



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331300011412
School Name	Brooklyn Community High School of Communication, Arts and Media
School Address	300 Willoughby Avenue Brooklyn, New York 11205
District Name	NYCDOE
School Leader	James O'Brien
Dates of Review	March 10-11, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

13K412 School Information

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	405	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	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	30	# Music	7	# Drama	2
# Foreign Language	11	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.5%	% Attendance Rate		84.3%	
% Free Lunch	80.3%	% Reduced Lunch		6.7%	
% Limited English Proficient	3.0%	% Students with Disabilities		21.0%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American		74.8%	
% Hispanic or Latino	20.2%	% Asian or Native Hawaiian/Pacific Islander		0.7%	
% White	2.0%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# 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)		9.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		2.3	
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	66.3%	Mathematics Performance at levels 3 & 4		43.5%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	78.9%	% of 2nd year students who earned 10+ credits		77.8%	
% of 3rd year students who earned 10+ credits	81.3%	4 Year Graduation Rate		77.7%	
6 Year Graduation Rate	76.9%				
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		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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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	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:

- By June 2015, all teachers will collaborate, design, and implement Common Core aligned and instructional shift informed curriculum in all core academic disciplines that provides access points and support to all students, including targeted student groups. 4 curricular units will be submitted to Administration for review, 1 each academic quarter.
- By June, 2015, 95% of regularly attending students will complete our advisory program, including completing and presenting a year-long portfolio of academic, artistic and college preparatory deliverables; and 33% of students will complete at least one extra-curricular program, with a special emphasis on our arts academy programming, with both realms geared towards healthy relationships and a safe, supportive and rigorous environment conducive to learning, self-esteem and leadership.
- By June, 2015 through the implementation of ongoing teacher-led professional learning and teacher-led grade and department team inquiry, teachers will provide coherent, appropriately aligned Common Core-based instruction that results in 75% of BCAM teachers showing at least one level of growth in 2 of the 8 required Danielson component areas.
- By June 2015, all BCAM teachers will receive a minimum of 4 observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching. These component areas will also be addressed through regular professional learning pods, various internal/external professional learning opportunities and individualized administrative, coach, partner and lead teacher support. This leadership and support will result in a 2% increase in cumulative Regent pass rate and cumulative credit accumulation as reflected in our City 2014-15 School Quality Report .
- By June, 2015, BCAM's attendance rate will increase to 87% with a strong emphasis on parental engagement, outside partnerships and targeted student programs.

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 a total of 38 visits to 28 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 366 students (96 percent) completed.
- The school provided results of a staff survey that 27 teachers (93 percent) completed.
- The school provided results of a parent survey that 66 parents (17 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 2:				D	

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

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

3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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
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The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- School leaders, teachers, students, and parents articulated the school’s vision differently, with all representatives of the school community including graduation and college readiness as the vision, while only the school leader mentioned arts integration. Discussions with the school leader and staff indicated that the school leader led the goal-setting process. Staff and students collaboratively established the school’s Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals, which link to the school’s long-term vision for academic success. The review team saw no evidence that systems for monitoring progress towards these goals are robust enough to bring sustained, significant improvements to student achievement.
- The school leader’s decisions have not consistently increased student success; the graduation rate has not increased over the past four years. The school leader constructed teacher programs to comprise 20 periods of subject instruction, three seminar periods, and two advisory periods. The seminars, which were achieved by reducing advisory periods, allow students to meet in cross-graded classes for credit-bearing electives, such as culinary arts, videography, and mixed media. The school leader moved students from block scheduling to individual scheduling, allowing cross-graded Regents classes. This additional flexibility in programming allows students to enroll in credit-bearing electives based on interest. However, the school leader reported that he has not evaluated the impact of these decisions on academic achievement.
- Teachers reported that school leaders and the network achievement coach provide teachers with targeted feedback based on classroom observations, analysis of Annual Professional Performance Review (APPR) Advance Reports, professional discourse, and walk-throughs. The Integrated Intervention Team (IIT or review team) noted that not all observation reports include actionable feedback with next steps. The absence of useful feedback in many reports limits teachers’ ability to improve instructional practices. The school leader has facilitated peer inter-visitation as a means to improve instruction and teachers reported that they had all visited colleagues’ classrooms to observe demonstration lessons and then debrief. However, discussions with school leaders indicate that they do not always hold teachers accountable for the implementation of observed best practices in their own classroom.
- Some structures and systems for guiding school improvement exist, such as an attendance team, the Advance teacher observation and evaluation system, and analyses of credit accumulation and Regents examination data. The absence of interaction among these structures limits their ability to drive school improvement. The review team saw no evidence of a system to collect and analyze student social and emotional development data, including intervention outcomes, or the achievement data of students with disabilities. Thus, the school leaders rely heavily on anecdotal evidence and do not track and regularly evaluate interventions for effectiveness. The absence of evidence-based systems limits the school leaders’ abilities to make sound strategic decisions and adjustments.

Recommendation:

- In order to grow a cumulative knowledge base of best practices, the school leader should select a monthly focus in which all professional support and feedback to teachers should be devoted to one priority, beginning with:
 - checking for understanding; and
 - providing supports for students with disabilities.
- The school leader should monitor and evaluate weekly the implementation of the monthly focus and its impact on improving student achievement and the quality of instruction.

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.

- Although the school leader is developing a plan to ensure the consistent implementation of curricula supporting the Common Core learning standards (CCLS), this curricula is not reflected in all classrooms. The school leader has facilitated professional development (PD) to support teachers in implementing CCLS and provided opportunities for teachers to plan together a curriculum that will prepare students for college and careers. However, the review team did not find evidence of uniform implementation of best practices in curriculum and instruction across all grades and content areas.
- Although curriculum documents, such as scope and sequences, unit and lesson plans, support the CCLS, there is a disconnect between the written curriculum and its implementation in classrooms. The review team made 38 classroom visits. The team observed planning for, and asking of, higher-order questions in 18; use of complex materials in 22; and checks for understanding integrated into classroom instruction in 6. Supports for students with disabilities were generally absent, which is reflected in the subgroup’s 54 percent four-year graduation rate in June 2014. When interviewed by the review team, teachers reported using a range of assessment data to plan the curriculum. During class visits, the IIT found that teachers seldom made curriculum and instructional adjustments to guarantee that learning tasks matched the differing needs and abilities of students.
- The review team found that the arts are integrated across the curriculum and students have good arts learning experiences. However, classroom visits and teacher interviews demonstrate that teachers have not used horizontal common planning time to develop interdisciplinary units and lessons, outside of the arts. The school leader noted that the teachers are beginning to use curriculum maps to identify interdisciplinary connections. However, absence of interdisciplinary activities beyond the arts reduces student engagement and prevents a deeper understanding of the interconnectedness of all knowledge.
- Teachers reported that they use data from the Measures of Student Learning (MOSL) examinations in the fall and spring and in-school examinations and Regents examinations in January and June to plan curriculum and instruction. However, during classroom visits, the review team observed a lack of

alignment between the curriculum and assessment, which limits student achievement.

Recommendation:

- At established weekly professional development sessions or common planning time, teachers should work together to develop strategies for all students and subgroups and to plan a monthly instructional focus beginning with:
 - checking for understanding throughout each lesson by using such techniques as non-generic entrance and exit slips, student self-assessment using a lesson-specific rubric, and interim assessment questions;
 - providing specific supports for students with disabilities, such as different points of entry, re-teaching, differentiated tasks and products, modeling tasks, and explicit instruction by the special education teacher.
- 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.

- A review of PD documents and discussions with the school leader and teachers demonstrate that school leaders are supporting teachers to develop data-driven instructional plans and practices. School leaders and teachers reported that differentiated instruction is high on the staff’s agenda. The calendar, however, shows a lack of PD on students’ diverse needs and learning styles. The IIT observed scarce efforts to meet student needs using strategies such as multiple points of entry, different products, re-teaching, introductory content, explicit instruction by the special education teacher, or parallel and alternative teaching. Of the 38 classrooms visited, the IIT saw examples of purposeful grouping in only four and scaffolding and adaptive supports in only three. English language learners’ (ELLs) engagement was high in the three leveled pull-out classes, beginner, intermediate and advanced, which provided sufficient differentiation and multiple entry points. However, there were no supports for ELLs in their regular subject classrooms. The absence of multiple points of access for all students limits engagement, thinking, and achievement.
- The school leaders and teachers have created a professional learning community based on their positive relationships in which teachers are attempting to integrate the CCLS and best practices in classroom instruction. However, the IIT found that across the school, teachers do not uniformly employ best practices and Instructional shifts. In 38 classroom visits, students were actively engaged in 25, complex content was used in 22, higher-order questions were asked in 18. The review team concluded that teachers were having difficulty implementing higher-level best practices because teachers were expected to integrate all best practices at once rather than progressively.
- Parents and students credited the school leader with creating an academically and emotionally safe environment. The IIT observed in only 10 of 38 classrooms that students had opportunities to express

thoughtful ideas by participating in meaningful discussions. More positively, students and teachers stated that they treat each other with respect and the IIT confirmed a respectful climate in classrooms and hallways. Students also expressed appreciation for the opportunities to express themselves in the student government and senior committee where they play a pivotal role in student affairs.

- Staff establish student academic goals during advisory period and progress toward meeting those goals is displayed on classroom charts. The review team’s class visits as well as statements made by students reflect that teachers minimally engaged students in self-evaluation through feedback and individual conferences outside of the advisory period. Teachers asserted in their focus group that they use Regents examination, MOSL, and school assessment data to adjust instructional strategies. However, during classroom observations, the review team found minimal evidence to support this assertion. In addition, lesson and unit plans do not incorporate checks for understanding. Strategies employed by staff have had little impact on student achievement as measured by Regents examinations’ scores in all core subjects except English.

Recommendation:

- Every lesson should include:
 - 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 (that is, the Institute for Learning model).
- During their common planning time, teachers should practice these questioning and discussion techniques. During weekly walk-throughs, school leaders should monitor, provide immediate feedback and 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

D

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

- Evidence from discussions with teachers and the school leader indicate that there is no formal referral process for students to receive social emotional services; rather, grade teams or individual teachers informally refer students to the social worker or guidance counselor. Further, there is no system in place to track students referred, monitor the services they receive, and evaluate the effectiveness of those services. There is no ladder of referral or referral form requiring teachers to indicate interventions attempted prior to referral. Although there is no formal system to match students with specific adults, all students in the focus group reported that there is at least one adult in the school they feel comfortable approaching with personal issues. The absence of a formal system to track and monitor services for students with social and emotional needs limits the school’s ability to create a

safe, respectful environment that is conducive to learning for all constituents

- The school makes some efforts to meet the social and emotional needs of students; however, these efforts are not supported by a program of PD to build the capacity of staff to identify and meet the diverse needs of students. In the 2014-15 school year, staff eliminated the social and emotional development curriculum that was part of the advisory program, because the program was reduced from four to two periods weekly. Teachers and students reported that academics has become the sole focus of advisory. As a result, there is no overall vision for student social and emotional development, no program addressing these needs, and there is no clear plan to increase staff capacity in this area.
- Discussions with students, staff, and parents reflect that members of the school community do not have a clear understanding of their individual roles in addressing student social and emotional needs. Without a strategic plan, the school’s social-emotional initiatives remain reactive rather than proactive and there is no shared vision for expected student social and emotional outcomes during their time at the school. Thus, efforts are disjointed and evidence from discussions with teachers and support staff indicate the grade teams, not the student support team, drive the school’s social and emotional development efforts.
- The school leader has not implemented a comprehensive strategic plan using varying sources of data to address student social and emotional needs. Although school leaders review iLog and Skedula data to monitor student support efforts, school leaders and support staff have not developed or implemented a strategic plan to help teachers use data to address student social, emotional, and academic needs. The average daily attendance rate rose from 81 percent to 84 percent during the 2014-15 school year. There is, however, no strategic plan to address the needs of long-term absentees and students whose attendance falls below 80 percent. Consequently, the staff does not adequately address student needs and there is no strategic system in place to monitor and evaluate student social and emotional progress.

Recommendation:

- The advisory teachers should implement targeted lessons addressing student social and emotional needs from the school’s advisory curriculum and other sources a minimum of once every two weeks. Within a month, at a Monday professional development session, members of the student support team should provide teachers with an overview of appropriate social and emotional development for students in grades 9 to 12.

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 discussions with the IIT, the school leader reported and parents confirmed that the school leader communicates high expectations for students at well-attended parent events, such as the grade

nine orientation, back to school night, the three parent-teacher conference nights, and the spring gala. The school leader also communicates these expectations to students through daily interactions and at large student events, such as the awards assemblies. Discussions with parents indicated that some, but not all, teachers make clear their academic expectations for students. The school leader recognized that acting on parent suggestions about improving communications will strengthen the home-school partnership.

- The school leader and teachers reported that communication between home and school takes the form of newsletters, back to school nights, parent-teacher conferences, and other similar events. The school leader and teachers reported that they hold weekly parent outreach meetings during which grade teams meet with parents of students who are having difficulty to forge a plan of action to support their children. However, these outreach meetings conflict with the schedules for student academic intervention services, which reduces time devoted to parent outreach.
- Evidence from the teacher and parent focus groups indicated that the school has not provided sufficient training to encourage parent engagement and allow parents to advocate for appropriate services for their children. Parents have not received guidance in the CCLS, have not been shown student coursework, and have not been provided with tips and strategies for helping their children reach higher levels of achievement. The school leader confirmed that such efforts have largely been overlooked as the school first tackled what it perceived as more important issues, such as graduation rate. Further, evidence from the PD calendar and discussions with staff indicated that there has been limited PD on helping teachers build and sustain productive home-school partnerships.
- The school leader reported that students receive four report cards and four interim progress reports annually. In focus groups, parents reported that, although they receive these reports and attend quarterly parent-teacher conferences, the staff does not consistently clarify the data's meaning or implications. While staff stated that parents have received some training to help them understand student achievement data, parents in the focus group said they have not received such training. Only one parent indicated that she accesses student data via the Pupil Path parent portal. Parents' limited understanding of data reduces their ability to assist their children and advocate for appropriate services.

Recommendation:

- The school should use important parent events, such as the quarterly parent-teacher conferences, year-end portfolio presentation, and Parent Association meetings, to showcase student work, to have students and parents access Pupil Path together, and to share learning experiences such as solving mathematics problems and conducting science experiments.