

- Provide specific opportunities for interdisciplinary collaboration within and among grades; provide additional PD and expertise, as indicated.

3.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Overall Finding: Teachers have begun to use student assessment in their planning to provide feedback to students to improve achievement and ownership of learning. However, this practice is inconsistent across grade and subject levels.

Evidence/Information that Lead to this Finding:

- In the 22 classrooms visited, the team found that the use of assessment was prevalent in some ELA classes. The use of running records and writing portfolios to track student progress afforded an opportunity for teachers to use assessments to provide students with the feedback necessary to foster ownership of learning and improve achievement. The team reviewed teacher binders in many of these classrooms, which provided teachers with entry points for discussions of improvement with each student. However, not all teachers could comment on the use of assessment to develop lesson and unit plans that translated into effective instructional strategies. During class visits, the IIT observed that many other teachers do not routinely use data to inform curricular decisions or adjustments. In addition, only a few examples were observed, mainly in ELA, where teachers used the information from ongoing assessments to modify future curriculum planning because students were in advance or behind where they should be.
- Teachers reported that they did not consistently use assessments as a means to provide feedback to students or provide evidence for differentiated instruction. During interviews, students reported that few teachers use the information from tests and assessments to make them aware of the areas they need to address to achieve at a higher level.

Impact Statement:

The inconsistent use of assessments in curriculum planning and providing quality feedback to students hinders student achievement.

Recommendations:

In order for the school’s strategies and practices to align with the Effective rating in the DTSDE rubric, the school should:

- Provide PD designed to improve teacher use of assessments and feedback to ensure student ownership of learning and improve student achievement.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

Debriefing Statement: The school leader and instructional team provide staff with opportunities to engage in strategic planning and practices. Teachers meet to identify strategies that address gaps in student learning. However, an inconsistent use of data-driven planning limits student access to multiple entry points. As a result, not all students receive consistent rigorous instruction that supports high levels of engagement and academic growth.

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: Although the school leadership team provides staff with time to engage in strategic planning and develop effective instructional practices, teachers do not consistently use data and assessments to plan and modify lessons that address the needs and learning styles of all students.

Evidence/Information that Lead to this Finding:

- Although the school leader has been at the school for only seven months, evidence from discussions with teachers and the PD plan showed that she has been able to provide staff with some PD and support in developing unit plans that ensure student engagement. The school leadership team is responsible for ensuring that all plans and lessons are reviewed for CCLS-alignment. This includes checks for the use of assessments and rubrics that allow for differentiation of instruction and the modification of lessons to provide support to all students. After visiting lessons and reviewing student work, reviewers noted limited evidence of quality written or verbal feedback provided to students. Lesson visitations, and a review of teacher lesson and unit plans, revealed that teachers seldom considered the modification of plans to meet the needs of students with differing learning needs. In addition, few teachers, when interviewed, addressed how data and assessments could be used to evaluate instruction and guide the provision of modified lessons and instructional strategies to meet the needs of all students, including ELLs. In practice, lesson visitations showed that set tasks are not differentiated enough in most lessons to meet the needs and abilities of different groups of students. Discussions with students and teachers confirmed that there has been a growing focus on student goal setting, but currently, long- and short-term academic goals are not routinely set for students.

Impact Statement:

Teachers' use of data to plan and modify lessons to address the needs and learning styles of all students is inconsistent and does not promote high levels of student engagement and inquiry, hindering academic achievement for all students.

Recommendations:

In order for the school's strategies and practices to align to the Effective rating in the DTSDE rubric, the school should:

- Provide PD to support staff in deepening their understanding of how to provide instruction that addresses the needs of each student, including ELLs.
- Establish school-wide expectations for setting long- and short-term goals for students; provide PD to support teacher implementation of the goal setting process, and monitor implementation.

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 do not consistently provide engaging and rigorous instruction aligned to the CCLS, provide multiple points of access, or incorporate higher-order thinking skills or demanding text into instruction.

Evidence/Information that Lead to this Finding:

- Teachers stated that the school leader provides support for all teachers on how to provide appropriately aligned CCLS based instruction. However, the team observed that most lessons were teacher-dominated and noted examples of purposeful student groupings in only five of 22 class visits. The team reviewed lesson plans, which indicated that lessons are written to provide for sequential instruction and CCLS alignment. However, few teachers planned for or delivered instruction that incorporated multiple strategies to meet the needs of all students. Although school leaders have provided some PD, the IIT observed teachers incorporating higher-order questions and rigor in only 12 of 22 classes. Many teachers used closed questioning that required one word or true/false answers. Text complexity also varied greatly from teacher to teacher. Teachers rarely used different levels of text to provide for all students and instructional materials seldom contained high levels of text and content complexity.

Impact Statement:

Instructional practices do not consistently include strategies that lead to high levels of student achievement and provide multiple opportunities for learning by addressing individual student strengths and needs.

Recommendations:

In order for the school's strategies and practices to align to the Effective rating in the DTSDE rubric, the school should:

- Continue to provide opportunities for teachers to collaborate on the implementation of CCLS-based instruction.
- Provide additional workshops and instruction based on Webb's *Depth of Knowledge* model that will lead to improved questioning techniques and discussion of what the development of higher-order thinking skills requires.
- Inventory resources; and provide texts and materials that are leveled, challenging, and engaging for all groups of students.

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

Overall Finding: The school community has created a physically safe environment. Not all students, however, feel intellectually safe, or free to voice their opinions or give answers in class. Within the classroom, students are not encouraged to openly participate and when interviewed, students revealed that they feared embarrassment.

Evidence/Information that Lead to this Finding:

- Students stated that they felt physically safe in the hallways and classes, and that last year was not the same, with many instances of misbehavior noted. Students also reported that the cafeteria was now a place where they felt secure because of the number of adults present. Students stated that the student council was active in ensuring that the school environment was safe and played an important role in the anti-bullying program conducted by the school.
- The IIT observed very few behavioral problems in classrooms. However, much instruction is teacher-dominated and opportunities for student participation were not observed in every class. Most students were well behaved and attentive to their teachers. When interviewed, an assistant principal stated there were very few instances in which teachers were unable to manage their classrooms.
- Several students noted that they did not feel encouraged to openly participate in class. One student revealed that he would feel embarrassed or “stupid,” if he gave the wrong answer to a question. The team observed a lack of student participation in many classrooms during visits.
- Most teachers disclosed their excitement over the changes in the school environment the new school leader initiated. Teachers stated that the school leader introduced a new school ladder of referral and discipline protocol, which was extensively reviewed in the beginning of the year and supported by the school leadership team and staff. This protocol also addressed the Safe Schools Against Violence in Education (SAVE) procedures for the school. These efforts to provide for a physically safe environment, however, do not address the need for intervention when a student does not feel intellectually safe in sharing his or her opinion.

Impact Statement:

The school’s learning environment is seen by all participants as being physically safe. However, some students do not feel intellectually safe and able to participate freely in classroom discussions, thus limiting their learning experience.

Recommendations:

In order for the school’s strategies and practices to align to the Effective rating in the DTSDE rubric, the school should:

- Provide PD for staff to support their ability to provide opportunities for active student participation in daily instruction and use strategies that ensure students feel intellectually safe in all classes.

4.5 **The school has received a rating of *Developing* for this Statement of Practice:** Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

Overall Finding: Teachers do not consistently use data and assessments to adjust instruction, group students, or provide individual feedback to support increased student achievement.

Evidence/Information that Lead to this Finding:

- Teachers reported that they have common meeting times scheduled three days each week to collaboratively plan units and lessons. These teachers commented that they did not uniformly use student assessments when grouping students or modifying instruction to meet individual student needs. The school leader has provided consultant support to individual teachers in this area. The IIT reviewed written lesson plans, and noted limited evidence of planning that reflected modifications or adjustments resulting from data evaluation or student assessments. Limited evidence was presented to verify that teachers use data to group students to differentiate instruction.
- Students stated that not all teachers provide feedback designed to improve student performance or point out areas needing support. Students stated that feedback is often too general and does not make clear to them the specific aspects of work they need to focus on. This not only hinders academic progress, but also prevents students from taking ownership of their learning.

Impact Statement:

An inconsistent use of data and assessments to adjust instruction hinders some teachers’ efforts to provide meaningful and purposeful instructional strategies designed to increase student achievement.

Recommendation:

In order for the school’s strategies and practices to align with the Effective rating in the DTSDE rubric, the school should:

- Provide PD to support teachers’ use of both formative and summative assessments to group students, adjust instructional plans to provide different points of entry as indicated, and to provide constructive and instructive feedback to 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.

Tenet Rating

E

Debriefing Statement: There are a variety of programs and protocols that address student social and emotional developmental health needs. However, there are a lack of formal structures to support the use of data in meeting student needs. This limits opportunities for all stakeholders to participate in and support student academic and social success.

Areas of Strength:

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

Overall Finding: The school leader has put in place overarching systems designed to react to, support, and sustain student social and emotional developmental health needs.

Evidence/Information that Lead to this Finding:

- The school leader stated that she has provided assembly programs to address student social and emotional health needs, which included topics such as “Respect for All” and anti-bullying themes. The review team learned from teachers and support staff that the school leadership team created and supports the use of an elected student council to collect input from students on their social and emotional developmental health needs. Discussions and documentary evidence showed that the school leadership team has implemented a “Strengths and Struggles Checklist” that is used whenever a staff member takes note of a student in need. Staff stated that the checklist is disseminated and monitored by both the school leader and the assistant principals. School leaders, teachers and support staff agreed that the checklist is used to inform parents of concerns the school has and of interventions available to support the student.
- Students interviewed by the team, in both the large and small group, disclosed that students feel that they know who to go to in the event of need. They also discussed the school behavior code and class rules, and noted that they felt these were necessary for them to achieve academic success.
- Interviewed teachers shared that they felt that support for students was available at any time. They also felt that the student support staff was successful in dealing with student issues and needs.

Impact Statement:

The school has systems in place that support student social and emotional developmental health needs, addressing barriers for academic and social success.

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

Overall Finding: The school leader has provided support to a school community that is safe and fosters systems for identifying the social and emotional developmental health needs of all students.

Evidence/Information that Lead to this Finding:

- The school leader has established protocols to address the social and emotional developmental health issues of students and the roles of staff in providing supports to students. In the ladder of referral, expectations with timelines for staff members to respond to inquiries or make parental contact are delineated. Roles, expectations, and timelines are also stated for each of the student support staff members. Evidence showed that the school leader has put in place a requirement for data collection and all staff are required to maintain anecdotal records. Steps that are to be taken in the event of an infraction are clearly stated and staff stated that these steps are uniformly enforced. The school leadership team has created a student behavior contract with regulations and disciplinary rules. Students reported that they knew of all the behavior rules and also knew what to do when they see another student breaking the rules. Each stated that they signed an “essential agreement contract” at the beginning of the year and that each grade periodically reviews the contract. Discussions with

parents revealed that they are aware of the school's commitment to meeting the social and emotional needs of students.

- The staff stated in interviews that they feel safe and understand the role they play in providing for a school community that is mindful of the social and emotional developmental health needs of all students. Teachers stated that they are able to utilize the student support staff to solve any immediate and long-term individual student needs. Teachers also stated that the new school leader has provided them with strategies and systems for supporting all students' social and emotional developmental health needs.
- During an interview, the student support staff discussed the role of each member in supporting the school community and in providing for the social and emotional developmental health needs of each student. Teachers, school leaders, and support staff reported that there is at least one adult who knows each student well and is able to report on their well-being. This was confirmed in IIT discussions with students.
- During interviews with the IIT, parents stated that they always feel welcome in the school and are encouraged to spend time volunteering or assisting in the office, the cafeteria, in the hallways and in the entranceway to the building. Parents also disclosed that they know of the student referral system and how to get support for their children. Parents who volunteer in the school stated that because of the new school leadership they can be active participants in the education of their children.

Impact Statement:

All school stakeholders are able to describe how the school is a safe and supportive learning environment that meets the social and emotional developmental health needs of all students.

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

Overall Finding: The school leader, in collaboration with teachers and student support staff, works to respond to student social and emotional developmental health needs. Consequently, this has increased student opportunities to become academically and socially successful.

Evidence/Information that Lead to this Finding:

- The school leader has communicated and ensured use of the ladder of referral, which includes the collection of data necessary for teachers and student support staff to identify and provide supports for all student needs. The ladder of referral was reviewed by all staff and parents, who were provided with input opportunities, and was then disseminated to students and reviewed with them. The ladder of referral and discipline protocol includes the access points that students, family, and staff may use to involve the student support staff. The school leader stated that she also provided instruction and methods for the use of SAVE procedures in accordance with the Chancellor's Regulations involving disruptive students. Documentary evidence confirmed that the school leadership team reviews staff procedures and determines the student support staff necessary to address the needs of the individual

student. The school leader reported that she has also invested resources to bring the Western Queens Consultation Center's school-based services to the school. This is an early-recognition screening program designed to identify student needs and detect interferences in the early stages of student development. The student support staff work closely with this outside agency, which also collects and disseminates data to the school's student support staff, to provide additional support for students' social and emotional developmental health and academic needs.

- Interviewed teachers reported that they felt supported by the student support staff and that all concerns and needs were addressed through the ladder of referral. Teachers stated that felt able to work with the support staff to respond to student needs.
- Interviewed students discussed the importance of the student support staff and stated that they often go to the guidance counselor or psychologist, as well as teachers, when they need help. All students felt that there was at least one adult with whom they could talk about issues relating to their social and emotional health and academic needs.

Impact Statement:

The school provides for the social and emotional developmental health needs of all students, which increases opportunities for students to be successful, both academically and socially.

Areas for Improvement:

5.3 **The school has received a rating of *Developing* for this Statement of Practice:** The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Overall Finding: The school leader has communicated a vision for the social and emotional developmental health needs of students. However, this is not aligned to a specific program supported by PD that builds on adult capacity in understanding student needs.

Evidence/Information that Lead to this Finding:

- The school leader provides support to the staff in developing skills that promote social and emotional developmental health needs of all students. Teachers stated, and a review of the PD calendar confirmed, that Network and District PD support have been available to the school in the form of consultants and support staff to increase staff understanding of student needs. These same sources of evidence confirmed that Network workshops and guidance on the formation of the school's Response to Intervention (RtI) program provided staff with the means to provide students with supports. During interviews, however, some students revealed that they do not feel comfortable voicing their opinions in class and sometimes feel embarrassed.
- Although the school leadership team discussed the variety of interventions available to the school community, the team did not share an interconnected program used by the school to promote students' social and emotional developmental health. The school leader stated that she is in the

process of selecting a unified curriculum that would be all-inclusive, encompass a variety of related topics, and provide a system for the collection of data necessary to bring about change. The school leader recognizes the need for a rolling program of PD, so that there is the adult capacity in the school with the required skills and strategies to consistently meet the social and emotional needs of students.

Impact Statement:

Although the school leader has introduced programs to promote students’ social and emotional developmental health, they do not provide a cohesive structure to fully meet the needs of all students.

Recommendations:

In order for the school’s strategies and practices to align to the Effective rating on the DTSDE rubric, the school should:

- Collaboratively develop or select a program to fully support the teaching of social and emotional developmental health; provide ongoing training for staff so the program can be successfully implemented.

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

Tenet Rating

D

Debriefing Statement: The school encourages parents to work closely with staff and foster high expectations for student academic achievement. The school uses multiple tools to ensure regular communication with students and families. However, there is an insufficient sharing of data with all stakeholders regarding student and family needs. This limits the ability of the school community to establish sustainable partnerships and advocate for services that will address the social and emotional needs of the family.

Strengths:

6.2 **The school has received a rating of Effective for this Statement of Practice:** The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

Overall Finding: The school leader has developed processes that provide regular communication with students and families that reflect the high expectations the school has for student academic achievement.

Evidence/Information that Lead to this Finding:

- Documentary evidence, and discussions with school leaders and parents, showed that families receive regular communication from the school and from teachers who share academic progress. This communication is in the form of flyers, backpack notices, Internet communications, and phone calls. Parents, and examples of letters and notices of events, confirmed that staff ensure that all communication is translated into the family’s home language before being sent out. An IIT review of correspondence between the school and home showed that progress reports and report cards are sent home four times a year in an effort to apprise parents on student progress. Parents also receive

monthly grade-level newsletters and calendars keeping them informed of unit plans and events, both in school and out.

- The parent coordinator stated that she maintains regular contact with parents and is able to contact all parents in the event of an emergency or concern. She also noted that she has a phone relay in effect in the event that news has to reach more parents.
- Parents noted that communication in the area of providing student information has improved this year. They noted that they receive phone calls from guidance counselors and, in some cases, from other parents who are part of the relay. Parents also noted they are aware of the academic progress their children are making. The four yearly concerts presented for the school community have served as avenues for communication between school and family; Career Day, graduation, field day, the school carnival, and moving up exercises were also highlighted by parents as a means of communication. The school already has plans to ensure regular consultation with parents to ascertain if its strategies for building partnerships with families and parents are effective.

Impact Statement:

Open communication between the school and family contributes positively to meeting student needs, and supports academic achievement and college and career readiness.

Areas for Improvement:

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: Communication between family and school is provided; however, not all stakeholders believe they are able to contribute to meeting the needs of their students.

Evidence/Information that Lead to this Finding:

- The school leader has ensured that a plan is in place and implemented that provides communication with the family. Interviewed families stated that they know how to communicate with the school in the event of any need. However, the parent interviews revealed that of the 485 students attending the school, only 20 to 35 families have any direct or constant contact with the school. Parents stated that they did not always understand the levels of performance on NYS assessments, their child's current academic status, or areas that their children need to improve in order to achieve success.
- During interviews, parents stated that they felt the school leader's open door policy was inviting and provided an avenue by which to address concerns. They also stated that they wanted PD to better understand the levels of performance their children received on NYS assessments. The families of ELLs wanted to understand the progressions and requirements for their children to become competent in English. An evaluation of correspondence between school and home indicated that most communication is in home languages. The school leader stated that the school has yet to consult with parents on how well they feel the school communicates with them and what could be done better.

Impact Statement:

Families are not consistently able to support their child's academic, and social and emotional growth.

Recommendations:

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

- Provide opportunities for families to understand the testing processes and criteria used to evaluate their children; provide individual support to enable families to understand the academic expectations, assistance, and progress that their children are making.
- Consult with parents regularly about how the school can improve its communication strategies.

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

Overall Finding: Although the school community has several partnerships with local agencies, parents do not feel that these agencies are providing the necessary training and services to assist them in supporting their children's academic and personal growth. In addition, the school leader has not provided training to build staff capacity to develop family partnerships that support student success.

Evidence/Information that Lead to this Finding:

- The school has partnered with some community agencies to provide training to support student success. However, reviewers found that without a plan to teach parents and staff to support student learning, families are not consistently receiving the training they need to support the academic and personal growth of students. During interviews parents stated that although they knew of Western Queens Consultation Services, they did not use these services and had not received any training regarding supporting their children at home. Parents also stated that additional services were needed to support all students.
- Parents stated unanimously that they wanted the school community to advocate for them in procuring additional medical and social services to assist them in providing for their families. They stated that mental health services in the area are scarce or they do not know how to access them.
- Reviewers found an absence of workshops devoted to increasing the ability of staff to engage parents in supporting student learning. During IIT discussions with staff, they reported that there was no planned PD designed to help them develop strong partnerships with parents and families.

Impact Statement:

The school is not developing effective enough partnerships with parents and the community, nor providing staff with the training needed to encourage parental involvement, to best support the needs of students and their families.

Recommendations:

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

- Contact additional agencies, public and private, to provide additional services for families.
- Provide training and support for staff and parents on how they can better work together to support the academic development of students.

6.5 **The school has received a rating of *Developing* for this Statement of Practice:** The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

Overall Finding: The school leader and staff share data with parents and students. However, current processes have not enabled parents to effectively use the data to advocate for support services for their children.

Evidence/Information that Lead to this Finding:

- Parent interviews showed that the school leader has ensured that student data binders are available to parents to check on student achievement and classroom issues. Regular communication is sent to parents to invite them to events at the school, to participate in interest surveys, and to inform them of training that is available. Parents, however, stated that often the data is not clear or explained in a manner that allows them to make decisions or provide support to their children.
- Interviewed teachers stated that the school recognizes that parental participation in the life of the school is low and the school needs to explore different avenues and best practices to bring more parents to meetings and trainings to reinforce the partnership between school and home.

Impact Statement:

The school has not empowered all parents to take actions that will support higher student achievement.

Recommendations:

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

- Provide specific support and guidance for parents on interpreting and understanding data about student academic and social progress, so that parents can be better advocates for their children and support academic success.