



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331700011537
School Name	High School for Youth and Community Development at Erasmus
School Address	911 Flatbush Avenue, Brooklyn, NY 11226
District Name	NYC DOE 17
School Leader	Marie Prendergast
Dates of Review	November 12-13, 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 for 17K537

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	388
		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	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	9
		# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	8
# Foreign Language	7	# Dance	N/A
		# Drama	2
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	77.6%	% Attendance Rate	90.8%
% Free Lunch	79.0%	% Reduced Lunch	3.8%
% Limited English Proficient	9.8%	% Students with Disabilities	23.3%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.9%	% Black or African American	88.8%
% Hispanic or Latino	8.1%	% Asian or Native Hawaiian/Pacific Islander	0.6%
% White	1.2%	% Multi-Racial	0.3%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.63	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	4.3%	% Teaching Out of Certification (2013-14)	20.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	8.09
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	43.8%	Mathematics Performance at levels 3 & 4	60.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	85.2%	% of 2nd year students who earned 10+ credits	73.2%
% of 3rd year students who earned 10+ credits	82.4%	4 Year Graduation Rate	70.7%
6 Year Graduation Rate	77.7%		
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	NO
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	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Improve teacher performance under 1E, 2A and 3B of the Danielson Framework for 80% of the teachers.
2. 100% of teachers of Science, ELA and Social Studies will create at least 2 CCLS writing tasks and complete a cycle of inquiry around the task.
3. The School Based Support Data Team will organize interventions to improve student attendance and engagement. Efforts will lead to attendance improvement of 91%.
4. By December, 2014, 100% of teachers will engage in a comprehensive process of design and revision of curriculum unit maps and plans to fully incorporate literacy planning, instruction and assessment (diagnostic, formative and summative) into all the content areas, especially in regard to reading interventions, resulting in increased reading comprehension for students, as measured by diagnostic and benchmark assessments (both formative and summative).
5. Through targeted practices to increase parent involvement and knowledge of student progress, 40% of students who are identified as being "almost on track" will move to "on track" by the end of the school year.

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, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 44 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 272 (83 percent) completed.
- The school provided results of a staff survey that 20 (83 percent) completed.
- The school provided results of a parent survey that 157 (49 percent) completed.

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 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				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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.				
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				D	

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

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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				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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET				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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET				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"> • The school leader reported she created specific and measurable instructional goals that are focused on literacy, mathematics, and social and emotional skills needed for students to achieve college and career readiness. However, teachers, parents, and support staff shared that they had limited involvement in the creation of these goals, thereby limiting staff and parental engagement in their efforts to improve the school. The school leader noted she has programs in place that have improved the attendance rate from 87 percent to 91 percent between 2012 and 2013 and have reduced the number of suspensions from 42 to five during the same period. Although the school leader noted she has employed several internal and external support systems designed to improve teacher instruction, the lack of improvement in instruction continues to hinder student success. Classroom visitations and examination of documents by the review team indicated limited evidence of the school-based support data team (SBSDT) providing research-based academic interventions or assistance for students who are struggling academically. The school leader has not enabled in-depth data analysis designed to inform instruction, which minimizes the school’s ability to provide academic interventions and supports to improve students’ academic achievement. • The school leader indicated that she has made decisions regarding the allocation of human resources that are designed to enhance academic opportunities for students; however, classroom visits by the review team indicated that classroom instruction for students with disabilities and English language learners (ELLs) lacked specifically designed strategies to meet individual needs. The school leader has hired a data specialist and organized the SBSDT for the purpose of gathering and analyzing data. However, the review team noted that the newly formed SBSDT team is not effectively analyzing data to program students, inform instruction, provide support, or manage the use of paraprofessionals and special education teachers. • The school leader provides scheduled observations of teachers. However, the review team’s examination of the feedback provided to teachers did indicate evidence of actionable steps to ensure the implementation of best instructional practices. In addition, there was no indication that the professional development (PD) that has been provided to staff is designed to meet the needs of individual teachers as evidenced in observations. The lack of actionable feedback and focused PD minimizes the ability of the school leader to hold staff accountable for continuous improvement, which limits progress in student achievement. • The school leader has provided limited opportunities for content area teachers to collaborate with special education and English as a second language (ESL) teachers. The lack of opportunities for these teachers to plan together and develop strategies for the effective delivery of instruction based upon student needs hinders the ability of ELLs and students with disabilities to improve. 		

Recommendation:

The school leader should develop strategic systems designed to improve instruction and raise student achievement by:

- reinforcing the purpose of the data specialist and the school-based student data team so that they guide and support the cohort teams in analyzing and using data to assess student progress, plan for classroom instruction, and identify and address individual and group needs; and
- developing schedules for teacher observations based on identified individual teacher needs and providing timely actionable feedback that is tracked to ensure the implementation of designated instructional practices.

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

Tenet Rating

D

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

- Classroom visits and discussions with the school leader indicate that although teachers have some knowledge of how to use the New York State P-12 Common Core Learning Standards (CCLS) to plan their lessons, effective instruction is limited because they have not incorporated the essential instructional shifts aligned to the CCLS nor completed effective curriculum mapping. Instruction does not usually promote reflection and dialogue, nor does it include higher-order questions to promote evaluation and analysis of information, ideas, and concepts. During visits by the review team, only five out of 44 classes showed evidence of teachers’ planning for and crafting probing questions that are designed to promote higher-order thinking skills.
- The school leader noted she provides twice weekly common planning time for department meetings and weekly time for cohort meetings. However, the meeting observed by the review team did not include a collaborative review of student work, a discussion of best practices, or planning of strategies to support all students. In the lesson plans examined by the review team, there was limited evidence of differentiation of instruction. While there were some indications in lesson plans that teachers have begun to group students using skill levels, the student grouping was inconsistent and not based on comprehensive data analysis. Lesson plans did not provide for the use of varied complex texts, questioning designed to encourage reflection and dialogue, or multiple points of access to learning. In the 44 classrooms visited by the review team, students were rarely engaged, and some stated that they were bored. In only 12 of 44 classes were instructional extensions provided for students who had completed an assignment.
- Classroom visits by the review team indicated that special education teachers were not planning and providing for the individual needs of the students according to their Individualized Education Programs (IEPs). Resource room teachers used the same text as that used in the content area classes without additional resources or adaptations designed to address individual student needs. Students were not

provided with scaffolds, such as graphic organizers and visuals, to support instruction. The lesson plans examined and classrooms visited by the review team demonstrated that a limited number of teachers use data-driven instruction (DDI) protocols to inform their planning. Teachers reported that they do not routinely use data when creating lessons, nor do they uniformly track either formative or summative assessments to ensure that the needs of all students are targeted. Teachers reported that they have downloaded curricula from EngageNY to use as lesson plans; however, their plans have not been adapted to meet the needs of all students by considering their varying learning styles.

- The general education teachers stated that they do not consistently review the data from the New York State English as a Second Language Achievement Test (NYSESLAT) as a means of developing and providing support to the ELLs in their classes. In addition, these teachers also reported that they do not regularly review student IEPs with the intent of developing new strategies or interventions necessary for these students to achieve success.
- The review team found evidence that one English Language Arts (ELA) teacher and one U.S. history teacher collaborate to develop activities and assessments designed to enhance the instruction in those classes. However, teachers reported that there is no comprehensive interdisciplinary curricula that is being developed that would promote connections across subject areas to increase access points to learning and increase student ownership of learning.

Recommendation:

- The school leaders should promote protocols and procedures to address the analysis of data to ensure the production of lessons that are data-driven and designed to meet the needs of all students.
- Ensure that available data on students with disabilities and ELLs is carefully analyzed to enable teachers to plan units and lessons that address specific student needs and provide differentiation, scaffolding, varied text complexity, extension opportunities, and multiple points of access.
- Establish common planning time for teachers to develop interdisciplinary units of study to connect learning across different content areas and to engage students in learning, thereby promoting additional opportunities for 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

- Students, parents, and teachers reported that there is a record of academic achievement, classwork, and homework on Skedula, a school management system; however, students stated that they are not often given specific feedback about strengths and weaknesses in their work to enable them to improve academic achievement. Classroom visitations by the review team showed that instruction was mainly teacher-dominated and that teachers often delivered material without encouraging student discussion or discourse. Teachers regularly accepted one word or short phrase responses to questions and did

not encourage critical thinking or peer-to-peer discussion. All students used the same text regardless of ability level, and classrooms lacked a variety of complex instructional materials.

- Lesson plans examined by the review team indicated that a limited number of teachers are using DDI to design their lessons or provide for the needs of all students. Although the school leader has identified differentiated instruction as a goal within the school, during classroom visitations, the review team found that teachers inconsistently provided instruction that addressed different learning styles.
- In six classes with students with disabilities, teachers presented lessons without scaffolding or connections to previous learning that would assist students. In only one of the eight classes for ELLs did the review team observe a teacher providing reference material, such as a foreign language dictionary for the students, thereby limiting student access to learning.
- The school leader and the school leadership team (SLT) have developed a school-wide feedback form for teachers to use when they return work to students. The review team found that the form is general in nature. The majority of teacher feedback was not designed to improve work quality or to assist students in self-reflection or ownership of their work by encouraging them to set learning goals.
- In interviews, students and parents indicated that they believe the school is significantly safer than in the past. Of the 38 classes visited, most students were compliant, but not academically engaged or challenged by the lesson content. Although the number of fights in the school has decreased over the past four years and students now feel physically safe, some students reported they still have concerns about being picked on by their classmates for responding to questions if they give a wrong answer.

Recommendation:

The school leader should designate features of effective classroom management and instruction, and address these in all formal and informal classroom visits to promote consistency and challenge. Observations should be targeted and prioritized so that teachers who are struggling receive adequate support. These normative expectations should include, but not be limited to:

- the use of data to inform instruction and to set learning goals for all students;
- the use of higher-order questioning techniques;
- analysis of data for students with disabilities and ELLs, and the incorporation of strategies to ensure the participation and learning of these students; and
- the use of rubrics and feedback to assess strengths and weaknesses and to encourage student ownership of learning.

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

The school has received a rating of **Developing** for Tenet 5 - Student Social and Emotional Developmental Health

- The school leader and senior leadership team (SLT) indicated the school has established partnerships with several outside agencies and community-based organizations (CBOs) designed to provide additional support for the social, emotional, and developmental health of the students. Parents and students shared that the school's partnerships, with Counseling in Schools, TRIO Brooklyn College, FEETZ Leadership Program, and the Bottom Line, along with the internal school leadership program and the after-school sports programs provide some support for student social, emotional and developmental health needs.
- Students reported that they felt safe in school and that there was an adult available to speak to them when they needed assistance. However, student surveys showed that 43 percent of students strongly agreed that they were aware of harassment and bullying within the school. Students shared that each teacher has class rules posted in the room. However, these rules are not uniform and are not supported by a school-wide program. In eight of the 44 classrooms visited by the review team, there was evidence of some non-compliance and minor misbehavior by students, and in two of the classes, there were behavioral issues that interfered with learning.
- School guidance counselors and psychologists reported that they have recorded data on every student who has received assistance. However, the school does not have a unified program to collect and analyze data to identify the social, emotional, and developmental health trends within the school that would enable school leadership to initiate programs necessary to maintain the social and emotional developmental health of all students. Although the school support staff stated that the small size of the school enables them to know all the students, the review team did not find evidence that they assess the needs of different groups to determine those that may require varying social, emotional, and developmental health supports and interventions. While staff reported some data was available to them, they were not able to identify the population of students with interrupted formal education (SIFE) in their classes and describe their needs. A review of classroom programming and teacher interviews indicated that the SIFE population within the school is not receiving direct and strategic interventions to provide for their social and emotional developmental health needs.
- Although guidance counselors stated that they maintain ongoing records of individual students and track their progress toward graduation, there is little evidence that they use data to identify student social and emotional health needs and share the identified needs with school staff to ensure no student is without support. The school leader reported that a discrepancy exists in the rate of suspensions of boys to girls with more girls than boys being suspended, but the review team found that the school leader has not addressed this issue.
- Most students interviewed shared that teachers are available to help them; however, students with disabilities and ELLs stated that they do not always know how to express their concerns. During interviews, staff members reported that they had not met to analyze data focusing on ELLs or to collaboratively explore strategies and interventions to address their specific social and emotional developmental health needs.

Recommendation:

The school leader should establish school-wide protocols that ensure the collection, analysis, and use of data to plan instruction that meets the needs of all students, especially the significant subgroups in the school, including students with disabilities, ELLs, and SIFEs. To this end:

- the school leaders should provide PD for all teachers to identify social and emotional developmental health needs and create interventions to address the needs of all students;
- the school support staff should host parent workshops to develop skills and behaviors that would support the social and emotional developmental health of their children; and
- cohort teams should analyze social and emotional developmental health needs of individuals and groups of students and develop interventions to meet those needs, including addressing identified suspension rate issues.

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

- During interviews with the review team, parents indicated that the school has used several avenues to promote communication between home and school. Parents also shared that they did not always receive the written notices from their children. Several parents used email as a means of communicating with teachers while others used the telephone to stay in touch with the school. Several parents attending the parent focus group meeting shared that home communication was not translated into their native language, thus limiting their access to the communications and their ability to participate in the school. Teachers stated that they would like the school to develop more reciprocal communication channels to better advance student achievement.
- Some parents reported that they receive data concerning their children but that they do not fully understand the information and have to call the school for clarification. These parents noted that they have begun to work with the Parent Teacher Association (PTA) to ask the school leadership for further assistance in order to support their children’s needs. The school leader and school support staff reported that the SLT reviewed cohort data and established a grade nine college readiness program to raise expectations for student achievement and help students start preparing for the college application process. However, the review team found no evidence that students with disabilities and ELLs are provided with support to ensure they fully understand the process, or that there are focused efforts to reach out to parents whose native language is not English.
- The parent coordinator serves as the communications facilitator and reports that she knows every parent and is always available for parents in need. During interviews, some parents and students discussed the college search and application process and noted that the school provides a monthly mailing of the “Youth and Community Development Gazette,” which includes notifications and college

information. However, participants indicated the information is not translated to meet the needs of all students and families.

- Teachers and parents reported that there are almost daily contacts with parents regarding attendance, which enables the school and parents to work together to raise attendance levels. They also noted that there are contacts between the school and home regarding academic and behavior issues so that parents can assist in a timely manner to keep the student on track. The PTA president and the parent coordinator work together to develop an agenda for the PTA meetings, which often include issues of parental involvement and ways to ensure that their child is making progress.

Recommendation:

- All communication with the home/family should be translated into the home language so that parents can fully participate in their child's learning.
- Workshops should be provided to enable families to understand what the data says about their children's strengths and weaknesses and to enable them to work in partnership with the school.