



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	342900011496
School Name	Business Computers Applications and Entrepreneurship High School
School Address	207-01 116 th Avenue Cambria Heights, NY 11411
District Name	NYCDOE CSD 29
School Leader	Lynne C. Callender
Dates of Review	February 24-25, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

29Q496 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	96	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	1	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	4
School Composition (2013-14)					
% Title I Population	48.0%	% Attendance Rate			78.4%
% Free Lunch	54.5%	% Reduced Lunch			5.7%
% Limited English Proficient	12.8%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			84.8%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.33	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			19.25
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	38.0%	Mathematics Performance at levels 3 & 4			37.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			64.2%
% of 3rd year students who earned 10+ credits	58.4%	4 Year Graduation Rate			34.0%
6 Year Graduation Rate	64.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

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:

- Increase students' ability to ask, answer, and facilitate text-based discussions using higher-order thinking questions and Accountable Talk structures as measured by the use of classroom artifacts and student work products including entrance and exit slips, written student questions, and APPR teacher evaluation data.
- Increase the use of classroom questioning and discussion as instructional strategies to deepen student understanding of content. Teachers will revise current curricula units to include Essential and Focusing Questions that develop students' higher-order thinking skills.
- Create and monitor SMART Goals for student achievement within each classroom / content area to ensure that students get or remain on track for graduation and college acceptance.
- Ensure that all students will have had the opportunity to participate in one or more mentoring, extra-curricular, and/or school/community service clubs or activities designed to enhance their inter- and intrapersonal skills, provide support in their social-emotional development and develop the academic and personal behaviors needed for college and career success.
- Ensure that all parents/families have the opportunity to visit the school to engage in discussing and celebrating student works and achievement with at least one activity geared towards each family's specific need for their child (e.g., academic enrichment/intervention, social-emotional issues, financial literacy, technology learning, literacy, etc.)

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team made 26 visits to nine 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 119 students (68 percent) completed.
- The school provided results of a staff survey that 12 staff members (80 percent) completed.
- The school provided results of a parent survey that 28 parents (16 percent) completed.
- In August 2012, the current school leader was assigned to the school. In October 2012, the NYC DOE decided to phase-out the school. The school leader took an extended leave of absence from November 2013 through April 2014. The school will close in June 2016. At the time of the review, 93 students in grades 11 and 12 remained at the school.

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 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 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 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 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, 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 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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:				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"> • School leaders, teachers, parents, and students all articulated graduation and college readiness as the school’s mission/vision. The school leader also articulated an instructional focus on text-based, essential questions and the use of higher-order thinking skills. Teachers and parents in their focus groups did not refer to these goals. The IIT found minimal evidence to show that leaders, teachers, and parents consistently work together to accomplish shared goals. • The school leader’s strategic decision to expand Saturday classes for academic intervention services (AIS) and Regents examination preparation has improved performance. Since June 2013, the percentage of students passing Regents examinations in English, global history, United States history, and trigonometry has increased. Interim data project that the four-year graduation rate in 2015 will be 40 percent compared with 28 percent in June 2014. Although data show some improvements in graduation rates, not all students participate in Saturday classes and, the IIT did find evidence of plan to increase student participation. The school supports a virtual enterprise program that promotes students’ career-readiness skills. During class visits, the Integrated Intervention Team (IIT or review team) observed the students in this program working on career readiness skills through experientially learning the components of running a business. To integrate literacy skills across the curriculum, leaders used professional development (PD) sessions for a book study on adolescent literacy. The school leader added common planning time by reducing teaching loads and substituting professional-learning-community periods for administrative assignments. Teachers reported, and the IIT noted, that the increased time for staff meetings had limited impact as staff did not write curricula, examine student work, or analyze data during meetings. • The school leader has not used the annual professional performance review (APPR) observation cycle to provide sufficient teacher supervision to ensure improved instructional practice. The school leader, based on input from selected staff, decided to postpone the observation cycle until the second semester to give teachers time to implement best practices. Thus, at the time of the review, school leaders had completed only four of the 36 required observations. During the focus group, some teachers reported that they were not aware of this decision or its rationale. In addition, teachers reported that they did not have opportunities for professional discourse and they did not receive timely feedback and support. While the four observation reports reviewed contained some actionable feedback, they also directed teachers to read specific articles, without providing mechanisms to ensure that teachers implemented suggested practices. • The school leader and staff have not developed a constructive, working relationship as indicated by the school leader’s and teachers’ statements and the Spring 2014 environmental survey. Although some structures for school improvement exist, such as an administrative cabinet, an attendance committee, and credit-accumulation classes, the leaders of these efforts do not communicate, which limits the 		

effectiveness of these structures. For example, teachers, school leaders, and support staff reported using an informal referral process for addressing student disciplinary and social emotional needs, rather than the referral form and tracking system provided by the school leader responsible for security. In addition, the school leader shared that she requests that teachers maintain logs of parent outreach and although teachers interviewed by the IIT reported that they keep logs of phone calls to parents, the IIT did not find evidence to show that this outreach occurred consistently.

Recommendation:

- To improve teacher practices, the school leaders should serve as coaches. Each coach should hold weekly individual meetings with three assigned staff members during common planning time to collaboratively tailor professional development to the staff member’s individual needs.
- A teacher committee of three led by the chapter leader should plan a weekly team-building and morale-boosting activity as part of the Monday afternoon PD session.

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

- The school is in the initial stages of adjusting the curricula to support the CCLS and meet student needs. Evidence gathered from the school leader and staff interviews reflects that in response to the school’s poor graduation and Regents examination passing rates, staff has focused attention on increasing student literacy and preparing students for examination. Although professional learning community periods provide time for teachers to write curricula, the teacher team observed by the IIT did not plan or write curriculum during this time. Rather, teachers worked individually on clerical matters.
- There is minimal effort to plan and deliver units and lessons that are data driven, support the CCLS, and reflect student needs. Teachers are beginning to use elements of CCLS, such as higher-order questions and complex materials. However, during class visits, the IIT saw examples of teachers providing opportunities for students to discuss and respond to higher- order questions in only six of 26 classrooms. In addition, most teachers did not integrate complex material into their instruction. In the professional-learning-community meeting observed by the IIT, staff did not discuss data or the implementation of the CCLS. The IIT’s visits to the integrated collaborative team and resource room classrooms demonstrated that staff did not base the instruction of students with disabilities on Individualized Education Programs (IEPs). Consequently, Regents passing and graduation rates for students with disabilities remain unsatisfactory.
- Teachers do not create interdisciplinary curricula that expose students to the arts, technology, and other enrichment activities. Statements by teachers and classroom visits reflect that, although teachers have weekly opportunities for horizontal common-planning time, teachers have not used these opportunities to consistently develop lesson plans that connect subject areas. Although some teachers used computers and smart boards, the IIT saw no evidence of technology and arts teachers

working collaboratively to integrate their subjects into regular classroom instruction.

- Teachers are not using a range of assessments to inform their curriculum planning and do not uniformly provide useful feedback to students. Teachers of Regents courses stated that they use item analyses of Regents examination results to guide their planning. However, neither curriculum maps nor unit and lesson plans reviewed included such data. Teachers generally use generic rubrics to assess student work and the IIT observed actionable feedback on student work in seven of its 26 classroom visits. Students and teachers reported no systemic individual conferencing to provide students with feedback and promote their taking ownership of their learning. During classroom visits, the review team saw few instances of teachers integrating checks for understanding into their lessons. Thus, students who did not understand the content were left behind as the teacher moved on.

Recommendation:

- At established weekly PD sessions, teachers should work together to develop strategies for all students and subgroups to integrate one instructional focus each month beginning with:
 - first, checking for understanding throughout each lesson, such as using non-generic entrance and exit slips, student self-assessment using a lesson-specific rubric, and interim assessment questions;
 - second, using essential and focusing questions and discussion; and
 - third, challenging students with complex content.
- Each week, the school leader should monitor and evaluate implementation of the monthly focus.

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.

- The school leaders’ efforts to improve instruction through purposeful grouping and asking critical-thinking questions have had minimal impact on classroom instruction. The review team found evidence of purposeful grouping in three of 26 classroom visits and noted that teachers across the school minimally provide support for students with disabilities. In their focus group, several students stated that some of the work they received was elementary and they sought work that is more challenging. In most classrooms visited, the IIT observed that higher-achieving students who were not challenged and sat with their heads down or were otherwise disengaged.
- The IIT found that during instruction, teachers did not consistently engage and challenge students or support the CCLS. In 13 of 26 observed classrooms, teachers provided instruction that engaged students. In nine classrooms, teachers asked higher-order questions and, in one classroom, the teacher asked students to build on other students’ responses. The review team noticed that, although some teachers taped accountable talk question stems to student desks, none of these teachers required students to use the stems in their responses. Observed instruction for English language

learners (ELLs) was complex and inappropriate for their language level.

- Although parents and students credited the school leader with creating an academically and emotionally safe environment, the IIT saw no evidence of a strong student voice in classrooms. Teachers provided minimal opportunities for students to express thoughtful ideas by participating in meaningful discussions. Although students who met with reviewers stated that teachers treat them with respect, they say that not all students reciprocate that respect toward teachers. Some students reported that they are not ridiculed for giving incorrect answers; however, during class visits, the review team noticed some students responding negatively to other students' answers. The absence of opportunities for students to participate in meaningful dialogues without fear of ridicule from classmates limits the levels of engagement, thinking, and achievement in the school.
- The IIT found minimal evidence of teachers using data and assessments to inform and adjust their instructional strategies and groupings. Further, teachers rarely engaged students in self-evaluation through feedback and other approaches. The physical education teacher had students complete a self-assessment. However, this teacher was alone in asking students to reflect on their own learning. Students in their focus group were not aware of the aspirational level in Regents examinations nor that it reflected college readiness. Teachers do not emphasize students' understanding of their performance level in relation to the expected performance. This lack limits students' ability to take ownership for their learning and to grow academically.

Recommendation:

- Teachers should include in every lesson:
 - a minimum of three high-level questions that require critical thinking, using a model such as Webb's Depth of Knowledge or Bloom's Taxonomy; and
 - opportunities for students to build on other students' responses through accountable talk stems.
- During their common-planning time, teachers should practice these questioning and discussion techniques. During weekly walk-throughs, school leaders should monitor, provide immediate feedback, support, and hold teachers responsible for implementing these instructional practices.

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

Tenet Rating

I

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

- The school leader has initiated some guidance to staff to identify and address student social and emotional needs and ensure that appropriate supports are in place. Evidenced gathered from staff interviews reflects that the school leaders have assigned the guidance function to various staff members in an effort to provide sufficient services to students. Although the student support team meets monthly, they cited no protocols for student referral and follow-up. Staff members refer

students informally to support staff, but do not monitor the effectiveness of the interventions students receive. Although the attendance rate has increased to 86 percent, the attendance committee does not meet regularly and there is no system for monitoring its initiatives. According to student support staff, students with disabilities are not receiving their mandated counseling services. The staff has not developed a system for supporting student social and emotional health; thus, the school serves students reactively rather than proactively.

- The school staff has not worked together to implement programs to consistently address student social and emotional health and to sufficiently support staff's capacity to address student needs in this area. The absence of systems and experiences that lead to healthy relationships and a safe, respectful environment limits the school's ability to support learning for all constituents. The school leader indicated that declining enrollments and improved school tone has resulted in reduced behavioral incidents. The school leader referred to the Respect for All curriculum; however, during discussions with the IIT, neither teachers, students, nor parents mentioned this program. Members of the student support team stated that they have not provided teachers with PD on how to support student social and emotional developmental health. Although a member of the student support team provided classroom management support to a new teacher, the IIT did not find evidence of such assistance provided to other teachers.
- The school community has not developed a strategic plan or shared understanding of how to collaboratively build a safe, respectful environment that is conducive to learning for all constituents. Students interviewed by the IIT shared they felt disengaged from school life, and that the student government had been dormant for many months. According to teachers and support staff, school leaders have not created a forum to meet with representatives of staff, students, and CBOs to create a unified vision and master plan to address student social and emotional needs.
- The school does not have a strategic plan in place for teachers or support staff to use data to address student needs. The IIT found that teachers inconsistently address the needs of students with disabilities, as teachers do not implement the goals or activities in the students' IEPs. Although the attendance committee reviews attendance data, there is no specific strategy in place to address student attendance. While the school leaders indicate that they collect and review data, the IIT found minimal evidence to reflect that the school leaders have ensured that all members of the school staff effectively use data to address students' social and emotional developmental health needs.

Recommendation:

- The student government should be activated and meet bi-weekly with a school leader to provide students with a forum to voice their academic and social concerns and participate in planning school activities. Each meeting's attendance, agenda, and minutes should be disseminated to all staff members and highlights should be published in the Parent Update.

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

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

- Evidence gathered from staff, student, and parent interviews indicates that the school’s focus is on helping students meet the minimum graduation requirements. Although some students and parents who spoke to the IIT shared that they were pleased with the school environment and the school’s emphasis on graduation, some students stated that their schoolwork was not sufficiently challenging. During discussions with the review team, some students reported not being aware of the aspirational level on Regents examinations that indicates college preparedness.
- Parents stated that they were pleased with the school leader’s open door policy and the Parent Update, and appreciated the staff’s rescheduling Parent Association events to Saturday. According to the school leader, parent attendance at these events has increased slightly. Although the school sends individually tailored letters to parents regarding academic intervention and Regents preparation services available, only 15 to 20 students take advantage of these services. Although parent ratings of the school were high, only 16 percent of parents completed the spring 2014 environmental survey and there is no strategic plan in place to increase this number.
- Staff has provided limited training programs to increase parent engagement and support of their children’s academic, social, and emotional growth. Parents interviewed by the IIT, reported that the school provided Saturday workshops on preparing college applications and procuring financial aid, but that they desire more workshops on topics such as parenting skills, the CCLS, the academic program, or student social and emotional health. The IIT did not find evidence of collaboration with CBOs to provide training. The school staff has made limited use of parents as a resource to support student achievement and social and emotional growth.
- The school has made some efforts to share data with parents and teachers. Parents receive ten-monthly academic progress reports and individual letters describing services available to their child. Parents interviewed by the IIT expressed that they were not aware of, or did not know how to, access data through the New York City Department of Education’s website. Further, while staff stated that parents have received training to help them understand student achievement data, some parents stated that they do not feel equipped to help their children academically. In addition, according to the parents who met with the IIT, families do not receive data related to social and emotional health, which limits their ability to advocate for services to address those needs.

Recommendation

- On a bi-monthly basis, staff and the Parent Association should conduct evening student celebratory events, such as a talent night or poetry slam, and use those events for parent and student shared learning experiences, such as solving mathematics problems, conducting science experiments, showcasing student work, and accessing online resources.