



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	321100010370
School Name	School of Diplomacy
School Address	3710 Barnes Avenue, Bronx, NY 10467
District Name	NYCDOE CSD 11
School Leader	Sean Licata
Dates of Review	February 3-4, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

11X370 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	235	SIG Recipient	YES
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	12	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	6
# Foreign Language	3	# Dance	3	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.0%	% Attendance Rate			86.4%
% Free Lunch	87.0%	% Reduced Lunch			3.9%
% Limited English Proficient	11.9%	% Students with Disabilities			25.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			61.4%
% Hispanic or Latino	31.9%	% Asian or Native Hawaiian/Pacific Islander			3.5%
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.82
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.4%	Mathematics Performance at levels 3 & 4			5.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			26.1%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			86.7%
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			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
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 – Elementary and Middle 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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	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				
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:					
1. Instructional Focus: Evidence-based discussion and rigorous questioning.					
2. Mission Statement: Committed to prepare our students for college- and career-readiness.					

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 25 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 205 (72 percent) completed.
- The school provided results of a staff survey that 21 (100 percent) completed.
- The school provided results of a parent survey that 93 (37 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.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					I

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, 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 type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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	I
<p>The school has received a rating of <i>Ineffective</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported that there was some limited collaboration with stakeholders including teachers, student support staff, counselors, assistant principals and some students to develop the vision and mission. However, the Integrated Intervention Team (IIT or “review team”) found through evidence gathered that the school lacks specific, measurable, ambitious, results-oriented, and timely (SMART) goals. In addition, the school has few structures for collecting, analyzing, or using data about growth and outcomes relative to the vision or goals, which has resulted in slow progress and few improvements. The school leader reported that the superintendent helped to develop the vision during the 2012-13 school year. In addition, the school leader said that he revisited the vision in September 2014 with staff and students, but did not articulate school trends or student data used to guide this process. All staff interviewed by the IIT reported that the school has a vision to develop college and career readiness in students. However, during discussions with the IIT, staff could not describe a plan for accomplishing such intentions, nor the progress the school staff has made toward achieving the vision. In addition, comments made by some staff members indicate that they have low expectations for student achievement. • The school leaders made some decisions to organize resources to address school need. However, the IIT found minimal evidence that school leaders use school and student data to guide decisions, build capacity within the structures or staff, and implement routines to monitor efficacy of leadership decisions, which results in duplication of efforts and lack of progress toward the vision. The school leader said that creative service sharing with the other co-located schools on campus has provided students with greater access to instruction in the arts, languages, as well as some enrichment in science and access to computer tablet technology. Although the school leader has allocated funds to support consultants, per-session curriculum development efforts, and Community Based Organizations (CBO) to increase staff capacity, the school leader did not provide evidence of data he collects or reviews to assess the effectiveness of these resource decisions. In addition, the IIT found limited evidence that the assignment of numerous paraprofessionals was based on the needs of students. During class visits, the IIT noted few coordination activities between paraprofessionals and lead teachers. A review of documents shows a trend of declining enrollments projected for the 2015-16 school year, yet the IIT did not find evidence of a strategic plan on how to address and target improvement in enrollment. • The school leaders follow a schedule to implement the formal Annual Professional Performance Review (APPR) agreement, but inconsistencies in the school leaders’ delivery and monitoring of feedback result in teacher misconception of quality teaching and little urgency for improvement. The school leader reports that calibration activities and joint walkthroughs with the network talent coach align the expectations and findings of the school leaders. The IIT found that the quality of instruction observed by the IIT in classes visited did not align with the evidence selected by the school leader to justify teacher ratings and did not meet key priorities in the Common Core Learning Standards (CCLS) 		

pedagogical shifts. Feedback provided by school leaders does not consistently address the areas of greatest need of the teachers, and follow up to ensure accurate and timely implementation is minimal, resulting in little improvement of teacher practice.

- The self-assessment indicated that teachers make beginning of year goals, which the school leader reported teachers revisited in January this year. However, the school leader reported that a formal analysis of strengths and weaknesses in teaching practices has not been conducted and that progress toward the teachers’ goals is not measured by data about student progress and achievement. This has led to the delivery of universal and mandated professional development (PD) topics and not to professional learning differentiated for individual staff and based on student need.

Recommendation:

- The school leader should provide explicit expectations to the school and teacher leaders for monitoring the curriculum implementation and articulated school-wide instructional focus. The school leader should implement a formal routine and protocol to review with school and teacher leaders the outcomes of monitoring activities to hold all leaders regularly accountable for meeting these expectations.

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 staff has selected and purchased commercial products and materials such as, CMP3, Codex, Lightsail, and WordGeneration; however, the school staff lacks a cogent plan to coordinate curricular materials to fully unpack the CCLS for all students and subjects. Although the school leader has provided common planning time within the master schedule for daily teacher meetings and weekly PD, there are no formal expectations, guidance, or protocols for this time and so teachers do not develop effective interdisciplinary CCLS-aligned curricula and instructional plans. Lesson plans reviewed did not include the school-wide instructional focus on evidence-based discussion and rigorous questioning nor complex materials to unpack the CCLS. In addition, activities listed did not describe specifically what students would learn.
- A review of documents shows that while some teachers have begun implementing the academic vocabulary program Word Generation, other teachers have not. According to school leaders, although literacy is the school-wide instructional priority for which all staff is responsible, some staff members have not yet embraced their role as teachers of literacy. However, school leaders do not hold teachers accountable for the lack of implementation nor ensure that those who are implementing the program are successful in increasing student growth.
- The IIT determined that there is limited technology available or used during instruction. Although students participate in a computer technology class, during class visits the IIT found that most teachers’ instruction did not include tasks that promote technology literacy skills or that align with the CCLS. The

school has begun to use a pilot grant project to support literacy skills using tablet technology and the LightSail tool in the English language arts (ELA) class, but adjustments to meet the needs of those requiring additional literacy supports has not yet been made. Data has not been collected or reviewed to indicate success with this program. A review of curricular materials reflects technology integration is not evident in most teachers' plans. In addition, a review of the New York City (NYC) 2014 school survey shows that only 42 percent of students often use computers during the school day to complete a task or assignment.

- Teachers conduct minimal assessment of learning and give limited feedback to students, which limit their ability to adjust the curricula to match student need and to transfer ownership of learning to students. The school leader and teachers reported that the Degrees of Reading Power (DRP) test has been given twice this year and that the teachers consider the data for instruction. A review of school-wide DRP results shows increases in grade-level proficiency from seven percent in September 2014 to ten percent in January 2015, and a decrease in severely at risk from 69 percent to 47 percent. However, the IIT did not find evidence that staff deeply analyzed tests to check for gaps in knowledge and to support curricular and instructional planning. During discussions with the IIT, staff members of the math department reported that they create quizzes and tests each marking period by selecting a specific standard from the CCLS and randomly choosing items from the test prep book RALLY! to test that standard. The IIT noted charts of student names and scores publicly posted for reference, but found minimal evidence that supports how these assessments measure the taught curriculum with a grade appropriate scaffold or sequence. In addition, the IIT found limited evidence of how staff members use assessment data to support students or teachers in identifying next steps needed for improvement.

Recommendation:

- The school leader should immediately direct teachers to implement comprehensive CCLS curricula for ELA and math with fidelity, to include checks for understanding and formative assessments of the taught curricula at each grade-level. All school leaders should regularly hold the teachers accountable for implementation through daily walkthroughs and weekly reviews of planning materials and student work.

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.

- School and teacher leaders' interviews and a review of documents confirm that the school has implemented some structures to begin planning instruction to meet student-learning needs. A suggested lesson plan template is used by many, common planning time is programmed in the school day, the school-wide instructional focus on evidence-based discussion and rigorous questioning is posted around the school, a commercial program for academic vocabulary is implemented by several teachers, and school leaders conduct observations and walkthroughs that yield actionable feedback.

Overall, these efforts are preliminary and teachers’ planning does not include the scaffolds, supports, and strategies required to deliver engaging and targeted learning opportunities.

- When interviewed by the IIT, students reported that they have positive relationships with teachers and each other. In addition, they have opportunities to ask questions, make conjectures, and disagree in respectful accountable conversations in lessons. However, during class visits, the review team found that students participated in predominantly whole-class instruction. Although student class work and art work is posted on the boards, teachers minimally provide detailed feedback about the quality of work to help students understand the steps needed for improving their work. Examples of feedback on work samples included, “nice job,” “follow direction next time,” and writing symbols like a check plus or “3.” While school and teacher leaders report that Lexile data and management needs are considered for some groupings, the IIT did not find evidence of differentiated process, tasks, or products to attend to students’ varying needs. During class visits, the IIT found that written plans did not consistently match the enacted class activities, and that teachers assigned students the same tasks and prompts. In addition, reviewers noted few instances of teachers using formative assessments or generally checking for students’ understanding.
- The school leader indicated that a school priority of intellectual engagement through academic discussion and rigorous questioning should be evident in all classes. A summary of 25 class visits conducted by the IIT and joint walkthroughs with the school leader and leadership team indicated low-level student engagement. In the 2014 NYC school survey, 36 percent of students disagreed that “most of the teaching staff at my school make me excited about learning,” and most students interviewed during this review supported that finding. Most questions in lessons were at Dimensions of Knowledge (DOK) level 1: Recall/Reproduction. When the occasional DOK level 2 or 3 were attempted, the teacher answered the question for the students or only facilitated singular answers in series, resulting in missed opportunities for students to persist in productive struggle or to extend thinking. Scaffolds, strategies, or stems were inadequate to provide student access to several discussion items and derive understanding or meaning from their participation in the discussion.
- In the general education classes visited, the IIT found no evidence that teachers plan or use strategies or services to consistently support former English language learners. The school leader confirmed that all beginner, intermediate, and advanced level ELLs are placed in a single self-contained class called “transitional bilingual.” One teacher provides all core instruction at all grade levels for approximately 28 students without bilingual supports, which does not meet students’ specific instructional needs.

Recommendation:

- The school leader should facilitate all common planning meetings at least once weekly for each team to model effective planning for learning, including:
 - model facilitation of an outcome-based agenda;
 - formal protocols for analyzing formative student data to explicitly differentiate instructional plans; and
 - steps for school leaders to monitor the implementation of differentiated plans.

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

Tenet Rating

D

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

- For students identified with a disability or “at-risk”, there is a structure of referral and communication in which student services staff (SSS) and an assistant principal meet regularly as the special education team. A check-in/check-out routine for selected students has been established as ten staff members have voluntarily adopted 19 at-risk students to connect with in the morning and afternoon. The school leader reported that these students have improved in all areas, although formal data has not been collected or analyzed yet to support this view. Most of the students interviewed by the IIT reported that there is at least one adult in the school that will help them with emotional or academic problems; however, survey results from May 2014 indicate that 29 percent of students surveyed disagreed that there is a person or program that helps students resolve conflicts. While counselors reported an open-door policy for teachers and students, the school staff lacks collaborative structures to proactively identify social and emotional developmental health needs of all the students, and a specific curriculum to teach students appropriate social and emotional developmental health skills.
- The school leader reported that the school has adopted a Positive Behavior Intervention Supports (PBIS) approach for addressing student behavior in the school. However, the students, parents, and teachers interviewed by the IIT were not able to describe the school’s PBIS program. The school leaders stated that the school staff hosted celebration assemblies to reward classes that have earned enough total points from the staff. There is little evidence that developmentally appropriate positive behaviors are prioritized, communicated, explicitly taught or measured, indicating that any PBIS efforts are preliminary.
- The school staff is beginning to develop partnerships to support some targeted student needs. The school leader shared that the school leaders of the co-located schools meet to develop procedures and supports for student campus transitions, and to plan for the usage of common space. In addition, the school leaders of the co-located schools collaborate to share staff to increase arts, language, and sports opportunities for students. Partnerships such as Ramapo for Children, Creative Connections, and Stella Adler Acting Company have also provided direct support to students after school, and have collaborated with the school support staff and arts teachers to increase student engagement and promote social skills in targeted subsets of students. However, a review of the PD plan as well as teachers and staff interviews reflect that teachers have not yet received any PD on how to identify and support student social and emotional developmental health. There are no plans to provide this PD during the current school year.
- During discussions with the IIT, the student support staff and school leader reported that, the school leaders identified student behaviors targeted as priorities to address across the school and classrooms. This action was in response to high suspension rates and to information gained from the 2014 NYC school survey responses. During the IIT visit, the review team noticed lists of school rules posted in the common areas and expectations displayed in all classrooms. The school leader reported that teachers are now expected to attend to behavior issues within their classroom routines and not to immediately call parents or school leaders to deal with issues. In addition, all students walk in lines through the school, and teachers escort classes through transitions. A review of suspension rate data showed that

principal suspensions have declined by 40 percent and overall suspensions by 34 percent from the 2013-14 rates. However, the IIT did not find evidence of other forms of data that school staff formally collects and analyzes to inform or monitor the social and emotional developmental health of students.

Recommendation:

- The PBIS committee should immediately identify three positive, prosocial student skills as a school-wide focus. All staff should model and teach the skills and formally acknowledge through positive feedback student demonstration of the skills daily. The school leader should ensure that regular (weekly) data is collected, analyzed, and shared by the committee to monitor the implementation of the positive skills.

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 regularly communicates school information and events to families in the prevalent languages of English and Spanish via newsletter, school messenger, email, and mass mailings. Jupiter Grades, an internet-based tool, is available for parents and updated regularly for access to students’ grades, but usage data is not regularly collected and analyzed. The school leader has programmed time in the master schedule for parent engagement every Tuesday, and reports that teachers and some support staff use this time to connect with families via newsletter, email, and telephone. The IIT did not find evidence that the school leader monitors these efforts for accountability and effectiveness or that these initiatives have resulted in increased parent engagement. The parent coordinator has hosted several workshops from jewelry making to CCLS nights. During discussions with the IIT, teachers and SSS reported that the school has not provided training for parents or professional learning for staff to foster a robust home-school partnership.
- Evidence presented to the IIT shows parent participation is low. Of the 37 percent of parents who responded on the NYC school survey in May 2014, 30 percent indicated they have never been invited to a school event and 60 percent reported being invited less than two times. A review of attendance records from fall parent conferences show an average attendance of 44 percent with some sections as low as 27 percent. The four parents interviewed by the IIT confirmed that the school sent a mass invitation to all families to participate in interviews with the IIT. Although the parent association exists, the school calendar lists few meetings, and several of the school-hosted workshops have had no attendees this school year. The school self-assessment indicates plans to survey parents to find out why they are not attending events; however, the school leader confirmed that staff has not yet formalized a plan to conduct a thorough review of family engagement with corresponding intervention actions.
- Although grades are reported to families using progress reports, report cards, conferences, and Jupiter Grades, misunderstanding about the data prevails. The IIT found no evidence of training planned to help parents understand the information shared in the progress reports. Some parents interviewed

expressed that they are pleased with the progress of their students and the support the school provides. However, in contrast to that view, the school's performance data indicates the rate of passing core courses hovers around 74 percent, yet only 22 students in the school are proficient in ELA and 14 students are proficient in math. Overall, the grading, reporting, and communication mechanisms for families have not supported parents' understanding of low student proficiency and little school-wide progress in order to foster parent advocacy for increased academic, social, or emotional supports for their children.

Recommendation:

- At parent conferences, teachers should provide written tips for parents to support academic progress and the parent coordinator should conduct a survey to learn about the communication needs and preferences of families. The school leader, student support staff, teacher leaders, and the parent coordinator should analyze the survey data and use this information to plan the next steps to increase parent engagement.