



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800011530
School Name	Banana Kelly High School
School Address	965 Longwood Avenue Bronx, NY 10459
District Name	NYCDOE CSD 8
School Leader	Charlette Pope
Dates of Review	October 21-22, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	334	SIG Recipient	No
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	4
Types and Number of Special Education Classes (2014-15)					
# Special Classes	11	# SETSS	1	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	1	# Drama	0
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		80.2%	% Attendance Rate		70.9%
% Free Lunch		81.3%	% Reduced Lunch		1.7%
% Limited English Proficient		11.7%	% Students with Disabilities		31%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.3%	% Black or African American		36.3%
% Hispanic or Latino		62.1%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White		0.8%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.91	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		3.3%	% Teaching Out of Certification (2013-14)		38.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.7%	Average Teacher Absences (2013-14)		6.52
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		30.8%	Mathematics Performance at levels 3 & 4		29.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		75.6%	% of 2nd year students who earned 10+ credits		56.6%
% of 3rd year students who earned 10+ credits		50.5%	4 Year Graduation Rate		39.8%
6 Year Graduation Rate		59.3%			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Assignment of curricula to Common Core Learning Standards
 - Develop and implement one interdisciplinary unit.
 - Conduct a curriculum audit.
 - Implement challenging weekly Common Core tasks.
2. Improve teacher effectiveness in competencies one and two of the *Danielson Framework for Teaching*.
Improve teacher effectiveness by identifying Power Standards and Common Core learning tasks.
Implement cycles of feedback using *Danielson Framework for Teaching*.
3. Create a school culture in which there are established accountability measurement tools, universal policies on student behaviors, and clear expectations of progress using assessments.
Create a strong school culture to ensure accountability measurement tools and universal policies around "Struggling to learn."

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 Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team made 52 visits to 24 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 210 students (63 percent) completed.
- The school provided results of a staff survey that 17 staff members (55 percent) completed.
- The school provided results of a parent survey that 191 parents (57 percent) completed.
- As of the date of the review the school leader had been assigned to the school for nearly two years (December 2012). Of the 24 teachers at the school, five were newly assigned as of September 2014.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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, 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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:				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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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:				D	

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 checked="" type="checkbox"/>	<input 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	D
<p>The school has received a rating of Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • Statements by parents and students interviewed by the Integrated Intervention Team (IIT or “review team) reflect that the school leader fosters a positive school culture. The school leader shared that she has focused attention on improving teaching and learning, but acknowledges the systemic issues she has inherited. Although students’ college applications rose from 15 percent in June 2012 to 80 percent in June 2014, the graduation rate and attendance data have not improved during the school leader’s tenure. All school staff, students, and parents interviewed by the IIT articulated the school’s vision regarding students’ preparedness for college and the world of work. However, the IIT found that school’s vision and goals do not sufficiently highlight the diverse needs of student body or promote a data driven culture that focuses the work of stakeholders on continuous school improvement. • The school leader reported that she used funds from a vacant assistant principal position to hire two additional guidance counselors and a part-time social worker to support students’ social and emotional developmental health. She recently added an internal coach with a mathematics-science background and secured two coaches with literacy and mathematics backgrounds from the City’s High School Achievement Initiative to assist teachers with planning and implementing best practices in the classroom. In addition, the school partners with six community-based organizations (CBOs) to provide enrichment services and activities to students. While the school leader shared that, she added a computer laboratory and purchased SMART Boards for every classroom to promote increased technology use, teachers reported that they had not received sufficient professional development on utilizing the new technology. During class visits, the IIT found that most teachers used the SMART Board as a whiteboard and did use the other interactive features. • The school leader has attempted to raise pedagogical accountability and expectations. However, the recent staff turnover has negatively impacted instructional improvements. Parents and the school leader reported that the school leader will “drop everything” in order to intervene with a student; yet, teachers in their focus group identified the need for more individual professional conversations with the school leader. The principal hired a coach and has received two additional coaches but did not share a plan for building the coaches’ capacity as a team and aligning the work they will do with the staff. The school leader’s observation reports reviewed by the IIT provided succinct and actionable feedback for teachers; however, the observations were written in May-June 2014, and since then a third of the school’s 24 teachers have left the school thus interrupting the school leader’s effect in improving instructional practices. Most of the lessons observed by the IIT showed a limited range of instructional best practices. • The school leader has some structures in place to assist her in knowing what is taking place in the school, but lacks an overarching and coordinated system to collect and use data to monitor school practices and to inform her decisions. The school has student advisory in grades nine and twelve and an expanded guidance staff. Although the school leader reports that guidance staff uses the Department of Education’s (DOE’s) color-coded tracking system for credit accumulation, the IIT did find evidence of how staff uses the data to inform decision-making. A review of documents shows that 		

student attendance has been below 80 percent for multiple years; however, school staff has not developed a specific goal or action plan to address this deficiency. In addition, the lack of a cohesive system to use data to inform practice hinders the school leader’s ability to effectively monitor school-wide progress in critical areas.

Recommendation:

The school leader should:

- delegate responsibility for reporting and analyzing data of student achievement, student referrals, attendance, lateness and cutting, and of parent outreach to the data specialist, guidance staff, community associate and parent coordinator;
- establish a formal observation calendar that provides for teacher observations throughout the school year to monitor and support teacher growth continually; and
- build instructional capacity by establishing a team comprised of the school leader, coaches and teacher leaders (and occasionally students) who meet weekly to plan, deliver, and assess the impact of professional development based on the recommendations in tenets three, four, five and six.

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.

- While the school has curricular materials available for teachers to use to create unit and lesson plans in all subject areas, the documents provided to the IIT were generally commercially produced plans that were not adapted to students’ points of entry. Some unit and lesson plans are aligned to Common Core Learning Standards (CCLS) but do not reflect teachers’ deep understanding of the standards and do not contain essential questions. Students are not presented with CCLS aligned objectives they can understand, but are offered aims that are low level and process driven. Few plans detailed how the needs of students with disabilities and English language learners would be met. The review team noted that 20 of 24 teachers’ classrooms visited, students were unable to demonstrate understanding of instructional content.
- Teacher-prepared materials reviewed by the IIT did not show evidence of a well-developed, coherent plan for employing literacy instructional shifts across the curriculum, the consistent use of formative assessments, or provide multiple points of entry into the content of each subject. During class visits, the IIT observed data-driven instruction addressing sub-groups’ and individual students’ needs in only two classrooms. The IIT found that teachers minimally use complex content and incorporate classroom activities that promote higher-order thinking. Although college applications and acceptances have risen, the curriculum is not planned sufficiently well to meet the needs of all students leading to high levels of achievement and college and career readiness.
- The school leader cites interdisciplinary planning as a priority; however, the IIT found no evidence of such planning during class visits, attendance at grade-level team meetings, or a review of documents. Three of 24 teachers observed connected student learning to life lessons. The school leader has

increased technology resources; however, during class visits, the IIT found few examples of teachers using technology to effectively support student learning.

- Teachers are at the initial stage of using formative, pre- and post-assessments to guide and inform their curriculum planning. Curriculum, instruction, and assessments are not yet adequately aligned to ensure that student achievement is tracked over time and advancing at a sufficient rate. Evidence from a review of documents and student interviews reflect that some teachers give students useful feedback that promotes students’ ownership of learning. However, the majority of student work examined by the review team lacked actionable feedback and the students indicated their assignments were largely not challenging. Although staff shared that student conferences occur regularly, students reported having few individual conferences with teachers or counselors. Rubrics are used but those displayed in classrooms and hallways were generic. Additionally, student work displayed throughout the school and shared during the small student focus group contained many uncorrected errors. Inconsistent feedback to students and limited conferencing to establish and monitor progress toward goals severely limits students’ ownership of their learning and a clear understanding of how to move to the next level.

Recommendation:

The school leader should work with coaches and teachers to:

- Use teacher meeting times such as Monday afternoon professional development sessions and common planning time to review elements in unit and lesson plan templates to ensure a common understanding of how to develop and deliver lessons with high expectations for student learning. Each element should contain authentic learning activities that demonstrate what and how the students will learn rather than a generic list of possible things to do.
- Establish school-wide protocols to look at lesson plans, student work, and data. Based on the information generated, assess the effectiveness of the teaching and learning for all subgroups and identify data-based adjustments needed for curricula and plans in order to provide all students with opportunities for academic success.

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

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

- Teachers are at the initial stages of creating plans and using instructional practices that address the gap between what students know and need to learn. However, teachers do not consistently implement instructional practices that promote student achievement. The IIT found evidence of best practices to address students’ varying needs, such as multiple entry points, data-driven instruction (DDI) and differentiated learning and products in only nine of the 52 class visits. The IIT noted that five teachers used data to inform their instructional practices and one teacher utilized purposeful grouping. However, in most classes visited, reviewers found a significant disconnect between the level of differentiation in unit and lesson plans and the implemented classroom lessons. In addition, the IIT did

not find evidence of established Individual and group goals that promote student ownership for learning.

- Most teachers are not planning and providing CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity. The review team noted that few teachers used complex texts and content. The IIT found that seven out of 24 teachers asked higher-order questions requiring students' critical thinking. However, 17 of 24 teachers or 71% employed teacher-dominated instruction and used mostly recall and retell questions. In September 2014, 90-minute literacy and mathematics blocks were instituted for grade nine students. However, teachers report not receiving thorough training in how to use these extended sessions to promote active learning. In addition, discussions regarding increasing academic rigor and thought-provoking instruction were not evident at teacher focus groups.
- Although the student interviews reflect that students generally feel safe asking questions, class visits show that teacher dominated pedagogy limited the quantity of student questions and depth of discussions. The review team observed that some teachers missed opportunities to challenge students to engage in critical thinking activities when they accepted low-level responses and did not ask students to provide evidence to support their responses. The review team found that most lessons lacked scaffolding for subgroups of students, such as English language learners (ELLs) and students with disabilities, which limited student engagement in many classrooms. The IIT noted that just two of the school's four paraprofessionals being used effectively in the classroom to provide instructional support.
- Most teachers do not use achievement data and baseline formative and summative assessments to inform and adjust instructional strategies and groupings as well as to provide timely feedback to students. At the horizontal grade level meetings, staff used student tests and anecdotal data to focus on individual students' social and emotional developmental health and academic needs. However, there was no discussion of adjusting instructional strategies for sub-groups or classes of students in response to the data discussed. In September and October 2014, 80 of 343 students engaged in some level of self-evaluation by logging onto PupilPath, the student portal of Skedula. However, based on comments at the teacher focus group the IIT concluded that staff input into Skedula was inconsistent across all subjects and grade levels, which limited students' access to timely teacher feedback to monitor their progress and assignments.

Recommendation:

Teachers should improve instruction and student engagement by:

- writing and sharing objectives that students understand and that link to measurable outcomes;
- asking high level questions that require critical thinking;
- requiring students to answer in complete sentences and use evidence to support their responses;
- giving students clear and detailed feedback about their work so that they know what and how to improve.

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

- The school has not coordinated consistent efforts to monitor student referrals and ensure that appropriate supports are in place for students. Although the school leader has hired three guidance counselors and a part-time social worker, the IIT found no overarching system in place to monitor and assess the effectiveness of their work with students. Grade guidance counselors attend grade-team meetings where intervention plans are developed for individual at-risk students. However, no evidence was submitted to the review team indicating the effectiveness of this practice. Further, the school has not implemented the functional behavioral assessment (FBA) that drives the behavioral intervention plan (BIP) for students with disabilities.
- The school has collaborated with CBO’s to provide social and emotional developmental health programs and materials that increase the school’s capacity to address students’ social and emotional needs. Examples of partnerships include the advisory program sponsored by Educational Alchemy, the after school service learning provided by Build On, the science, technology, engineering and mathematics (STEM) enrichment at the Aviation and Maritime College, and after school clubs and athletics provided by the Sports and Arts in Schools Foundation. While the school has after-school enrichment activities, there are no early morning clubs and athletic programs to draw students into school prior to the start of the regular school day in an effort to increase students’ attendance.
- Class visits show that relationships with students and adults in the school are generally respectful and positive. However, students at their focus group agreed with environmental survey data that indicated that a majority of students felt students do not treat each other with respect. The school has not provided sufficient professional development to build adult capacity in students’ social and emotional developmental health. Guidance counselors provide some support to individual students in lessons but do not train staff in intervention strategies, which limits teachers capacity to address students’ social and emotional developmental health issues that impact academic success.
- The school’s staff, students, and parents have not developed a shared understanding of how their contributions fit together to maintain a school community that creates a sense of ownership for the school and grows an environment that is safe and conducive to learning. A group of ten student ambassadors selected by the school leader serves as a quasi-student government and the voice of the students. However, the ambassadors say that they are not included on the school leadership team (SLT) and so do not participate in formulating, implementing, and monitoring student goals. Although grade teams have sponsor Tuesday afternoon parent engagement sessions, family engagement remains low.
- The teaching and guidance staffs do not analyze data thoroughly or use it for strategic planning. During class visits, the IIT noticed that teachers did not take attendance and accepted late arriving students without late passes. The school’s daily attendance rate consistently remains below 80 percent. However, the IIT did not find evidence of the staff collection, analysis, and utilization of data to develop plans to improve attendance or to address students’ social and emotional developmental

needs.

Recommendation:

- Require teachers and counselors to track attendance and tardiness in every class.
- Monitor and provide consistent follow up to families of students with poor attendance.
- Maintain a log of individual conferences with students and their outcomes and enter this information in Skedula a minimum of twice weekly. School leaders should monitor outcomes to assure efficacy of conferences and to note trends in improvement especially in student attendance and engagement.
- Examine key social and emotional developmental health areas that support academic success. Establish systems to collect data and perform a deep data analysis to detect the underlying causes for significant issues. Create action plans based on data and include the steps and strategies for how staff will implement the plan as well as monitor and track outcomes. Share data and plans with key stakeholders and hold them accountable for outcomes. Grade guidance counselors and staff should report on the effectiveness of individual intervention plans for students.
- Consider extending CBO contribution by running early morning clubs and athletic programs to draw students into school prior to the start of the regular school day and increase the attendance rate. Collaborate with CBOs to generate and use data from partnership endeavors to identify the impact it is having on students' academic success.
- Consider extending CBO contribution by running early morning clubs and athletic programs to draw students into school prior to the start of the regular school day and increase the attendance rate.

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.

- The school leader has made an effort to communicate to staff, parents, and students a message of high student expectations via student town hall meetings, faculty conferences and in individual interactions. However, the school leader has not ensured that all families and students are aware of the school's high expectation. Evidence gathered from parent and staff interviews reflect that parent participation in programs are low and that the school staff has not taken advantage of the well-attended parent event, the Evening of Elegance, to articulate the vision and secure greater buy in from families.
- The school has provided parents with limited opportunities for reciprocal communication. Grade teams that include the guidance counselor meet during Tuesday afternoon's mandated after-school parent engagement session. The Tuesday activities have begun to increase parent communication. However, there is insufficient record-keeping, monitoring, data analysis, and evaluation of these efforts to plan ways to increase parent engagement. The school has a parent coordinator to assist in increasing parent involvement. However, reviewers did not find evidence of how this positions impact on parent involvement. Staff email addresses have not been linked to the school's website. Although the school staff identifies Skedula as tool for communication, a review of documents show that the

number of parents logging into the site is low, five parents logged into Skedula in September 2014 and nine parents logged in during October 2014. Teachers and parents in their focus groups indicated minimal professional development to develop home-school partnerships so that both parties are able to work together to support student achievement.

- The school has made minimal efforts to share data with staff, students, parents, and CBOs in a way that allows parents and students to understand and advocate for services that address student and family social service needs. The IIT found few examples of targeted data sharing or training opportunities for parents. During discussions with the review team, neither the staff nor the parents articulated a clear understanding of available student data. Although CBOs provide students with important services and many enrichment activities, the IIT cites that their representatives' decisions are generally not based on data analysis, as both they and the school leader failed to cite data as a basis for the CBOs' decisions.

Recommendation:

In order to increase family engagement:

- the school leaders should work with teachers to ensure they enter data into Skedula two to three times a week and that students access PupilPath bi-weekly in the computer lab and/or through advisory. Link staff email addresses to the school web site and track simultaneous use of Skedula by parents and students;
- the school leader should monitor and evaluate the Parent Coordinator's work. Collaborate with the coordinator to provide training sessions for parents in the use of Skedula. The Parent Coordinator and support staff should replicate Night of Elegance and utilize those events for a variety of purposes, including the sharing of a vision for high expectations for student achievement.