



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	343000011450
School Name	Long Island City High School
School Address	14-30 Broadway, Long Island City, NY 11106
District Name	NYCDOE CSD 30
School Leader	Vivian Selenikas
Dates of Review	December 2-4, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

30Q450 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	2149	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	55	# SETSS	7	# Integrated Collaborative Teaching	122
Types and Number of Special Classes (2014-15)					
# Visual Arts	21	# Music	34	# Drama	1
# Foreign Language	86	# Dance	N/A	# CTE	18
School Composition (2013-14)					
% Title I Population	71.0%	% Attendance Rate			78.6%
% Free Lunch	71.6%	% Reduced Lunch			7.1%
% Limited English Proficient	13.2%	% Students with Disabilities			16.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			11.7%
% Hispanic or Latino	62.1%	% Asian or Native Hawaiian/Pacific Islander			15.2%
% White	10.1%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			13
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			9
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.3%	% Teaching Out of Certification (2013-14)			4.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.84
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	49.2%	Mathematics Performance at levels 3 & 4			60.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.5%	% of 2nd year students who earned 10+ credits			69.3%
% of 3rd year students who earned 10+ credits	65.1%	4 Year Graduation Rate			62.9%
6 Year Graduation Rate	65.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

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	YES	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		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
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	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	YES		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- The four-year graduation rate was 59 percent for Cohort O in August 2013. By June 2014, the four-year graduation rate of Cohort P was 56.24 percent and by August 2014, 59.4 percent. By June 2015, the four-year graduation rate of Cohort Q will be more than 60 percent, an overall increase of at least four percent.
- The 2012-13 attendance rate was 78.2 percent, as calculated by Automate the Schools (ATS) for the 2012-13 New York City (NYC) Progress Report. The 2013-14 attendance rate was 79 percent. The 2014-15 school attendance rate will be over 83 percent, an increase of at least four percent.
- By June 2015, there will be a 100 percent increase in parent attendance at more than three parent workshops intended to regularly communicate student progress data to increase student outcomes, as measured by school survey.
- The passing rate on the June 2013 English Regents was 42.76 percent. By June 2014, the passing rate on the English Regents increased to 51.37 percent, as measured by a score of 65 percent or higher in the 2012-13 accountability year. By June 2015, the passing rate on the English Regents will increase to a

minimum of 60 percent.

5. By June 2015, at least 75 percent of the students in the school will earn more than 10 credits in their third year, an increase of seven percent.

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 (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited a total of 62 classrooms during the three-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curricular materials, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 1,804 students (75 percent) completed.
- The school provided results of a staff survey that 138 staff members (91 percent) completed.
- The school provided results of a parent survey that 406 parents (18 percent) completed.

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	(CCLS) that is monitored and adapted to meet the needs of students.				
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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
	OVERALL RATING FOR TENET 6:			D	

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

- The school leader, working with a school leadership team comprised of assistant principals, lead teachers, parents, and teachers, implemented five theme-oriented, small learning communities (SLCs) and established a school focus on increasing academic achievement, attendance, and graduation rates, which are included among the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals in the School Comprehensive Education Plan (SCEP). Although few teachers, students, and parents could speak to the formal vision, mission, or core values posted on walls, all those interviewed reported that graduation, good attendance, and better grades were priorities. School leaders have outlined action plans for pursuing these goals, but monitoring methods for tracking progress toward reaching goals are not formalized, systematic, explicit, or timely, resulting in an inconsistent sense of urgency and some lack of understanding about the status of student achievement and school progress.
- The school leader has used many of the fiscal, programmatic, human, and physical resources available to the school to provide increased opportunities for student growth and successful outcomes. Expanded Advanced Placement course offerings, arts and music programming, multiple language offerings, and theme-based, trade-related courses, have positively enriched and engaged students across multiple disciplines. To ensure an intervention model that attends to the academic needs of all grades, the school leader has balanced time to implement a “lunch and learn” program, after-school programming, and a Saturday Academy, each of which target all students scoring below New York State (NYS) proficiency standards. Reviewers found that creative use of professional time in the master schedule has provided for numerous professional development (PD), common planning, and inquiry opportunities that build teacher capacity to provide improved instruction.
- Structures for formal and informal observations of teachers are distributed across school leaders. During Integrated Intervention Team (IIT) interviews, teachers reported that they regularly receive feedback about their practice; however, 20 percent of the school’s teachers responding to the 2014 New York City (NYC) School Survey disagreed that school leaders give regular and helpful feedback about teaching. In addition, a formalized system to explicitly monitor teacher implementation of feedback is not in place.
- Although some data are collected and reviewed by school leaders as a basis for action planning, reviewers found no formal protocols for comprehensive assessment and monitoring of school-wide goals. School leaders reportedly review numerous attendance and summative testing data reports, but have not yet communicated an explicit expectation or formal protocol for analyzing such data to make decisions or measure impact. The school leader reported that each assistant principal is charged with assessing, monitoring, and adjusting the practices of all staff within their SLC, but formal protocols and structures to collect and analyze student and staff data vary in quality across the SLCs because of the uniqueness of abilities and approaches taken by individual assistant principals. A critical example of this inconsistency is revealed in the implementation of Individualized Education Programs (IEPs). An IIT review of a random sample of IEPs showed wide variability in the degree of educational benefit in written programs and an unsatisfactory matching of strategies, services, and classifications with

identified levels of performance and annual goals.

Recommendation:

- The school leader should immediately implement explicit tracking protocols to regularly monitor school goals, and revise where necessary, so that progress toward achieving goals is known at all times by school leaders, teachers, staff, students, and parents.

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 leader has charged assistant principals with the coordination of curricula development within their assigned departments, which includes the alignment of curricula to the Common Core Learning Standards (CCLS). From interviews and a review of documents, the IIT determined that each department is at a different stage in ensuring vertical and horizontal coherence and full CCLS-alignment, as school-wide action steps and timelines for completion are not fully developed. Reviewers learned that some departments use published program materials and others are developing and revising existing curriculum maps. The math department is implementing modules from EngageNY and the English department is developing authentic tasks that align with assessments. However, school leaders reported that PD to fully unwrap and modify instructional units has not been completed.
- Although reviewers found that many teachers plan well-developed daily lessons, a review of over 60 lesson plans showed that staff inconsistently unwrap the CCLS. Many lesson plans did not reflect the use of formative data-driven strategies, and most did not accurately plan to match instructional practice with the specific needs of individual students. Although some teachers reported using a few formative assessments to guide planning efforts, the practice is inconsistent across departments. Reviewers learned that a few department leaders guide teachers in completing an item analysis of summative assessments to examine patterns and trends of student performance used to identify and implement new instructional strategies. Department leaders who expect this reflective process reported that it enhances teacher capacity and ownership of curricula development; however, reviewers found that the practice is not widespread and makes an impact on only a subset of teachers.
- The structure of the theme-oriented SLCs and design of professional time for teacher common planning and departmental PD programming provide opportunities for staff to purposefully plan cross-curricular connections. However, the IIT found that there is little formal expectation for cross-curricular planning and no protocols have been identified for purposeful integration across content areas. Although formal programming in music, art, technology, enrichment, and trade-specific courses are in the master schedule, students and parents expressed a desire for more technological opportunities embedded in classroom instruction, as well as additional offerings in the program guide.

Recommendation:

- School leaders should implement research-based protocols across all school learning communities, departments, and grades, for conducting frequent formative assessment and explicitly using the

outcome data to revise the curricula into full alignment with the CCLS and the targeted needs of students.

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.

- Reviewers observed that students were attentive and willing to learn in most classes; many students demonstrated comfort with asking questions of the teacher and other students. During classroom visits, reviewers noted that student conversations and tasks were primarily focused on verbal and written prompts often seen at Level 2 of the Depth of Knowledge (DOK) model with only some examples of higher-level thinking observed in a few classrooms. Within many classrooms, teacher prompts and planned activities did not provide multiple entry points and adequate wait time, or require demonstrations of rigorous learning.
- Implementation of some of the CCLS-required pedagogical shifts in literacy was observed in many classrooms; in particular, reviewers noticed teacher use of the “writing from sources” and “text-based answers” strategies. With a school-wide instructional focus on writing for learning, teachers described how students were improving their ability to provide mathematical solutions in sentence form and construct a counterclaim. However, reviewers found little evidence of the math shifts in instruction and little focus on routines to embed academic vocabulary. In the 2014 NYC School Survey, 19 percent of responding teachers disagreed that teachers understand the key shifts in pedagogy that the CCLS require and 20 percent disagreed that school leaders help them to integrate the CCLS into instruction.
- School leaders and teachers reported that there is an administrative expectation that student performance data be used as a source for grouping students and identifying instructional strategies and interventions. However, relevant formative assessments, such as daily checks for understanding, and monthly benchmark measurements, were used in few classrooms or subjects visited by reviewers. Some teachers reported using interim and summative assessments to consider patterns in student performance for identified groups of students, such as English language learners (ELLs) or students with disabilities. However, although data is collected and reviewed, reviewers found no evidence of the use of formal protocols to ensure accurate and targeted analyses in many subject areas and SLCs.
- The school leader has programmed the school to provide for common planning time and PD for all departments during the school day. Although leaders visit and observe PD and common planning meetings, the oversight is inconsistent across departments, with no formal monitoring or evaluation of the impact of common planning. Although leaders reported that PD is differentiated based on needs, reviewers found little indication that an explicit data-driven connection was established between the needs of teachers and the PD calendar. In the 2014 NYC School Survey, 35 percent of teachers disagreed with the statement, “Overall, my PD experiences this school year have provided me with content support in my subject areas.”

Recommendation:

- School leaders should immediately implement a written protocol to hold all teachers accountable for daily checks for student understanding and weekly formative assessments that require student

demonstrations of learning. The protocol should include a formal analysis process of assessment data and explicit adjustments of instructional plans to address the learning needs of every student.

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.

- Each SLC’s main office, called a hub, is staffed with a behavioral support teacher, guidance counselor, social worker, and assistant principal or director. School leaders, teachers, and students reported that the SLC structure provides students with a home base that offers easier access to student supports and interventions. Students with diverse cultural backgrounds and abilities stated in interviews that they feel welcome in school, comfortable in classes, and supported by their teachers. The 2014 NYC School Survey, however, indicated that 20 percent of students disagreed that the school helps resolve conflict and 26 percent agreed that students are sometimes harassed or bullied. Core values of the school are posted in the hubs and around the five SLCs to remind staff and students about important character traits and principles, but reviewers found little evidence of an overarching vision, mission, or goals for student social and emotional developmental health.
- Reviewers found that most students experience a healthy learning environment in classrooms and common areas of the school. The school and its community partners provide numerous programs, supports, and interventions, such as integration of the behavioral support teacher and school counselor with other staff at the hub, after-school programs, and the onsite health clinic, to meet some of the social and emotional health needs of students. However, students are not directly identified for services according to their needs through an analysis of data. Interventions are often reactive, rather than proactive, and there is little interconnected communication and coordination of programs.
- Some staff PD is provided on a reactive basis by student support personnel within SLC meetings and by some affiliated PD providers on professional staff days; however, reviewers found that not all staff had a full understanding of the social and emotional needs of students in the school. While the school has some structures in place for teachers and staff to collaboratively respond to trends in attendance, incident referral, and course passing rates, a plan to identify relevant data points for formal analysis to proactively support students’ social and emotional health is not yet in place. Due in part to the reactive model of deploying resources to student needs, minimal PD, and incomplete data collection and analysis routines, the school has not developed or communicated to teachers, staff, parents, or community members the role each has in contributing to the social and emotional developmental health of students.

Recommendation:

- The school leader should immediately establish collaboration among leaders, teachers, student support staff, students, and parents to implement a system of protocols to identify, address, and monitor the social and emotional developmental health needs of the diverse population of students in the school.

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

- Reviewers learned that parent outreach is a priority across SLCs and school programs. It is achieved through many modes of communication, such as the school website, handbooks, letters home, email, and telephone contact. The IIT determined through parent interviews and document review that most family communications are provided in English and Spanish, although additional language needs exist among students and families. Data about student progress are available to students, families, and school staff via Jupiter Grades, an online internet-based tool that offers a parent portal, and training has been provided to parents on how to track student progress. Tracking reports showed that 59 percent of grade 9 students, 62 percent of grade 10 students, and 70 percent of grade 11 and 12 students and families, collectively, are accessing and using this tool at an average rate of 2.6 log-ins per week. Some parents reported that the online system is helpful in tracking the progress of their children; however, others stated that they are still unaware of how to help their children when they struggle. After reviewing a wide range of evidence, the IIT found that the use of Jupiter Grades has not fully translated into parent advocacy and mutual action planning to address student needs.
- Celebrations like the “most improved” ceremony, musical performances, athletic events, and parent conferences bring many families to the school in support of their children. The Parent Association (PA) has partnered with assorted staff members and community organizations to provide workshops related to adolescent development, depression, and managing conflict and anger, but reviewers learned that low attendance has limited the widespread influence of these offerings. Specifically, although a September 2014 event, “Partnering with your Child’s School,” was reportedly a success for attendees, with only twenty participants, most families were not impacted. Generally, interviews with parents and staff provided little evidence of training for parents or most staff to foster and sustain home-school partnerships.
- SLC teams hold case meetings and IEP meetings for some identified students, and include parents; however, this does not represent a universal mechanism or structure across the school to engage parents and staff in collaborative opportunities to learn from each other. Although the school has an active school leadership team and PA, there are minimal opportunities for parents and staff to work together to better understand the needs of students and ways to support them. The school leader reported that school-based surveys and occasional parent feedback forms are used to gain understanding of family needs, but this information is neither systematically gathered nor regularly used to evaluate the effectiveness of the school’s family outreach efforts.

Recommendation:

- The school leader should implement a plan to analyze the effectiveness of all parent outreach activities, including all communications, workshops, meetings, and conferences, and build the capacity of all staff to develop reciprocal partnerships with parents and families.