



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	342500011460
<b>School Name</b>	Flushing High School
<b>School Address</b>	35-01 Union Street, Flushing, New York 11354
<b>District Name</b>	NYCDOE CSD 25
<b>School Leader</b>	Enric Kendall
<b>Dates of Review</b>	December 2-4, 2014
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## 25Q460 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2231	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	36	# SETSS	8	# Integrated Collaborative Teaching	82
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	19	# Drama	6
# Foreign Language	39	# Dance	N/A	# CTE	13
School Composition (2013-14)					
% Title I Population	63.0%	% Attendance Rate			83.6%
% Free Lunch	65.6%	% Reduced Lunch			6.2%
% Limited English Proficient	19.8%	% Students with Disabilities			14.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			26.0%
% Hispanic or Latino	49.3%	% Asian or Native Hawaiian/Pacific Islander			20.4%
% White	3.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4 mos.	# of Assistant Principals (2014-15)			13
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			10
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.72
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	50.2%	Mathematics Performance at levels 3 & 4			52.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	69.8%	% of 2nd year students who earned 10+ credits			53.3%
% of 3rd year students who earned 10+ credits	60.6%	4 Year Graduation Rate			56.5%
6 Year Graduation Rate	68.5%				
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
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			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
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	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>					
<ol style="list-style-type: none"> <li>1. To support the development of curriculum aligned with the Common Core Learning Standards (CCLS).</li> <li>2. To support budget alignment that provides support for students through tutoring, clubs, student activities, the hiring of more school aides, deans, and social workers, and community-based organizations for sub-groups.</li> <li>3. To build and create new systems that support social-emotional development through attendance outreach and rewards, counseling, and community-based organizations.</li> <li>4. To improve parent and community support through parent engagement activities, such as awards assemblies, workshops, and town hall meetings to discuss community concerns.</li> <li>5. To develop a long-term vision in existing specialized programs, such as Law, Health, and Science Careers, Mathematics, and Business.</li> </ol>					

## 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 (NYSED). The team also included a district representative, a Special Education School Improvement Specialist (SESIS) representative and two representatives from the Regional Bilingual Education Resource Network (RB-ERN).
- The review team visited a total of 120 classrooms during the three-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 1,546 students (65 percent) completed.
- The school provided results of a staff survey that 91 staff members (57 percent) completed.
- The school provided results of a parent survey that 571 parents (25 percent) completed.
- The current principal was appointed as an interim acting principal at the end of August 2014. The school has had four different principals in five years.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	student achievement needs.				
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"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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 type="checkbox"/>	<input checked="" 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"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

**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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

**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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
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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 has revised the mission statement, but has not yet developed Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals in the School Comprehensive Education Plan (SCEP) that reflect new school priorities and areas of instructional focus. The school leader explained that revisions to the mission statement were made without representation from the entire school community; consequently, teachers, parents, and students reported that they did not have a clear understanding of the school’s long-term vision to bring about sustained improvements in student achievement. In November 2014, the school leader developed and shared with teachers the following instructional focus statement: “If teachers model rigorous reading and writing tasks that include scaffolding for academic language, then students will be able to participate collaboratively in pairs or small groups to use text to justify a claim and refute a counter claim.” However, reviewers found that most teachers and students were unaware of the instructional focus or its implications; reviewers found this reflective of a disconnect between school leader plans and strategic implementation that ensures the accomplishment of school goals and priorities.
- In the three months since appointment to the position of interim acting principal, the school leader has realigned resources aiming to improve and increase opportunities for student success. For example, the school leader initiated an audit of student transcripts and responded to the results by redesigning transcripts to more accurately identify credit requirements for promotion and graduation. When significant errors in the master schedule were revealed at the start of the first semester, the school leader authorized a redesign of the school program and student class assignments, and reassigned personnel to prevent the likelihood of the problem reoccurring. However, the school leader has yet to map out a plan to deploy available resources to meet the school’s new academic priorities or monitor the potential impact of resource decisions on raising student achievement.
- The school leader has begun to provide frequent and targeted observations resulting in data that is used to provide targeted feedback intended to ensure continuous improvement in instructional practices and inform decisions related to professional development (PD), staff placement, and coaching. Integrated Intervention Team (IIT) interviews and document review revealed that the school leader had completed informal walkthroughs for 14 staff members and conducted frequent learning walks in the classrooms of all teachers. Working in conjunction with the assistant principals, the school leader has provided teachers identified as “Developing” or “Ineffective” with PD and coaching support as part of an improvement plan. Teachers confirmed that when areas of instructional performance requiring improvement are identified, school leaders provide guidance and follow-up classroom visitations to monitor the application of strategies provided through coaching. However, a review of teacher observation reports showed that assistant principals are applying rubrics inconsistently, which reduces the potential of the process to improve instruction at a more accelerated rate.

- School leaders are beginning to establish systems to track and monitor individual and school-wide practices to inform decisions that will move the school forward. For example, the school leader’s office contains a data wall showing student performance and teacher observation results. The school leader has begun to monitor comparative passing data using current and prior year results for each marking period and subject, noting average increases of 12 percent in the four core content areas. The school leader also reported investigating reasons for non-graduation and concluded that a significant number of students did not graduate because of a failure to accrue physical education credits. The school leader has planned an intensive physical education credit recovery program in response. However, the school leader has not yet ensured that these and other evidence-based structures are connected to drive, support, and sustain school-wide progress and improvement.

**Recommendation:**

The school leader must harness the significant range of skilled professionals, district-provided resources, and the multiplicity of initiatives currently operating within the building into a cohesive, integrated system linked to clearly defined and achievable building goals, a clear vision, and instructional focus to:

- implement and monitor the targeted curricular planning and implementation expectations referred to in the school’s instructional focus statement and connect the instructional focus with the school vision as defined in the SCEP;
- initiate a process whereby the school leader and assistant principals jointly observe lessons and compare assessments to increase uniformity in Annual Professional Performance Review (APPR) program implementation by clarifying and norming the qualitative expectations of targeted teacher evaluations focused on student-centered learning and the use of higher-order thinking strategies; and
- target the range of data collected longitudinally so that the impact of instructional and social-emotional program initiatives can be determined and understood by school leaders, staff, students, and families.

**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 does not have in place cohesive and comprehensive curricula reflecting the Common Core Learning Standards (CCLS) that take into account student needs and contribute to college and career readiness. The school leader reported, and teachers confirmed, that teachers have been provided with PD on the CCLS and accompanying instructional shifts. However, reviewers found that PD has not moved all teachers from awareness to embedded behaviors. For example, although interviewed teachers reported that they were aware of the six English language arts (ELA) and six mathematics instructional shifts, they were not widely known by staff, and not consistently evident in unit planning and instruction in classes visited by the team.

- The school leader stated that curriculum maps reflecting the CCLS and instructional shifts are being developed for all subject areas, but are not complete. Classroom visits by the IIT showed that a minority of teachers plan and deliver effective curricula and lessons that include data-driven instruction (DDI), are reflective of the CCLS, and incorporate student needs, complex materials, and higher-order questioning. Reviewers found that lesson plans that follow the suggested school-wide lesson plan template identify specific Common Core Standards; however, most reviewed lesson plans supported the ELA instructional shifts by simply identifying specific academic vocabulary terms for emphasis during instruction. Few lesson plans reviewed by the team focused on engaging students in higher-order thinking activities, such as analyzing, synthesizing, evaluating, or employing creativity.
- The school leader has not yet devised a formal strategy or plan to guide the introduction of school-wide practices that link subjects together with the intention of increasing student engagement and improving academic achievement. Reviewers found that teachers are not providing interdisciplinary curricula and are not working together to connect curricula across subject areas. Common planning time is organized by subject area without provision for interdisciplinary planning. Teachers reported no process or practice in place that uses student interest in music, art, or technology to increase engagement in ELA, mathematics, social studies, or science.
- Teachers are developing assessment methods, such as the use of content-specific rubrics, to guide and inform their curricular planning. However, reviewers found that in practice teachers seldom provide students with feedback based on data to help them understand how to improve their work and increase achievement. Teachers are provided with a range of data tools linked to student ability and performance assessments that include Achieve 3000, Regents Examination performance data, and the Scantron Performance Series. However, a curricular review by the IIT revealed planning that seldom reflected the use of data to guide instruction or inform curricular decisions. In addition, classroom visitations showed posted and assigned student work not adjusted to accommodate the needs of subgroups.

**Recommendation:**

The school leader should require the assistant principals to work with identified staff to develop or revise subject-area curricula that reflect the CCLS and its instructional shifts by:

- setting expectations for the framework of curricula for each subject area, which should include providing opportunities for cross-curricular connections and adaptations for all subgroups, and identifying and using pertinent data to inform instructional planning; and
- providing supervision of the curricula development process through regular curricular audits and monthly meetings with assistant principals devoted to reviewing the progress of curricula development.

**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.

<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader is developing a plan to engage teachers in conversations about data, with a focus on the development of instructional plans and practices that are adaptive, informed by data, reflective of student needs, and lead to increased achievement and the meeting of student goals. Working in cooperation with the district, the school leader and staff are supporting the introduction of the Sheltered Instruction Observation Protocol (SIOP) as a model of lesson design for better meeting the needs of English language learners (ELLs); interviewed teachers reported that this approach has been helpful. The school leader reported, and review team observations confirmed, that work remains to ensure that all teachers use data to group students or adapt instructional practices to meet student needs. The school leader encourages the use of software to generate reading-level information and provide appropriate reading-level materials, but evidence from teacher plans and lesson observations showed that not all teachers make adequate use of data to match reading resources and materials to the reading levels of individual students. Reviewers found that few teachers provide lessons that reflect the CCLS and incorporate higher-order questioning, text complexity, and multiple opportunities to learn. Many lessons observed by the IIT were characterized by a reliance on whole-group, teacher-centered instruction. Students were often seated in clusters, but generally worked individually, rather than collaboratively, on classwork. Too often, reviewers found that materials and activities used during instruction were neither engaging nor complex. For example, interviewed students could not recall significant assignments that they were willing to describe as memorable or challenging. Few lessons observed in core areas were student-centered or included “hands-on” learning activities. Few classroom visits showed instruction in which students were asked to analyze, synthesize, evaluate, or respond creatively to learning events. Reviewers learned that some teachers have begun to emphasize the citing of evidence and use of academic vocabulary as a critical part of the learning process; however, this practice is neither consistent nor pervasive.
- The team noted that students were rarely engaged in a learning environment designed to be responsive to their various needs or provide for the individual needs of subgroups of students. For example, reviewers observed that students who had successfully completed assignments early were not provided with extended learning opportunities; instead, students completed mundane activities that did not challenge them to push their learning boundaries further. Reviewers noted very few classrooms in which students with special needs were provided with classwork adaptations that accommodated their individual learning needs. ELL students were not often observed actively participating in instructional activities. Consequently, reviewers found that a significant number of students do not have their needs met and academic progress is routinely hindered.
- Some teachers have begun to use data and assessments to inform and adjust their instructional strategies and groupings. However, a review of student work revealed that students are not routinely provided with timely and helpful feedback that identifies what they do well and what they need to work on to improve their performance. In addition, classroom visits seldom showed teachers using thoughtful groupings based on data; many students working in groups reported that they had simply chosen their groups without teacher input.

**Recommendation:**

The school leader and assistant principals should improve the quality of instruction by:

- assessing the capabilities of each teacher in the eight targeted elements of the Danielson Framework and their status toward addressing the elements of the school’s instructional focus statement;
- conferencing with each teacher to determine specific, individual instructional-improvement goals in the targeted areas;
- assigning instructional coaches and lead teachers to work with teachers, and developing a program of intervisitations and peer coaching to foster instructional practices aligned with an agreed upon lesson design model that promotes student engagement; and
- monitoring teacher performance through the APPR program and through building-wide learning walks to assess the progress of teachers in meeting their goals.

**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 not established a comprehensive and cohesive system that identifies student social and emotional developmental health needs and ensures that appropriate supports are provided to students. The school support staff stated that the school has a wide range of practices used to identify vulnerable students, which include teacher referrals, parent identification, and self-referrals; additionally, the school leader reported the introduction of an attendance review process to identify individual students who are most frequently absent. However, the school leader has not yet developed companion plans to create interventions that provide relevant supports for students. In addition, reviewers found no coherent process for determining workshop or PD topics based on ongoing assessments of the collective needs of the school community.
- The school has some curricula, programs, and materials in place to address student social and emotional developmental health needs; reviewers learned that school staff have been provided with some PD to develop adult capacity in this area. The school leader reported that he has built on a range of programs to respond to reported social and emotional health issues facing individual students. These include a referral practice encouraging teachers to direct students to the counseling department, a process for identifying students whose attendance patterns are symptomatic of deeper social and emotional developmental health needs, and a self-referral process. However, these processes are neither systematic, nor fully coordinated, so these activities represent stand-alone services. The school support staff presented the review team with a consolidated youth-development plan to connect the school’s different services; however, a review of the plan revealed that it was recently developed and the nascent nature of this program precludes an assessment of definable outcomes.
- School leaders have begun to organize their work with staff, parents, and students to ensure that student needs are consistently met in a healthy learning environment. For example, as part of an

initiative to embed practices and protocols for identifying and responding to social and emotional health needs throughout the school community, counselors have begun participating in common subject area planning periods on a regular basis.

- The support staff reported a range of strategies and practices in use to gather and analyze data relating to the behaviors and needs of students in areas such as attendance. However, staff members acknowledge that the strategies and practices are not fully integrated in a way that develops a comprehensive database for the purpose of identifying and enabling staff to meet the social and emotional needs of all students.

**Recommendation:**

The school leader should use available resources to establish an interrelated system to promote social and emotional developmental health among all students, that includes:

- defining the roles and responsibilities of existing Pupil Personnel Team members in engaging all staff, parents, and students in identifying and providing interventions to address the social and emotional developmental health needs of all students;
- developing a counseling plan that is a grade-level continuum to ensure that all students receive counseling services appropriate for their grade level, which includes a regular schedule for monitoring student progress toward their academic and personal goals; and
- supporting the developing plan to fully integrate social and emotional developmental health data in a way that supports a comprehensive vision for the best use of this data to identify and meet the social and emotional developmental health needs of all students.

**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.

- School leader communications do not ensure that students and families are aware of high expectations for student success or equip families to help students reach those expectations. Reviewers learned that school improvement plan information was shared with parents attending a September 2014 Parent-Teacher Association (PTA) meeting; however, parents interviewed at the time of the review reported that they were unaware of a new improvement plan for the 2014-15 school year. Reviewers also found that most communications from the school leader to parents were of a routine nature and not focused on promoting high expectations for students or explaining how families can help their children succeed.
- While the school uses a variety of communication methods, home-school communications are not used to increase staff and family understanding of student needs or support achievement. Parents reported that they receive communications routinely provided by schools, such as report cards, individualized education program (IEP) reports, and notifications of problems a student may experience at school; several parents stated that they receive telephone calls from teachers about their children’s

progress. A parent portal on the school website is available, but parents reported that the information is seldom timely, as most teachers do not regularly use this resource to provide updated student information. In addition, although a counselor is available on Saturdays, several parents reported that they were unaware of this service. Teachers reported that school leader expectations had not been established about the nature and regularity of communications with parents. Some teachers reported that they have developed their own strategies for contacting parents and that successful communication was often the result of individual teacher initiative and not part of a strategic plan devised by the school leader to define roles and responsibilities or to improve communications between school and home.

- Parents and teachers reported that they had not received any training, procedures, or expectations for creating and sustaining home-school partnerships. As a result, while media exist for home-school partnerships, such as a website, parent portal, texting, telephone, mail contacts, and periodic parent-teacher meetings, these media are not consistently used to convey tips and tools for how parents and teachers can work together to support student achievement.
- Data is not shared in a way that allows school leaders, staff, and parents to understand student and family needs and advocate for services that address those needs. Parents reported that they do not receive interim progress reports prior to receiving summative quarterly report cards. In addition, although the school leader stated that parents are notified through a robotic telephone system when students have not reported to school or failed to attend classes, this has not resulted in a significant school-wide improvement in attendance.

**Recommendation:**

The school leader should commission a standing committee composed of assistant principals representing administrative, academic, and support services, teacher leaders, and parent representatives with the specific goal of:

- reviewing the efficacy of current attempts to communicate high expectations and parenting strategies directed toward improving student performance;
- reassessing the capabilities of currently available communication media, such as direct mail, texting, phone blasts, email, and teacher web pages, to determine if these are being used to maximum effect, while identifying key content components of the communications to increase their impact on improving academic performance;
- reassessing the design, content, regularity, and mode of delivery of reports to parents in languages they understand and containing relevant student data, such as academic performance, social and emotional developmental health data, reading deficiencies and achievements, writing expectations, mathematics skills, behavior, and attendance; and
- establishing a means for monitoring the implementation and effectiveness of reciprocal communications.