



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	140600010132
School Name	Math, Science, Technology Preparatory School
School Address	666 E. Delavan Ave. Buffalo 14215
District Name	Buffalo Public Schools
School Leader	Mr. Todd Miklas
Dates of Review	December 2-3, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	5 through 12	Total Enrollment	398	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching	39
Types and Number of Special Classes (2014-15)					
# Visual Arts	0	# Music	2	# Drama	0
# Foreign Language	2	# Dance	0	# CTE	4
School Composition (most recent data)					
% Title I Population	82.2%	% Attendance Rate			86%
% Free Lunch	77%	% Reduced Lunch			5%
% Limited English Proficient	4%	% Students with Disabilities			20%
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1%	% Black or African American			85%
% Hispanic or Latino	6%	% Asian or Native Hawaiian/Pacific Islander			2%
% White	7%	% Multi-Racial			0%
Personnel (most recent data)					
Years Principal Assigned to School	0 years	# of Assistant Principals			2
# of Deans	1	# of Counselors/Social Workers			3.5
% of Teachers with No Valid Teaching Certificate	2%	% Teaching Out of Certification			0%
% Teaching with Fewer Than 3 Years of Experience	2%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.1%	Mathematics Performance at levels 3 & 4			5.4%
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)			
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	0%	% of 2nd year students who earned 10+ credits			6%
% of 3rd year students who earned 10+ credits	84%	4 Year Graduation Rate			60%
6 Year Graduation Rate	72.7%				
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			
Priority School	X				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N	Black or African American			N
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander			
White		Multi-Racial			
Students with Disabilities		Limited English Proficient			
Economically Disadvantaged	N				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N	Black or African American			N
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander			
White		Multi-Racial			
Students with Disabilities		Limited English Proficient			
Economically Disadvantaged	N				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		Black or African American			
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander			
White		Multi-Racial			
Students with Disabilities		Limited English Proficient			
Economically Disadvantaged					
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:					
<ol style="list-style-type: none"> 1. Professional development to move the school's data culture forward utilizing the DDI process. 2. Professional development Differentiated Instruction (standards integration, Bloom's Taxonomy, CCLS) Support staff and programming to address the social and emotional needs of our students. 3. Mastery Objectives (The skilful teacher), Explicit vocabulary instruction. 4. Implement the District's 'Three Big Rocks' for instructional leadership. 					

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 57 classrooms during the two-day review.
- Reviewers conducted focus groups with students and staff.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided copies of actual returns from a non-standard staff survey that had been informally structured by the incoming principal to test staff opinion (20 percent completed).
- The school did not provide the results of a parent survey.
- The school did not provide the results of a student survey.
- The new principal assumed his duties two days prior to the on-site review. Consequently, he was unable to provide information about the school’s SCEP or ongoing practices at the school. The new principal engaged fully with the review process and accompanied the team members on classroom walkthroughs. The outgoing principal was not on site; however, she participated in a telephone interview.
- The school was unable to convene a parent meeting for the review team, despite the review team being available to meet with parents at any time throughout the review

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					I

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
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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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:					I

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	supports tied to the school's vision.				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:					I

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	I
<p>The school has received a rating of <i>Ineffective</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The review team found no evidence that school leaders worked with the teachers, staff, students, and parents to promote specific, measurable, ambitious, results-oriented and timely (SMART) goals to drive sustained school improvement. Although the School Comprehensive Educational Plan (SCEP) lists a range of initiatives, it does not identify the resources, responsible staff, success criteria, timelines, and progress measures for the goals that are noted. The school’s vision and motto, “we’re going to college,” is posted on walls inside the school; however, interviews with students indicated that school leaders and teachers have not ensured that students understand the vision, mission, and goals and how to improve their academic performance and preparation for college or careers. During interviews, students reported that the guidance and feedback they receive are insufficient for them to improve their work, which minimizes their opportunities to attend college. The school was not able to convene a parent meeting for the on-site review, despite being given multiple opportunities to do so, nor did they provide the review team with evidence that parents were aware of or understood the mission and goals. • The review team found that the school leaders do not have an effective plan for the strategic allocation of resources to meet student needs. There is currently insufficient staff to carry out the activities included in the middle school schedule and inadequate class time to meet the needs of all students in both mathematics and English language arts (ELA), although the recently appointed school leader reported that he intends to remedy these issues. The review team found that many lessons were not intellectually challenging, and there were instances of disruptive behavior by students that interfered with learning. Some special education teachers spent time supporting the class teacher rather than addressing students’ Individualized Education Programs (IEPs). • The school leaders are not conducting Annual Professional Performance Reviews (APPRs) consistently or following their own scheduled plan. The monitoring of instructional practices is irregular and infrequent. The review team found that there were only six informal classroom walkthroughs, and school leaders did not provide pertinent, actionable feedback about improvement of instructional practices, alignment of the curriculum with the Common Core Learning Standards (CCLS) or student learning. • The review team found minimal evidence that school leaders have implemented structures and evidence systems for assessing and monitoring critical areas for school improvement, such as student academic progress, student social and emotional needs, and instructional practice. The senior vice principal was only able to produce evidence of six classroom visits since the start of the academic year. The senior leaders were not able to articulate a school-wide strategy or system to track the academic progress of individual students or to adjust the curriculum to meet student needs. The school provides limited professional development (PD) to help staff understand and deal with individual students and 		

develop approaches that address the diversity of various student groups. The lack of strategic school-wide systems and practices informed by systematic monitoring hinders the ability of the school leader to assess the causes of problems and determine steps for school improvement and high academic outcomes for all students.

Recommendation:

- School leaders must lead the school community in developing a strategic plan, focused on student academic success and social and emotional developmental health that aligns to the vision, mission, and SMART goals, and ensures those goals are monitored and reviewed at every school-based management team meeting.
- School leaders must develop policies and protocols to monitor lesson planning, observe lessons, and provide actionable feedback to all staff so that measurable improvement in student performance occurs and that there is full alignment to Common Core Learning Standards (CCLS) and that instructional shift are embedded in teaching and learning.
- School leaders must ensure that appropriate levels of general education staff, special education staff, student support team (SST) staff, and instructional coaches are employed to meet the needs of all students and to support their social and emotional developmental health.

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

Tenet Rating

I

The school has received a rating of *Ineffective* for Tenet 3 – Curriculum Development and Support.

- The school’s curricula are not fully aligned to the CCLS. Although school leaders have allocated common planning time for staff teams to align the curriculum with CCLS, they have not implemented a school-wide approach or structures, which enable teachers to share expectations, monitor alignment, and ensure the planned curriculum fully meets student needs. Alignment to CCLS is inconsistent across the school. The review team found little reference in teachers’ lesson plans or from classroom visits that instructional strategies addressed the expected instructional shifts in mathematics. However, evidence pointed to greater progress in ELA, where the department was beginning to address the instructional shifts.
- Although in some subject areas, such as ELA, teachers are developing a formative assessment strategy for grades nine through twelve, data-driven instruction (DDI) is not in place across the school. Lesson plans examined by the review team did not reference students’ diverse needs, nor was there any indication of different levels of challenge or opportunities identified within the lesson for higher-order activities. School leaders have not established a systematic, school-wide approach that links student assessment to planning. In some subjects and grades, where planning has some alignment to CCLS, the majority of lesson plans examined by the review team had been taken from EngageNY or the district, with occasionally some bridging notes added by the teacher. In the majority of classrooms observed by

the review team, student activity sheets were used as lesson plans and provided the main structure for the lesson.

- Most staff work in distinct subject areas, and there is no evidence of a school-wide systematic approach to interdisciplinary connection or collaboration to ensure that ELA and mathematics are developed in subjects across the curriculum. Where interdisciplinary work takes place, it appears to be isolated and informally developed by small groups of staff. During classroom visits, the team observed one grade ten class where ELA students worked with iPads to link music and imagery to a Shakespearean theme, and in the medical assisting course, they observed students combining knowledge of biology and human systems with the study of medical careers. However, these were the exceptions, and students were not regularly provided with opportunities to engage in cross-curricula activities, limiting their ability to be academically successful.
- The review team rarely observed the use of rubrics in classrooms, and student participation in the assessment process was minimal. Teachers’ assessments of student work focused on checking for course coverage and compliance, putting a check next to work to indicate it had been read, and giving scores. The review team rarely saw written feedback in portfolios that provided students with detailed information on how to improve their learning. Students reported that feedback from staff is limited, and in many lessons, teachers did not provide verbal feedback to guide them individually on how to improve their work. In the lessons observed by the review team, there was no evidence that lesson objectives were used as reference points for assessment activities at the end of the lessons.

Recommendation:

School leaders and staff must ensure there is collaboration, both at grade level and vertically within subjects, to plan CCLS-aligned lessons that include the following elements:

- a clear learning objective linked to a measurable learning outcome that is tied to an exit assessment for all students in every lesson;
- the use of assessment data (DDI) to plan different levels of challenge (differentiated instruction) in each lesson to meet the needs of different learners; and
- if a general education teacher has an assigned Integrated Co-teaching (ICT) class, the teacher’s plan must describe how the ICT will deliver specially designed instruction for students with disabilities.

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

I

The school has received a rating of *ineffective* for Tenet 4 – Teacher Practices and Decisions.

- Teachers do not engage in strategic practices to meet the diverse needs of all students and ensure they experience high levels of engagement, thinking, and achievement. Interviews with staff indicate that school leaders have not set strategic, school-wide expectations for the collection of student data and

its use in adjusting planning and teaching to meet students' individual needs. Although teachers in one subject area, ELA, in grades nine through twelve, are beginning to adapt instructional plans to address student needs based on data collected from end-of-unit tests, this is a recent development and not common practice in the school.

- While some individual teachers in grade five ELA, have structured lessons that reflect CCLS and instructional shifts, this is not a consistent practice across different subjects and different grades. The majority of lessons observed by the review team showed instructional planning and practice focused on the whole class model and not offering multiple points of access to reflect the diversity of student needs. During most of the lessons, students were not asked challenging questions or provided with materials that evidenced high levels of content complexity. School leaders and instructional coaches have not established school-wide expectations that every teacher, across all subjects, teaches reading and writing in their subject through the use of the six instructional shifts for ELA or that they establish weekly routines for writing tasks.
- Students in the focus group reported that they did not find classes intellectually stimulating and that behavior issues sometimes interfered with learning. During observations, the review team found that student behavioral problems were often disregarded by teachers. For example, rather than addressing negative behavior, some teachers ignored students who teased their peers for engaging in learning, which inhibited the engagement of other students. In general, school leaders have not set school-wide expectations in terms of students' readiness for learning as soon as they arrive in class.
- Data are not systematically gathered and are not reflected in an actionable plan for classroom instruction. Most of the teaching observed by the review team was based on a whole-class approach; it was not differentiated to address the needs of different groups or individuals. While there are specific, small groups of high-school teachers who use programs to develop common examinations and quizzes to measure progress, these groups work independently of one another. Common planning time allows some of the teacher groups to work together, but not all teachers participate. In the middle school, some subject teachers have developed collaborative approaches informally. The lack of school-wide policies and practices for the assessment of students' individual progress and application of that information to match lessons to the diverse needs of students hinders levels of engagement and academic achievement.

Recommendation:

- School leaders and staff must establish school-wide classroom routines and structures to which all teachers adhere: for beginning and ending lessons; taking attendance; establishing seating charts; collecting and distributing materials; entering and exiting classrooms, and travelling between classes.
- School leaders and instructional coaches must establish school-wide expectations that every teacher, across all subjects, teaches reading and writing in their subject through the use of the six instructional shifts for ELA and that they establish weekly routines for writing tasks.
- School leaders and staff must develop routines for explicit instruction, which include modeling, guided

practice, and independent practice.

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

I

The school has received a rating of **Ineffective** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader has not established school-wide systems to support the social and emotional health development of all students. There is some support to address urgent student needs that are most easily identified. However, school leaders have not established a comprehensive strategy to address the well-being of all students and support the development of student self-management and social skills.
- The school is in the initial stages of implementing particular programs to help address the social and emotional developmental needs of students. The district’s “Safe & Civil Schools” program, for grades nine through twelve, has been initiated in the school through one PD session. Members of the SST reported that few teachers have embraced this program or implemented any of its elements. The Positive Behavioral interventions and Supports (PBIS) program has been initiated for grades five through eight, but its implementation is limited. The review team found that across all grades, the barriers that were supposed to be addressed by the programs still exist. Some students demonstrate disruptive or disrespectful behavior toward their teachers, which disrupts learning. Although the key expectations regarding behavior are posted around the school, during the on-site review no staff member made reference to them to challenge negative behaviors. Some PD in relation to student social and emotional developmental health has been offered to staff, but the participation rate is low. For example, classroom management training, which was offered recently to staff, attracted only five teachers.
- The review team found limited understanding of what constitutes a safe and healthy learning environment for all students and the roles of students and staff in contributing to that environment. Students report that there can be greater peer pressure to show disengagement than to demonstrate involvement in learning, and they are sometimes reluctantly drawn into disengaged behavior. Discussion with staff indicated that while connections to community resources are available because of outreach from the school, opportunities to engage with a number of local groups and societies had not been explored by school leaders to systematically address student needs.
- The school does not have a systematic approach for using data to identify and address the needs of all students. Members of the SST reported that they focus on students with the most critical needs and try to provide these students with appropriate support. They stated that staff use of the crisis intervention referral process is variable and that there is no strategic plan that involves all staff members in the data collection process and the identification of specific students’ needs.

Recommendation:

- School leaders must establish monitoring procedures for high school staff to ensure they practice with fidelity the “Safe & Civil Schools” program in every high school class. This should include close monitoring of how staff handle student misbehavior, how data on misbehavior is gathered and used, and what staff specifically do to help students behave responsibly.
- School leaders must establish monitoring procedures for middle school staff to ensure they practice with fidelity the Positive Behavioral Interventions and Supports system (PBIS) in every grade five through grade eight class, particularly with regard to setting aside time to teach behavioral expectations.
- The SST must identify, develop and implement Tier 2 and Tier 3 supports and communicate the referral process to all school stakeholders.

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

Tenet Rating

I

The school has received a rating of *Ineffective* for Tenet 6 – Family and Community Engagement.

- The school leaders have not ensured that there are regular written and oral communication channels between the home and the school that articulate the school’s high expectations for student achievement. The school leaders and staff report that although the school sends home Wednesday newsletters to families concerning their child’s school events, which also asks for parental support to promote good attitudes for learning, there is little response by families to the information. The school’s staff members shared that they have found it a challenge to increase parental involvement. For example, staff members interviewed by the review team reported that only six parents attended a recent open house. The school has not instituted a system to determine how many families use the parent portal, and the school leaders have not articulated expectations for communication with parents. The school was not able to convene parents for a meeting with the review team. Consequently, the review team was unable to determine parental perspectives based on interviews during the on-site review.
- School leaders and staff provide minimal opportunities for reciprocal communication. There are no explicit expectations for staff members regarding reciprocal communication with families, such as providing weekly correspondence from the school to the home, and daily assignment notebooks. The review team did not find evidence of formal training for staff that focuses on strengthening communication and relationships between home and school. There is no evidence of a formal parent communication plan that centers on engaging all families in their child’s education. The parent facilitator reported that the school sends some correspondence to homes in English and Spanish but does not provide translations in other languages, which limits the ability of some families whose first language is not English to communicate effectively with the school.

- There is little evidence that indicates training is provided to help parents participate fully in home-school partnerships. The parent facilitator indicated that the school provides families with a list of community resources, which offer assistance to children and families, but no additional information or workshops are provided. This limits the ability of some families to help their child, or to partner with the school or with other community organizations.
- Data is shared with parents on a very limited basis, and there was no evidence to indicate that they provide families training to enable them to understand data systems and the ways to support and advocate for their children. Some teachers reported that they give students their progress reports printed from the Parent Portal. During the student focus group, some participants indicated that their parents access data on their progress from the portal. While the school communicates students' ten-week progress reports to families, other progress monitoring is inconsistent. Several students interviewed stated that they do not regularly receive this information and also reported that the posting of updated student performance data on the Parent Portal was irregular and seemed to depend on the practice of individual teachers.

Recommendation:

- School leaders must ensure that staff members share academic progress, social and emotional developmental health information, and other pertinent data bi-weekly with parents through Infinite Campus and individual letters home.
- School leaders must ensure that they, along with heads of departments and all relevant staff make full use of the school's website and the school newsletter to inform parents through monthly updates of current school initiatives, events, parent learning opportunities, and relevant curricula information to keep parents in touch with students' coursework expectations.
- School leaders and the SST must provide information and guidance to school staff on how to communicate and work with parents from a range of backgrounds and cultures.
- School leaders, staff, and community stakeholders must develop a long-term communication plan with monitoring protocols that will support the school community to enact SMART goals that support the school's mission and vision.
- School leaders and staff must develop programs, including online materials, which enable parents to support student achievement at home.