



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331600010393
School Name	Frederick Douglass Academy IV Secondary School
School Address	1014 Lafayette Avenue, Brooklyn, NY 11221
District Name	NYCDOE CSD 16
School Leader	Elvin Crespo
Dates of Review	January 13-14, 2015
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

16K393 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	93	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	10	# SETSS	2	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.0%	% Attendance Rate			80.8%
% Free Lunch	85.2%	% Reduced Lunch			6.5%
% Limited English Proficient	0.7%	% Students with Disabilities			29.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			85.2%
% Hispanic or Latino	13.5%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.95	# 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)			22.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			5.93
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			3.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			25.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	57.1%	Mathematics Performance at levels 3 & 4			19.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.2%	% of 2nd year students who earned 10+ credits			39.1%
% of 3rd year students who earned 10+ credits	80.0%	4 Year Graduation Rate			64.7%
6 Year Graduation Rate	68.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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			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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (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		

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	YES		

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	YES		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)

American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. By June 2015, the school leader will promote and encourage 100% of teachers to take ownership of their own professional growth through teacher intervisitations and peer mentoring as measured by peer intervisitation templates that document key enrichment activities as well as teacher growth during classroom observations.
2. By June 2015, 100% of instructional team leaders will facilitate inquiry meetings across content areas to modify curricula based on teacher-developed and shared rubrics that assess student work.
3. By June 2015, all teachers will engage in strategies that heighten student-to-student engagement based on the school's instructional focus of close reading to find evidence to support student claims as measured by teacher observations entered on Advance.
4. By June 2015, all teachers will receive professional development and collaborate with the guidance department to develop a shared understanding of the skills and behaviors that are necessary to address the social and emotional needs of students by creating and implementing actions plans for students who are at risk.
5. By June 2015, all teachers will receive professional development to create and sustain family engagement to support student success with at least a 10% increase in parental engagement as measured by parent attendance at school events.

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 (SESIS).
- The review team made 25 visits to 11 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 district provided results of a student survey that 124 (89 percent) completed.
- The district provided results of a staff survey that 15 (100 percent) completed.
- The district provided results of a parent survey that 49 (39 percent) completed.
- The school opened in September 2002 as a grade six to twelve secondary school. In September 2011 the school began to phase out the middle level grades, six to eight. This process was completed in June 2014, and the 2014 – 2015 school year is the first in which the school is operating as a high school with only grades nine to twelve attending.

- There is a significant discrepancy between City and State data on key measures. For instance, the four-year graduation rate for June 2014 is cited as 65 percent by the New York City Department of Education (NYCDOE) and 45 percent by the New York State Education Department (NYSED). The four year graduation rate for June 2013 is cited as 78 percent by the NYCDOE and 62 percent by the NYSED. There are additional discrepancies in Regents examination scores. For the purpose of this report, only State data will be used as outcome measures.

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 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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	learning.				
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:					I

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.

- The school leader reported that he adopted the school’s original vision and mission statement from 2002 without considering its relevance to current student and school improvement needs. The review team found that the school leader did not link the mission statement to the school’s current specific, measureable, ambitious, results-oriented, and timely (SMART) goals and aspirations to raise academic achievement in 2015 and beyond. Members of the school community did not participate in devising the school’s goals. Staff, students, and parents were able to articulate an overarching generic vision regarding college and career readiness. None were clear as to how this was to be achieved or the role that they had to play. While the school leader indicated he was looking into new initiatives for college and career readiness, such as a Career and Technical Education (CTE) pathway, this pathway to graduation has not been implemented as yet. During interviews, the school leader indicated his uncertainty that students could achieve Regents scores that indicate college preparedness.
- The school leader allocated some resources to address student needs and support school improvement. The school recently received a \$250,000 School Innovation Fund grant, and the school leader confirmed that he used part of the grant to assign mathematics and literacy coaches to improve instruction and student academic performance. However, there was limited evidence available that indicated the data or information the school leader used to make staffing decisions and other initiatives. For example, the school leader eliminated horizontal common planning time in September 2014 and then reinstated it the second semester after seeing the problems it had created by reducing significantly the opportunities for staff to meet and plan together at grade level. During interviews, the school leader stated that comprehensive structures are not in place to assess the impact or success of key decisions taken to help improve student achievement. While the school leader allocated resources to ensure that all classrooms have SMART Boards and that each student has more than one notebook computer, lesson observations by the review team showed that technology is not used consistently or effectively. Limited strategic planning and decision-making hinders improvement in academic performance.
- The school leader indicated that he has made teacher supervision a priority in order to improve instructional practices, but the review team found that these aspirations are not fully reflected either in an adequate number of observations or in instructional practices in the classroom. Although the school leader’s observation reports, written in spring 2014 and fall 2014, provided actionable feedback for teachers, the review team found there was limited monitoring to ensure that all teachers act on this feedback. In addition, of the observations required by June 2015, the school leader had only allocated sufficient time in his schedule for 11 observations to take place by the end of January. The school leader also made little use of the Advance data tool to analyze teacher practices. Therefore, student achievement and school improvement is minimized.
- Although some systems, such as Advance and Engrade are in place, the school leader does not consistently use the data to monitor both classroom and school-wide practices. The review team

found that the school leader makes limited use of data analysis and systems and sometimes relies on anecdotal rather than data-driven knowledge. Student attendance was 78.1 percent in 2014, and in January 2015, it was 68.2 percent. The review team did not find evidence of an action plan to address this issue. While the school leader indicated some limited use of a color-coded tracking system for credit accumulation to monitor student progress toward graduation, the school's graduation rate was 45 percent in 2014. In addition, there was no evidence that the guidance program makes use of data analysis for planning. Limited use of evidence-based systems minimizes the ability of the school leader to determine steps for school improvement.

Recommendation:

- The school leader should deeply analyze aggregated, disaggregated, and longitudinal data (i.e., student achievement, Advance, attendance, incidents, Engrade, counseling, parent outreach) on a biweekly basis in order to strategically plan, monitor, evaluate, and amend courses of action, with accountability specified, to provide consistent and sustainable school improvement.

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 in the process of implementing Common Core Learning Standards (CCLS) - aligned curricula, there is no strategic plan to adjust the curricula to address student needs. The school has curricular materials available for teachers to use as a basis for units and lessons in all subject areas. Although the school is in its fourth year of implementing CCLS, the documents provided to the review team were generally commercially produced plans that were not adapted to students' points of entry. Many of the unit and lesson plans examined by the review team did not consistently indicate teachers' understanding of the standards and did not contain higher-order questions. Few plans included the expected instructional shifts or detailed how the needs of students with disabilities would be met. In six of ten teachers' classrooms visited by the review team, students were not able to consistently demonstrate understanding of instructional content.
- There is minimal data-driven lesson and unit planning which addresses the needs of sub-groups and individual students. There is a disconnect between the commercially prepared plans submitted to the review team and what team members observed in classrooms. There is evidence that teachers adjust curricula to address sub-group and individual student needs in only three of 10 classrooms. Although Depth of Knowledge posters were visible in most classrooms, depth of questioning or higher-order questioning was observed in only three classrooms. Consequently, the curriculum does not yet meet the needs of all students, which hinders high levels of achievement.
- The lack of interdisciplinary planning and instruction impedes students' engagement and achievement. Teachers at the focus group were not able to cite any interdisciplinary activities, and the review team found no evidence of such planning in its document review or during classroom visits. Although the school has ample technology resources, they are not being used to differentiate instruction, provide

complex content, and increase students’ critical thinking. Students do not have an opportunity to make connections between disciplines, which impede college and career readiness.

- Teachers do not regularly use formative, pre- and post-assessments to guide and inform their curriculum planning. Curriculum, instruction and assessments are not yet adequately aligned to ensure that student achievement is tracked over time and advancing at a sufficient rate. Evidence from document review and discussions with students indicated that only three of ten teachers provide students with actionable data-based feedback that promotes students’ ownership of learning. The majority of student work examined by the review team had minimal actionable feedback. Students reported few individual conferences with teachers or counselors, although staff indicated these conferences occur on a regular basis. The review team concluded that staff had over reported these conferences, as there was no evidence to support the assertion that individual conferences with students occurred on a regular basis.

Recommendation:

At the Monday afternoon professional development (PD) session, small groups of teachers should work together to:

- explore and define “academic rigor” and identify and plan activities that reflect high expectations for themselves and their students; and
- identify and plan for activities that promote students’ ownership of their learning.

At the horizontal common planning sessions beginning in February, teams should plan and implement one interdisciplinary unit per month.

The school leader should actively monitor and evaluate implementation of these efforts on a weekly basis to determine impact on raising student achievement.

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.

- Through observation feedback and PD, school leaders are making initial efforts to facilitate teachers’ ability to develop instructional plans and practices that are informed by data, reflect students’ needs and learning styles, and lead to increased achievement. However, the review team found a lack of rigorous monitoring and follow-up by the school leader to ensure that these efforts are translated into practice. Teacher efforts to address students’ varying needs by using instructional shifts, such as multiple entry points, data-driven instruction (DDI), and differentiated activities and products were demonstrated in five of twenty-five classroom visits. Two of ten teachers used data to inform their instructional practices, and one teacher used purposeful grouping. Clear individualized goals for students have not been established, which reduces student ownership for learning and negatively

impacts student achievement.

- The review team observed that three of ten teachers plan and provide CCLS-aligned lessons that incorporate higher-order questions and contain high levels of text and content complexity. However, the review team found that many teachers do not provide students with multiple opportunities to learn by re-teaching content or providing additional support. Questions and activities that require critical thinking were not observed in most classrooms. Discussions regarding increasing academic rigor and implementing thought-provoking instruction were not evident at teacher focus group meetings convened by the review team.
- Students stated and the review team observed that the school is academically and emotionally safe; however, this has not translated into students' active engagement in all classrooms. Most teachers have not tailored instruction to address students' varied backgrounds and individual learning needs. Students in many classrooms worked on worksheets that required them to provide evidence to support their responses. There were minimal opportunities to discuss their work with each other or to share their differing views, opinions or perspectives. Additionally, teachers did not take advantage of the small five to ten student class size to individualize instruction and conference with students. There was a general absence of scaffolding instruction for subgroups of students, which limited student engagement in most classrooms.
- Most teachers do not use data and multiple assessments to inform and adjust their instructional strategies and groupings, or to provide timely feedback to students. During observations, reviewers noted that many teachers do not engage students in self-evaluation of their work. Students reported few individual conferences with teachers. However, whole-class goal-setting conferences took place in September 2014. The majority of student work examined by the review team had minimal actionable feedback. Some student work displayed throughout the school and shared during the small student focus group contained uncorrected errors.

Recommendation:

Teachers should improve instruction by:

- infusing interim assessments during each lesson;
- consistently asking high level questions that require critical thinking;
- requiring students to answer in complete sentences and use evidence to support their responses;
- providing students with multiple activities and opportunities to demonstrate understanding of content; and
- taking advantage of small class size to individualize strategies to help students' mastery. For example, provide materials in different modalities (visual, auditory, kinesthetic) as supports for understanding.

<p>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.</p>	<p>Tenet Rating</p>	<p>I</p>
<p>The school has received a rating of <i>Ineffective</i> for Tenet 5 – Student Social and Emotional Developmental Health.</p> <ul style="list-style-type: none"> • The review team found no evidence that the school leader has developed school-wide systems to identify and address students’ social and emotional developmental health needs and ensure that appropriate supports are in place. Discussions indicate that the guidance program provides minimal support beyond mandated cases. Two part-time deans attempt to address some students’ needs in response to teacher referrals and student self-referrals. The school has not developed formalized strategies to address and monitor students’ social-emotional needs although some participants in the student focus groups reported they have at least one adult in the school they can approach with personal issues. In addition, the review team found there was no system in place to monitor and assess the effectiveness of support staff work with students. Lack of overarching support systems impedes the well-being of students and improvements in graduation and attendance rates. • The school has implemented limited social and emotional developmental health programs, but the PD calendar and discussions with staff and leaders indicate that the school has not provided PD to increase the staff’s capacity to address students’ social and emotional growth. Staff and students reported that the school climate has improved. This was reflected in data seen by the review team, which indicated a reduction in the number of behavioral incidents and classroom disruptions. The school has not coordinated efforts to monitor the impact of the limited student referrals and services. Thus, students’ social and emotional developmental needs have not been sufficiently addressed, which compromises student learning. • The school’s vision lacks a clear social and emotional component. The school’s staff and students have not developed a shared understanding of how their contributions fit together to create and maintain a school environment that is conducive to learning. During interviews with reviewers, the school leader reported he has not yet created a forum in which staff, students, and community-based organizations (CBOs) meet regularly to identify student and programmatic needs and plan activities to address those needs. Students reported a safe school environment. During interviews, school staff, students, and parents were not able to articulate their unique roles in establishing an environment that is conducive to learning and provides effective social and emotional supports. • The school leader has not used data to identify areas that need improvement to address students’ social and emotional developmental health needs. The school leader has not made data collection and analysis a priority in order to create action plans to address students’ social and emotional developmental health needs. Teaching and guidance staff reported that they do not routinely analyze data thoroughly or use it for strategic planning. The review team found minimal evidence of basic school protocols, such as teachers taking attendance in class and holding late arriving students accountable. The school’s reported daily attendance rate in the first two weeks of January 2015 was 68.2 percent. The lack of school structures to support the use of data to address students’ social- 		

emotional needs limits students' opportunities for academic and social and emotional progress.

Recommendation:

- The school leader should establish and lead a student support team that meets biweekly to create protocols and procedures for assessing, referring, and monitoring students' social and emotional developmental health needs, the services they receive, and their progress toward achieving social and emotional goals.

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

I

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

- During interviews, families and students were able to articulate the school's overarching expectations for college and career readiness; however, the school has no strategic plan to ensure that the school's more specific aspirations for high expectations and achievement are effectively or regularly communicated to parents and families. The review team's examination of the recruitment brochure revealed that it did not indicate high expectations or high academic standards. Discussions with the school leader indicate that he has not taken advantage of the well-attended talent show to articulate his vision and secure greater buy-in from families. The school has not evaluated its efforts to build relationships with families, and parent participation in school events is low, which minimizes parents' ability to support student success.
- The school has provided parents with limited opportunities for reciprocal communication. Collaborative efforts to address student needs are limited, and parent engagement is low. While the school leader stated that the Tuesday afternoon parent outreach activities have begun to increase channels of communication between parents and the school, the review team found limited evidence of record-keeping, monitoring, data analysis, and evaluation of these efforts to plan ways to increase parental engagement. During interviews, the review team found that phone calls and conferences with parents are not documented, and the school leader does not monitor these efforts or provide consistent follow-up.
- The school has minimally collaborated with families and CBOs to train staff and parents to increase parental support of their children's academic, social, and emotional growth. Teachers and parents in their focus groups reported little PD to develop home-school partnerships so that both parties are able to work together to support student achievement. During interviews, staff did not cite any local service agencies to which students and families are regularly referred for services. Limited parental engagement and teacher training to create partnerships with families has hindered a strong home-school connection, which hinders student achievement and social and emotional growth.
- The school's efforts to share data about students' academic and social progress with families have been limited. Parents stated that they have not been trained or supported to access, interpret, and use data to engage in their children's education. The lack of sharing data in ways that enable parents

to advocate for their children's needs impedes students' social and emotional development and academic achievement.

Recommendation:

- The school leader should explicitly direct, monitor, and evaluate the parent coordinator and guidance counselor's work in the area of family and community engagement.
- On a quarterly basis, the parent coordinator and teachers will replicate successful evening events, such as the talent show, and utilize those events for parent and student shared learning experiences (i.e., solving mathematics problems, conducting science experiments, students' showcasing their work, and accessing online resources such as Engrade).