



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331500010136
School Name	I.S. 136 Charles O. Dewey Middle School
School Address	4004 4 th Avenue, Brooklyn, NY
District Name	NYC CSD 15
School Leader	Eric Sackler
Dates of Review	November 12-13, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

15K136 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	486	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	20	# SETSS	14	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.4%	% Attendance Rate			93.9%
% Free Lunch	93.2%	% Reduced Lunch			3.7%
% Limited English Proficient	43.9%	% Students with Disabilities			24.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			1.8%
% Hispanic or Latino	86.2%	% Asian or Native Hawaiian/Pacific Islander			6.6%
% White	5.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.86	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# 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)			11.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.56
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	7.3%	Mathematics Performance at levels 3 & 4			6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			14.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			59.3%
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			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			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):					
<ol style="list-style-type: none"> 1) Increase the number of students emerging and above performance on State ELA exam by 10%. 2) Increase the number of students emerging and above performance on State Math exam by 10%. 3) Maintain 95% of all students living the 7th habits each month (doing the right thing / no incidents or occurrences or removals). 4) Increase parent participation at all school functions. 5) Maintain 95% attendance rate. 					

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited a total of 47 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, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 441 students (94 percent) completed.
- The school provided results of a staff survey that 42 teachers (91 percent) completed.
- The school provided results of a parent survey that 119 parents (27 percent) completed.
- The Assistant Principal has been on paternity leave during the past month, returned for one day of the review and resumed his leave on the subsequent day.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.					
#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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
<p>The school has received a rating of <i>Developing</i> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader articulated a school vision that is student-centered, which focuses on students as leaders and stresses goal setting, respect, and responsibility. The school leader indicated that he and his cabinet have identified five major goals, which are specific and measureable. However, the review team noted that the academic goals to increase English language arts (ELA) and mathematics proficiency by ten percent are not high enough to address the school’s priority status. The school leader also noted an attendance goal of 95% and for the number of students living the “Seven Habits” of effective people goal, which can be monitored using monthly attendance and incident data. However, the review team found the goals are not linked strategically to improve student academic progress. Rather than presenting an interconnected approach to achieve the School Comprehensive Education Plan (SCEP) goals, each focus group mentioned only school goals that affected their own group. Teacher leaders at the vertical team meeting focused on academic goals and Covey’s “Seven Habits.” Students noted improved behavior and goal setting, while parents indicated they had minimal participation in the development or creation of the vision, mission, and goals. • While the school leader has made some strategic decisions regarding resources, he has not maximized the low one to nine staff to student ratio to ensure school academic improvement. The school leader reported he hired or identified two assistant principals (APs), five teacher leaders, two deans, intervention staff, and a data specialist as part of his cabinet. However, the review team did not find evidence that he created a cohesive system for continuous and sustainable school improvement to address the school’s priority status. The school leader provides weekly common departmental planning time and reports that he monitors professional development (PD), models best practices, and tracks student mastery and actionable feedback. However, the review team found only on-line monitoring of these efforts. In the teacher survey, 46 percent of teachers disagreed that the principal participates in instructional planning to support teacher pedagogical practice. Although the school leader noted that he has scheduled extended learning time on Saturdays, as well as before and after school, for English language learners (ELLs) and students with disabilities, the review team found no evidence of student subgroup data related to their academic progress this quarter. • The school leader indicated that the school leaders have completed the two required “norming” walk-throughs as part of the Annual Professional Performance Review (APPR) process to create a baseline. One AP conducted an informal fifteen-minute observation as part of the APPR process but provided limited written, actionable feedback and no post-visit monitoring. While the school leader reported he informally visits classrooms and provides verbal feedback regarding pedagogy, he confirmed that no other formal or informal observations have been conducted to date. The lack of a targeted and frequent observation schedule that offers written, actionable feedback to teachers limits improvement of teacher practices, the targeting of PD focusing on individual instructional needs, and 		

the ability of the school leader to hold staff accountable for continuous progress.

- Although the school leader has implemented some data-driven processes to improve and track student behavior and attendance, he has not developed a comprehensive system for effectively using academic data. To address this need, he reported that he has hired a data specialist. At three of four departmental meetings that the review team observed, teachers inconsistently used data related to student performance tasks, and only English as a second language (ESL) staff discussed item analysis trends. While the school leader indicates he requires monthly benchmarking data from teacher leaders of each subject area, the science and mathematics data provided to the review team was grade level specific and not student specific, which limits its use for measuring individual and subgroup progress. The limited use of data to determine improvement strategies in critical areas, such as instructional practice and student academic needs, minimizes the school leader’s ability to access the cause of problems and determine steps for school improvement and student academic achievement.

Recommendation:

- The school leader, together with other leaders, should design and implement systems that make effective use of data to monitor and evaluate students’ progress and determine the next steps in their learning. Both the school and teacher leaders should then monitor that all teachers are using this information to meet the needs of individual students as well as subgroups.
- The school leader should also devise a formal schedule of targeted and frequent observations for teachers, which offers written, actionable feedback to monitor and assess instructional practice.

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.

- The school has begun to align curricula to the Common Core Learning Standards (CCLS), and some lesson plans reflect an awareness of the instructional shifts. However, the review team found that modification of the CCLS curricula and rigorous assessments for identified individuals and subgroups, with multiple points of access to learning, are limited. Only one of forty lesson plans provided to the review team included the rationale and names of students for purposeful grouping to address individual needs. While weekly common planning time and some PD are provided for lesson design, the school leader has not provided guidelines to develop unit and lesson plans that are based on student data. The review team found that teachers do not consistently scaffold complex texts, modify tasks, or promote critical language acquisition and higher-level thinking. However, Sheltered Instruction Observation Protocol (SIOP) PD has been provided to all teachers, and SIOP language and content objectives appear in most lesson plans for purposeful teaching of academic vocabulary.
- Lesson plans do not consistently reflect the CCLS expectations; include evidence of data-driven instruction (DDI), or lists of specific academic vocabulary to address student subgroup needs. The

review team found that daily lesson plans and unit plans do not include the progression of sequenced and scaffolded skills. Interdisciplinary learning is evident in mathematics, science, and technology plans as well as in the immigration unit in social studies, which was introduced this year. Integrated ELA and Art supports are in place for improving the writing process and deepening student understanding of why groups immigrated. However, the review team’s examination of final immigration projects showed an inconsistent use of rubrics to assess performance as well as lower expectations for ELLs and students with disabilities, when compared to general education students.

- Despite departmental common planning time meetings to discuss baseline and summative assessment data, teachers do not consistently plan and use formative assessments to provide on-going actionable feedback for students. The review team found that few plans refer to data from prior lesson assessments, and student interviews indicate that many students do not fully understand how to achieve proficiency and improve their rubric score. The feedback provided to them is general in nature, such as indicating they should work harder, rather than individualized strategies to help students achieve their next steps in learning. Each month, the ELA teachers join ESL staff to identify additional scaffolds to modify instructional plans and practice. Although school leaders report they meet weekly with teacher leaders in cabinet meetings to discuss peer visitations, the review team found that the school leader has no formal schedule to monitor and support individual teacher curricular planning.

Recommendation:

- In order to promote high expectations and improved progress for all learners, the school leader should purposefully model, support, and monitor the instructional planning of all teachers. Teachers should design coherent CCLS-aligned curricular plans, based on summative data and formative assessments, which enable students of all abilities to make progress in their learning.

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 leader reported that he provides teachers with opportunities for PD related to CCLS-aligned curricular implementation and best practices. However, the review team found inconsistent use by teachers of summative and formative assessments to identify gaps in students’ knowledge and skills and to modify instructional plans or practices to meet the specific needs of individual students. The review team noted that some teachers of ELLs used the New York State English as a Second Language Achievement Test (NYSESLAT) and Annual Measurable Achievement Objectives (AMAO) data for grouping and progress monitoring in the classroom. However, the use of data on a school-wide basis to inform instruction was limited. Generally, students were grouped randomly, with few strategic adjustments for instructional delivery to close knowledge and skill gaps. Four of 38 teachers used learning centers with hands-on projects to differentiate performance tasks, monitor individual skill development, and allow for student choice. Few teachers presented a progression of scaffolds for

complex tasks or modified classwork to address learning styles and meet the needs of all subgroups.

- The school leader stated that he conducts online monitoring of PD. However, at the time of the on-site visit, the review team found that observation feedback had been incorporated into revised instructional practices on a very limited basis. The school leader provided the review team with one instance of written feedback this year to assess impact on pedagogy. Although 83 percent of students surveyed and eight of ten students interviewed indicate that they feel intellectually safe in classrooms, the review team observed limited opportunities and encouragement given to students to have a voice in shaping their learning experiences. Some beginner ELLs interviewed shared that they felt disengaged because they are struggling to gain a basic understanding of content and needed additional academic vocabulary to deepen their understanding of concepts. Other students at the large focus group noted the increase in “hands-on” labs and inquiry-based lessons but also indicated that work is often repetitive.
- Displays of student work do not consistently reflect the expectations of the CCLS. For example, work posted in a classroom display under “Great Group Work,” included one, three-word sentence and images cut from magazines, with no rubric to explain the task. Mathematics and science data was posted in hallways to provide school-wide feedback on student progress in mathematics calculation and lab report writing. However, the review team found limited evidence of individualized feedback to address student needs. Most teacher feedback included circled rubric boxes to indicate performance levels, with little commentary, such as no hypothesis or no sources cited. As a result, students are limited in their ability and understanding of how to fully reflect upon and assess their own progress.

Recommendation:

- In order to increase the engagement and achievement of students, teachers should use summative and formative assessments to plan lessons, which are soundly based on students’ needs. Teachers should also provide clear and frequent, actionable feedback to students, using on-line tools and NYSED rubrics, so students can self-reflect and know how to improve their work.

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

Tenet Rating

D

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

- The school leader has identified staff and developed some processes to address the social and emotional developmental health needs of students, and ongoing monitoring of student behavior and attendance is in place. The pupil support staff (PSS) is comprised of a guidance counselor, psychologist, Individualized Education Program (IEP) compliance specialist, two deans, as well as a Response to Intervention (RTI) placement teacher and data specialist to address interventions for RTI and students with disabilities. There are no formal communication systems to inform school leaders, teachers, and parents of the work of the PSS and support for all students. Although there are bi-monthly meetings of

the PSS and attendance and discipline data are monitored daily by attendance staff and deans, academic progress and RTI placement data are not consistently collected, analyzed, and linked to the needs of individual students.

- The needs of subgroups with cultural and language barriers, are not consistently monitored for progress. For example, former ELLs, programmed into the Integrated Co-Teaching class, receive one to ten teacher/student social and emotional developmental support. However, no data has been compiled to determine if the program is meeting the language acquisition needs of the ELLs while also meeting the needs of English speaking students with disabilities. While PSS members articulate a process to address and report the academic and social and emotional developmental health needs of students in crisis, they state that other communication to school leaders, teachers, and parents is informal and on an as needed basis.
- To help create a school culture conducive to learning, the school leader implemented the “Leader In Me” process. He reported that the program uses the “Seven Habits” of effective people to support the SCEP goal for social and emotional developmental health and maintain 95% of all students living the “Seven Habits,” such as doing the right thing and not having incidents or occurrences or removals. Teachers, students, and support staff indicated this model has improved the school’s culture, with 95 percent of teachers and 98 percent of students reporting the school is a safe environment of mutual respect. Although disciplinary incidents have been reduced, limited academic growth has resulted in a priority designation. Despite the “Leader in Me” process and a weekly leadership class, students interviewed were not able to articulate connections to college and career readiness. The review team observed a lack of academic skill development that was challenging, as students in grade eight played multiplication bingo for half the leadership period, followed by twenty minutes of sustained silent reading of low-level texts. Although homeroom and teacher leaders and PSS members have been trained in the “Leader in Me” process, the review team found the model is not sufficiently monitored and evaluated for full implementation and adjustment. There is no strategic plan in place to connect the personal growth component to students’ academic learning goals, which limits efforts to support students’ success.

Recommendation:

- The school leader should:
 - collaboratively implement a robust and coordinated approach, for example, a formal advisory program that connects every student to a specific adult ten to one ratio, which is understood by all stakeholders and addresses supports for students’ academic success as well as their social and emotional developmental health;
 - ensure this approach draws on, and evaluates, a wide range of data so that the needs of all students in the community are consistently met; and
 - further develop and implement the “Leader in Me” process so that it better and consistently supports and sustains student social and emotional health and academic success across the school. The process should actively develop students’ understanding of skills and behaviors that lead to a

safe and healthy environment in which to learn.

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 uses a variety of communication tools to disseminate attendance, academic progress, and behavior data to families in all relevant languages. While the school seeks to create a cohesive home-school partnership, the review team found there is limited help provided to enable families to understand the school’s academic expectations and to interpret data. The school leader reported that parental involvement is generally centered on the social and emotional aspects of the school community. Parents confirmed that they had little input in formulating school goals. The parent coordinator reported that Saturday extended learning time offers parents opportunities to participate in computer literacy training and ESL but noted that attendance is low due to family and work obligations. While the parent coordinator holds informational workshops at monthly parent teacher association (PTA) meetings, the ten parents interviewed by the review team stated that they do not understand how to help their children with the new demands of CCLS. Teacher survey data indicate that 63 percent of teachers agree with the finding that parents do not understand how to help their children academically. With low attendance at parent workshops and limited reinforcement of high academic expectations by the school leader, parental engagement that supports student academic progress is limited.
- During interviews, parents indicated that they feel welcomed by school leaders and staff; however, the review team found that reciprocal communication is limited. Participants in the parent interview noted that the school is responsive to student and family needs, and the 27 percent of parents who responded to the parent survey were positive about the school. However, the lack of response from 73 percent of parents underscores the school-wide concern regarding the impact of limited parental engagement on student achievement. Although parent contacts are logged and the information is reviewed by the school, there is little evidence that the information gathered is purposefully shared to support student needs. Only 29 parents/families out of 496 students have accessed Pupil Path, the school’s interactive online tool, which limits its use as a communication tool to support students’ academic achievement. Parents and students interviewed indicated they appreciate community-based organizations (CBOs) that address student social and emotional needs and interests. However, school outreach and planning do not consistently inform families and CBOs, such as the 21st Century Sports and Arts program, on how to support students’ academic progress as well as their athletic or artistic interests.
- The school has developed some community partnerships to support student achievement and family involvement. The school reported that a school trip to Peru is sponsored by local funding sources. Another CBO partner, Rush Philanthropic, sponsored an artist-in-residence who taught students Sumerian cuneiform writing to support a grade six social studies class. The school leader noted that this type of long-term planning to optimize CBO and family support for academic achievement is still in

its initial stages, which limits the effective involvement of parents and CBOs in supporting student success.

Recommendation:

- The school leader, parent coordinator and PSS should provide families and community based organizations with opportunities to understand school- wide data and its implications and applications for student achievement.
- Teachers should regularly communicate with parents to increase family engagement and ensure that reciprocal communication leads to a better understanding of the skills their children need to succeed. Communication should be in all pertinent languages and use paper, video, and online media. There should be a proactive outreach that monitors parental understanding to achieve positive student academic outcomes.