



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	500402060014
School Name	Spring Valley High School
School Address	361 Route 59, Spring Valley, NY 10977
District Name	East Ramapo CSD
School Leader	Karen Pinel
Dates of Review	March 4-5, 2015
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)- given					
Grade Configuration	9-12	Total Enrollment	1213	SIG Recipient	na
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	1	# Dual Language	0	# Self-Contained English as a Second Language	11
Types and Number of Special Education Classes (2014-15)					
# Special Classes	70	# SETSS		# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	16	# Drama	2
# Foreign Language	28	# Dance	10	# CTE	15
School Composition (most recent data)					
% Title I Population		0	% Attendance Rate		93.4
% Free Lunch		62.5	% Reduced Lunch		7.2
% Limited English Proficient		27	% Students with Disabilities		16
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0	% Black or African American		50
% Hispanic or Latino		43	% Asian or Native Hawaiian/Pacific Islander		2
% White		4	% Multi-Racial		1
Personnel (most recent data)					
Years Principal Assigned to School		5	# of Assistant Principals		3
# of Deans		0	# of Counselors/Social Workers		5
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		.54
% Teaching with Fewer Than 3 Years of Experience		11.5	Average Teacher Absences		6 days
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4			Mathematics Performance at levels 3 & 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		79.54%	Mathematics Performance at levels 3 & 4		66.67%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		7.42	% of 2nd year students who earned 10+ credits		93.42
% of 3rd year students who earned 10+ credits		100	4 Year Graduation Rate		61
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (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			
Met Adequate Yearly Progress (AYP) in Mathematics (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			
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:

The ultimate goal of all improvements is to raise the graduation rate for Hispanic students who, as a subgroup, did not meet the State’s benchmark for graduation rates, and for whom Spring Valley High School was selected to be the FOCUS School for the East Ramapo Central School (ERCSD) FOCUS District in the 2012-13 school year.

We are prioritizing the implementation of the Common Core Curriculum and Instructional Shifts in teaching, differentiation, data driven instruction and the implementation of APPR to improve student achievement.

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, a district-selected Outside Educational Expert, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 43 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including lesson plans, school-wide data, teacher feedback, and student work.
- On the date of reconvening, March 7, 2015, East Ramapo CSD was closed due to weather conditions. As a result, reconvening and debriefings were conducted via conference calls.

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).	<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
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 type="checkbox"/>	<input checked="" 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,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	technology, and other enrichment opportunities.				
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 type="checkbox"/>	<input checked="" 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 supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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:				D	

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
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The school has received a rating of *ineffective* for Tenet 2 – School Leader Practices and Decisions.

- In Integrated Intervention Team (IIT) interviews, the school leader reported that she worked together with the school leadership team (SLT) to develop goals and a mission; however, most goals do not have measures for success and midyear benchmarks, or clearly identify what data will be used for evaluating whether the goals have been achieved. The school leader reported that data collected for the first semester of the school year has not been analyzed in order to assess progress. Interviews with students, parents, and staff indicate that the school goals are not well known by the school community. As a result, the mission and goals do not help establish a sense of urgency to improve student outcomes.
- The school leader has not utilized resources to bring about school improvement and increased opportunities for student success. Although there are over 300 English language learners (ELLs) and only an 11 percent graduation rate for this sub-group in 2014, there is little evidence of an overall plan to address the needs of ELLs. Despite a large number of Spanish speaking ELLs, there is only one bilingual (BL) class made up of students who are beginning English speakers with varying proficiency, and this program is not organized to address the needs of all students in this class. Additionally, students who have continuous education in Spanish are required to sit through a two-year biology sequence before taking the NYS Regents exam, rather than being offered the course in the ordinary one-year sequence. Further, there are limited integrated co-teaching (ICT) classes to allow for the placement of students with individualized education plans (IEP) in the least restrictive environment. Several students interviewed shared that they were not scheduled for appropriate courses and reported that their schedules have been changed without explanation, thus hindering their academic achievement.
- There is no plan for frequent classroom visits by school leaders to improve instructional practices. According to the school leader and teachers, the school leader conducts formal observations once a year and the other school leaders conduct informal observations once a year. In interviews, the school leader indicated that these observations and feedback to teachers are not monitored to ensure teachers implement changes or receive support. Additionally, in teacher interviews, half of the teachers stated that observations are not helpful. The district and the school leaders provide professional development (PD); however, teachers interviewed stated that PD is not responsive to teacher needs identified in observations. As a result, classroom instruction is not improving.
- The school leader has established limited systems for monitoring and analyzing data to inform decisions. For example, in interviews, the school leader stated that although the homes of students who are absent for five periods during a day are contacted, there is no process to track student attendance or attendance patterns. The school leader and support staff shared that the district screens incoming ELLs, but the school does not have a system for ascertaining the level of language and content proficiency to ensure appropriate scheduling. Additionally, neither school leaders nor staff reviewed student data for the first semester at the time of the review in order to track student

progress. Therefore, there are few functioning systems for making informed decisions to improve student achievement.

Recommendation:

In order to improve academic outcomes for students:

- the school leader should establish an extended cabinet with all assistant principals, department representatives, and the Sheltered Instruction Observation Protocol (SIOP) coach to develop specific, measurable, actionable, realistic, and time-bound (SMART) goals in all content areas; and
- the school leaders should set up a process for the extended cabinet to collect data including ratings on progress reports, credit accumulation, and Regents exam results, to monitor and evaluate progress toward meeting benchmarks on a quarterly basis.

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 leader has adopted EngageNY modules for English language arts (ELA) and mathematics to attempt to align instruction with the Common Core Learning Standards (CCLS); however, there is no common planning time for teachers, and school leaders do not monitor lesson plans on a regular basis to ensure consistency. Additionally, classroom visits demonstrated little evidence of instruction tied to the CCLS or the instructional shifts. Although the school leader reported that all school leaders are expected to collect lesson aims on a weekly basis from all English as a second language (ESL), ELA, and languages other than English (LOTE) teachers, the review team found that school leaders are not collecting these aims consistently. Further, a review of collected aims demonstrated that none of these aims connected to the CCLS.
- A review of documents and classroom visits demonstrated that there is little evidence of teachers using data to inform lesson plans in order to differentiate instruction to meet the needs of all students, including ELLs and students with disabilities. For example, a writing rubric shared in teacher interviews was identical for all students in all grades. The few planning documents available for review lacked complex materials and higher-order questioning. There was limited evidence presented of ongoing assessments, or the collection and analysis of data used to modify and align planning to the CCLS or address student needs.
- Interviews with the school leader and teachers indicate that some lessons have been developed and implemented to integrate content-area subjects across the curriculum, but not on a consistent basis. Most of these efforts are to integrate art with Spanish and ELA in some class lessons. The school leader reported that teachers meet once each quarter for interdisciplinary planning. However, teachers reported that they do not have enough time, and no common planning time, to address interdisciplinary curriculum alignment with content areas. Consequently, classroom visits and student interviews demonstrate that interdisciplinary instruction and the use of technology and the arts is

limited across the school.

- Teachers reported that they use unit assessments to gauge whether students comprehend work. However, there was limited evidence of teachers using assessment information to change strategies to address student needs. Additionally, the little student work that was displayed did not include written feedback. In interviews, students stated that they received sporadic feedback on their work and most feedback was address to them only when they were not doing well. Work folders were evident in some classes, but most teachers did not include comments regarding specific strategies or next steps that would enable students to improve.

Recommendation:

Connections between lessons and the CCLS should be strengthened by:

- teachers using planning time to create lesson aims that align to the CCLS and identifying these standards for all lesson aims;
- school leaders collecting lesson aims aligned to the CCLS on Monday morning, reviewing and providing feedback to each staff member by Tuesday morning to afford time for revision; and
- school leaders ensuring that lesson aims are aligned to the CCLS and are presented/posted with the standards during classroom instruction.

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.

- Although the school leader reports that teacher data is reviewed in post-observation conferences, little evidence was presented to the review team of what data is reviewed and how this data is used to adapt instruction. In both teacher and student interviews, it was reported that students do not set specific goals within academic subjects. In classroom observations, there was little evidence that teachers adapt lessons based on data or include specific strategies for individuals or groups of students, especially ELLs. As a result, most instruction observed was not reflective of student needs and learning styles to lead to increased achievement.
- During classroom visits, most students were on task, but they were not engaged in high-level learning activities that involved critical thinking. Questions were mostly understanding or recall, there was a lack of wait time, and teachers answered many of their own questions. Most lessons were teacher dominated with mostly worksheets and few hands-on activities. There was a lack of text complexity, with most students reading the same text that was often on a low Lexile level. Few classes observed allowed for multiple learning opportunities with most tasks and products being the same for all students. Additionally, most lessons did not reference the CCLS, and there was little evidence of the instructional shifts.

- Students interviewed stated that they are often mocked by other students when asking or answering questions in class. Students also reported that teachers do not consistently respond in a way that addresses behavior. Although there is a Positive Behavior Interventions and Supports (PBIS) system, students reported that little action is taken when students misbehave and the school leader shared that the program had mostly fallen apart since the staff member overseeing it had left. Additionally, students reported that some staff member do not treat students with respect. During classroom observations, some students asked other students for help when they did not understand instruction, instead of asking teachers. Consequently, most students do not see the classroom or school as an intellectually safe learning environment.
- In interviews, teachers could not articulate systemic structures to collect and analyze assessment data. Although some testing data is collected through unit and mid-term exams, this information is not regularly analyzed to address the needs of individuals or groups of students. Checks for understanding were not consistently evident in classes observed. In most classes, grouping was not based on specific student needs. Students stated that most grouping is random or that students choose their own groups. In classroom observations, there was a lack of protocols for students to work collaboratively and to foster peer discussion. Additionally, students reported that most teachers meet with them privately only when they are not doing well or if a student asks a teacher to meet with them. When teachers do circulate around the room, there was little evidence of teacher notes to memorialize student needs, and feedback that was given often did not allow students to reflect deeply upon their work and understand their learning needs.

Recommendation:

Improve student learning by:

- having all teachers circulating around the room with the aim of providing immediate, specific, and actionable feedback;
- utilizing exit slips on a regular basis to have students reflect on what they learned and their next steps for learning; and
- having teachers use these exit slips to modify instruction or groupings for the next lesson and to provide targeted feedback for 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

I

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

- Although the school has five school counselors, two school psychologist, and various community partnerships, the school leaders have not established consistent systems that identify the social and

emotional developmental health needs of students to ensure that appropriate supports are provided. There are few benchmarks for identifying students with social and emotional developmental health needs other than for students to formally fail two or more classes or through teacher referrals. In interviews, support staff and the school leader reported that they are aware that not all student needs are met.

- Although the school identifies the five values of pride, respect, integrity, diligence, and excellence as important to student social and emotional developmental health and academic achievement, not all students, parents, teachers, or support staff interviewed knew these values. Teachers stated that there is no curriculum to teach the values and the review team found the values were not consistently posted around the school. The daily announcements refer to values, but students stated that most students do not pay attention to the announcements. Staff reported that little PD has been provided to increase staff ability to support student social and emotional developmental health other than trauma and behavior management PD from the district, and Department of Social Services cultural sensitivity trainings for teachers who attend voluntarily. As a result, there is little evidence that the social and emotional developmental health needs of students are addressed in a comprehensive manner.
- The review team found there is no comprehensive plan to create a healthy learning environment and ensure that student social and emotional developmental health needs are consistently met. A child study team composed of the Instructional Supervisor for Special Education, a school psychologist, a speech pathologist, the special education testing specialist, the assistant principal for pupil personnel services, and the guidance counselors meet twice weekly, according to support staff, to review referrals from teachers; however there is no evidence of input from community agencies or families. Further, the school leader stated that there is no formal means of tracking the short and long-term outcomes for students whose needs are addressed in the child study team. The school has formed partnerships with community agencies such as, the Mental Health Association and Daytop Village, but they mostly serve a small group of students who are considered problematic with substance abuse or behavior issues. In addition, Volunteer Counseling Services (VCS) provides ten students and families counseling and case management through a social worker; however according to support staff there is no formal structure for these agencies to share data with the child study team.
- Limited student data is collected, such as attendance, lateness, behavior incidents, report cards, and course grades; however this data is rarely analyzed for trends or to identify and meet the social and emotional developmental health needs of all students. Data collected by support staff and agencies is not shared to identify social and emotional developmental health needs or to assess the impact of the services provided and adjust practices. Additionally, there is little evidence of a strategic plan to identify students and involve families in meeting student needs.

Recommendation:

Improve student social and emotional developmental health and academic achievement by:

- having school leaders, psychologists, and guidance counselors review student progress reports and report cards according to specific attendance, punctuality, disciplinary referrals, course grades, and special education data in order to identify benchmarks;

- having guidance counselors meet with all students that are part of their case load, on a quarterly basis to review academic reports; and
- having all students who are identified through these benchmarks seen by guidance counselors on a prioritized basis and providing or referring them for appropriate intervention services as necessary.

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

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

- Although the school leader stated the school communicates expectations for student achievement in writing through regular notices and events, parents interviewed stated that the only expectation they were aware of was raising the graduation rate. While parents shared that there were college fairs and a financial aid night for families, parents also stated these events did not fully help them assist their children with the college application process or to advocate for appropriate services. Additionally, parents stated in interviews that they did not regularly receive guidance to address student needs. Consequently, parents do not feel adequately equipped to help their children reach high expectations for success.
- The school provides some opportunities for reciprocal communication to increase the ability of staff in developing the home-school partnership. Parents stated that phone calls, phone alerts, emails, and written communications are translated into appropriate languages and staff members are available to translate when parents meet with school staff. However, parents also stated that they usually need appointments for these meetings and that some phone calls to staff go unaddressed. Parents also reported that staff do not regularly discuss student academic progress with families and that appropriate programmatic needs are not consistently addressed in order to support student achievement.
- Parents stated that while information is provided at Parent-Teacher-Staff Association (PTSA) meetings, staff and families inconsistently work together to support student achievement. A parent stated that she was not able to understand communications regarding her son’s triennial and had to call the school in order to understand the process. Another parent reported that although his son received a 65 percent on a report card for a class, the teacher did not contact him during the term to discuss his child’s progress. Other parents also stated that staff did not consistently contact them regarding their children’s academic needs. Consequently, there is limited evidence that parents and staff work together consistently to support student achievement.
- The school shares limited data with parents through progress reports and report cards. Additionally, although the school uses eSchool, an electronic platform for student data and teacher comments, most staff does not utilize this system. Parents interviewed stated that they do not receive the information they need in order to advocate for appropriate services for their children.

Recommendation:

The school leaders and SLT should begin to strengthen the understanding and support of high expectations with all parents by:

- generating a quarterly school newsletter that is posted on the school website and translated into dominant second languages to addresses specific academic expectations, benchmarks, and progress towards graduation and college- and career-readiness in order to increase the ability of parents to understand the expectations, monitor their children’s progress, and advocate for appropriate services for their children; and
- hosting at least one workshop attached to PTSA meetings each marking period to address student academic expectations and progress towards graduation and college- and career-readiness in order to increase the ability of parents to understand expectations, monitor their children’s progress, and advocate for appropriate services.