



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

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



<b>BEDS Code</b>	310400011409
<b>School Name</b>	Coalition School for Social Change
<b>School Address</b>	2351 First Avenue New York, NY 10035
<b>District Name</b>	NYCDOE CSD 4
<b>School Leader</b>	John Sullivan
<b>Dates of Review</b>	March 3-4, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### 4M409 School Information

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	286
			SIG Recipient
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
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
			# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	N/A
			# Drama
# Foreign Language	5	# Dance	N/A
			# CTE
School Composition (2013-14)			
% Title I Population	71.9%	% Attendance Rate	79.0%
% Free Lunch	74.6%	% Reduced Lunch	0.6%
% Limited English Proficient	9.3%	% Students with Disabilities	28.6%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	43.1%
% Hispanic or Latino	51.8%	% Asian or Native Hawaiian/Pacific Islander	2.6%
% White	1.3%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.18	# 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)	4.2%	% Teaching Out of Certification (2013-14)	14.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.13
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	44.9%	Mathematics Performance at levels 3 & 4	23.5%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	66.2%	% of 2nd year students who earned 10+ credits	50.6%
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	27.3%
6 Year Graduation Rate	54.5%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	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	N/A		
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	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO		

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. By June 2015, all curriculum maps and units will be aligned to the CCLS as evidenced by end of units project based assessments with common core aligned rubrics.
2. By June 2015, have a minimum of 100 students participating in the school-wide programs that support emotional, behavioral and social growth and maintain or exceed overall school daily attendance average of 80%.
3. By June 2015, 100% of students will have read and responded to an additional non-fiction supplemental text in each content area. The texts will be determined collaboratively by teachers in grade/content teams.
4. Throughout the school year administration will provide ongoing professional development and services for developing and delivering the instructional and social emotional supports needed for teachers to help support and drive student achievement. By June 2015 teacher observations will show the implementation of supports/strategies for students and additional services, Partnership with children will be provided to 40 plus students.
5. By June 2015 the parental/guardian involvement in a variety of school functions and programs will exceed 25% of our parent population.

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a Special Education School Improvement Specialist (SEIS) representative.
- The review team made 37 visits to 22 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school wide data, teacher feedback, and student work.
- The school provided results of a student survey that 223 students (79 percent) completed.
- The school provided results of a staff survey that 24 staff members (96 percent) completed.
- The school provided results of a parent survey that 61 parents (22 percent) completed.
- The school shares a building with two charter schools and has relocated within the building in each of the past four years and now occupies the first floor and part of the second floor.

### 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"/>
<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 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"/>
<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 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 type="checkbox"/>	<input checked="" 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 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"/>
<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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</b>	

<b>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.</b>	<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 has not clearly established a school vision that is communicated and understood by the whole school community and which is a focal point for driving and influencing school improvement efforts. Discussions with the school leader, teachers, and parents demonstrate that the school’s goals were not collaboratively developed with parents and teachers and as a result are not known by the school community. The school leader outlined for the review team a commitment to a data-driven culture, but discussions with staff demonstrated that staff is not clear as to the role they are to play in using data to achieve academic and social growth for students.
- The school leader has made some strategic decisions regarding resources but they have not resulted in sustained or significant school improvement or student success. For example, the school leader established common planning time for horizontal grade teams in lieu of Circular 6 administrative assignments, but this has not led to the school leader’s intended aim of additional collaborative curriculum writing. The school leader also added extended learning time with a program that meets after school hours where students receive academic intervention services (AIS), Regents preparation and credit accumulation toward graduation. However, there is no documented evidence to indicate that this initiative has had an impact on graduation rate and Regents examination scores. Parents, students, and staff stated that the partnerships the school leader has established with the community-based organization (CBO) Partnership for Children provides students with key social-emotional and academic supports. However, an overall lack of monitoring and evaluating of school initiatives contribute in part to the four-year graduation rate fall from 43 percent in June 2013 to 28 percent in June 2014.
- The school leader and teachers stated that the quality of feedback from classroom observations and the level of professional dialog between school leaders and teachers had improved significantly over the last two years. However, a review of observation reports demonstrated to the review team that feedback to teachers is uneven and inconsistent in quality. While some reports included targeted actionable feedback and next steps, others did not. This inconsistent feedback limited the value of some observations and prevented teachers from implementing best practices or improving their own teaching. The school leader reported that strategic decisions regarding targeted professional development (PD) are made based on observations and walk-throughs, but the review team found limited evidence to support this assertion. Best practices, such as integrating critical thinking questions, implementing purposeful grouping, and differentiating instruction are not pervasive and were only observed in approximately a third of the classroom visits.
- Although some structures for guiding school improvement exist, such as an administrative cabinet, a classroom observation system, an attendance committee, and credit accumulation classes there is no system to connect these efforts and no system to collect and analyze student achievement data. The cabinet and student support team meet on an as-needed basis but do not have regularly scheduled meeting times or protocols, which limit their effectiveness. Teachers, school leaders, and support staff

cited an informal referral process for support services that was insufficiently monitored. Thus, the school leaders rely too greatly on anecdotal and informal evidence that is not properly memorialized and services that are not tracked and regularly evaluated for effectiveness.

**Recommendation:**

In order to grow a cumulative knowledge base of best practices, the school leaders should select a monthly focus in which all school leaders’ feedback to teachers and the professional support provided should be devoted to one priority, beginning with:

- checking for understanding;
- questioning and discussion; and
- utilizing complex content in classroom instruction.

On a weekly basis, the school leader should monitor and evaluate implementation of the monthly focus.

**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.

<b>Tenet Rating</b>	<b>D</b>
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The school has received a rating of *Developing* for Tenet 3 – Curriculum Development and Support.

- The school leader is developing a formalized plan to help ensure the effective implementation of the Common Core Learning Standards (CCLS). This plan includes programmed PD and support to ensure curricula alignment across all areas of study. However, to date, both school leaders and teachers state that there has been a lack of PD on addressing the differing needs of students and learning styles in the curricula and these attributes are minimally addressed in unit and lesson planning. Although teachers participate in common planning time this has not contributed effectively to the consistent implementation of the CCLS or collaborative curriculum writing, which was a stated school target. In addition, discussions confirm that the school leader has not ensured that staff uses a comprehensive and adaptive curricula by monitoring the effective implementation of the curricula.
- Although Regents examination data is shared with staff, the review team observed data minimally used in curriculum planning, modifications, or adjustments. Further, although most curriculum maps, unit, and lesson plans were CCLS aligned, the review team found purposeful grouping and higher-order questions in only nine of 37 classroom visits and complex content utilized in only 14 of 37 visits. The review team’s review of curriculum maps, unit, and lesson plans also revealed minimal evidence of teachers considering student needs in planning. Further, there is insufficient use and analysis of data to differentiate activities and products for students with disabilities and other sub-groups.
- There is minimal interdisciplinary study that connects different subject areas. A review of teachers’ planning indicates that there is no formalized plan for interdisciplinary instruction and teachers do not use curriculum maps to identify connections between subject areas. The school leader stated that some interdisciplinary learning takes place, such as a grade nine art and humanities project culminating

in museum visits and a grade 11 history timeline project culminating in a hallway mural. However, teachers in their focus group made no mention of interdisciplinary instruction, and classroom visits revealed little evidence, although there is an architecture elective combining mathematics and art. Although SMARTBoards were used in a number of classrooms, there was no evidence of students using technology regularly during classroom instruction. Classroom visits in the school’s two computer labs demonstrated that usage was primarily for college search activities.

- Although students receive four report cards and three interim progress reports, discussions with the school leader, teachers, and students demonstrated there is no structure in place for regular individual conferencing with students. Further, student work reviewed in the small student group and on hallway displays revealed teacher use of generic rubrics with little actionable targeted feedback for individual students. Teachers reported that they use data from the measures of student learning (MOSL) examinations in the fall and spring and Regents examinations in January and June to plan the curriculum and instruction, but this assertion was not confirmed by a review of unit and lesson plans. Additionally, lesson and unit plans do not incorporate sufficient checks for understanding. Thus, during classroom visits, the review team found a number of students who did not understand the content during instruction as teachers moved on.

**Recommendation:**

During common planning time, the grade teams should utilize interdisciplinary and subject curriculum maps to identify natural connections between content areas. Further, the grade teams should plan and implement one interdisciplinary unit during the remainder of the 2014–15 school year and one interdisciplinary unit per marking period going forward. Teachers and school leaders should visit classrooms to assess the success of the units and make adjustments as necessary.

**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.

- Teachers and school leaders reported that there is an expectation that teachers use Regents and MOSL assessment data to inform instruction, but the review team found little evidence of this practice and instruction was not adapted for students with disabilities. The school leader has emphasized the importance of PD to help teachers improve student achievement. However, discussions with teachers indicate that the impact of PD they have attended on their instructional practices in the classroom is not evaluated or followed up on by school leaders. While teachers stated they are encouraged to set student goals, students did not confirm that goals are set for them. The review team observed inconsistent instructional practices to engage students during classroom visits. For example, higher-order questions were asked in only nine of 37 classroom visits and students building on other student responses were observed in just seven classrooms. Accountable talk question stems were displayed in

some classrooms, but no teachers required students to use the stems in their responses. Text and content complexity were observed in only 14 of 37 classroom visits and just six of 37 visits demonstrated multiple opportunities for students to learn. The review team found that despite small class sizes, teachers did not provide students with multiple points of entry during pullout instruction for English language learners (ELLs). Further, push-in services for ELLs and students with disabilities did not provide targeted supports or scaffolding.

- Although parents and students credited the school leader with creating an academically and emotionally safe environment, the review team found little evidence of strong student voice in classrooms, as there were few opportunities for students to express thoughtful ideas by participating in meaningful discussions. The review team observed mostly low-level discussion in nine of 37 classroom visits and in many classrooms there was a low level of academic challenge. Teachers have received PD on the Socratic Method, a strategy designed to improve student discussion, but it is at an early stage and opportunities to share different student values, opinions, and perspectives remain limited. More positively, students and teachers stated that they are treated with respect by each other and the review team found a respectful climate in classrooms and hallways.
- The review team found little evidence of teachers using data and assessments to inform and adjust their instructional strategies and groupings. Further, classroom visits indicated that teachers rarely engaged students in self-evaluation through feedback and individual conferencing. During classroom visits, the review team observed minimal checks for student understanding integrated into instruction. The review team found during classroom visits that teachers were not aware that some students did not master content and were as a result left behind as the class progressed to new content, with no evidence of teachers making adjustments and providing supports to those students. Teachers asserted in their focus group that they use assessment data to adjust instructional strategies, but the review team found little evidence of this practice during classroom visits and in reviewing teacher planning. As a result of limited feedback, students stated in their focus group that they did not always understand what they needed to do to improve their work. This serves as an obstacle to students reaching higher levels of achievement and taking greater ownership for their learning.

**Recommendation:**

At established common planning time or during Monday afternoon PD sessions, teachers should work together to develop planning and instruction that integrates checks for students’ understanding throughout every lesson; teachers should consider using, for example, thumbs up-thumbs down, interim assessment questions, and lesson-specific entry and exit slips. The school leader should actively monitor and evaluate implementation of this effort on a weekly basis.

<p><b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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><b>Tenet Rating</b></p>	<p><b>D</b></p>
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The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- Discussions with the school leader indicate that while there is an informal system for referring students in need of social and emotional services and support, there is no formal system in place to monitor or evaluate the effectiveness of those services. There is no formal designation for matching students with specific adults, but students reported in their focus group that there is at least one adult in the school they feel comfortable approaching with personal issues. Although, suspension rates have declined in the past four years from 37 incidents in the 2010-11 school year to 11 in the 2013-14 school year, the attendance rate for students who are chronically absent has not improved during the same period. The school leader confirmed that student social-emotional development has not been prioritized to the same degree as academic progress.
- Evidence from discussions with the school leader and the PD calendar indicate that although there has been insufficient PD to build adult capacity and skills in identifying and addressing student social-emotional needs, the school has made some progress in meeting the needs of some students. However, this progress is offset by a lack of a cohesive program to ensure that social and emotional developmental health is taught consistently across the school. The Partnership for Children provided the staff with a two-day seminar on crisis management followed by two additional workshops. In the 2013-14 school year, the school also participated in the Academic and Behavior pilot program and had a grade nine team and one integrated collaborative team trained in the program’s practices of restorative justice, which repairs harm caused by disruptive students and restores relationships between the students impacted. However, those trained have not yet turn-keyed this training to the remainder of the school staff.
- Discussions with staff, students, and parents indicate that the school community has not yet established a shared understanding of how its contributions fit together to address student social-emotional need. The review team found that the lack of coordination between disparate school efforts prevents positive impact from these efforts. The student support team reported in its focus group that it does not meet regularly, but rather, on an as needed basis. Further, no members of the school-based support team attended the focus group session or were mentioned by staff as playing a role in addressing student social emotional needs.
- School leaders and support staff are in the process of developing a strategic plan to help teachers use all data to address student social-emotional and academic needs. Discussions with school leaders and support staff indicate that insufficient use and analysis is made of different sources of academic, social, behavioral, and attendance data to identify students at risk and to plan strategies for supporting their progress. Without this analysis, the school leader and teachers are unable to identify the supports and services needed or to meet student needs.

**Recommendation:**

Within two weeks the school leader should establish a student support team that:

- either he or an assistant principal should lead;

- meets biweekly;
- includes the guidance counselor, social workers, SAPIS worker, at least one member of the school-based support team, a special education teacher, and other relevant staff;
- during the following month creates protocols and procedures for assessing, referring, and monitoring student social-emotional developmental health needs, the services they receive, and their progress toward achieving social-emotional goals;
- within a month, at a Monday professional development session, provides teachers with an overview of appropriate social-emotional development for students in grades nine to 12; and
- by June 2015, trains teachers on how to help students and families advocate for social-emotional supports and services.

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

**Tenet Rating**

**D**

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

- Discussions with the school leader indicate that although there is an orientation session for parents of incoming grade nine students, there are no similar events for parents of other students. Thus, opportunities to communicate the school’s vision and expectations to all parents are limited. Although school leaders, teachers, parents, and students reported that relationships across the school community are good, they also stated that the school leader has not consistently communicated high expectations for student success.
- Although the teachers and support staff reported there are extensive parent outreach efforts every Tuesday afternoon, such as phone calls and team meetings with parents, no logs or supporting documentation was presented to the review team to confirm these activities. Further, parents in their focus group made no mention of these activities. Parents have access to Skedula data via Pupil Path, the parent portal. However, only eleven parents accessed the site in February 2015 and seven in February 2014. Thus, this parent portal with access to student assessment and attendance data, credit accumulation, homework assignments, and anecdotal information goes largely unused. The school leader confirmed that he has not examined why this tool is largely unused and has no plan to improve other communication efforts with families. Parents and the school leader reported that progress reports, report cards, and parent letters have been translated into Spanish for its Spanish-speaking families.
- Evidence from the teacher and parent focus groups indicates that the school has provided minimal training for parents to help them support their children’s academic and social-emotional growth. Parents reported that the school provided them with late afternoon workshops on preparing college applications and procuring financial aid for college. However, parents also reported no workshops have been offered to them on parenting skills, the CCLS, academic programs, or student social-emotional health. The school leader confirmed that these efforts have largely been overlooked as the

school first tackled what it perceived as more important issues, such as student graduation rates, which have decreased, and school tone, which has improved. Evidence from the PD calendar and discussions with staff indicate that there has been limited PD on helping staff build and sustain productive home-school partnerships.

- The school leader confirmed that student achievement data is shared via report cards and progress reports. Parents interviewed stated that because these reports are sent home via backpack, many parents do not see them. Further, school data shows that only three percent of parents access student data via the Pupil Path parent portal. Teachers advocate for student social-emotional support services by making referrals at their grade team conferences. However, teachers stated that they do not receive PD regarding student and family needs and thus cannot help parents advocate for appropriate services. Further, while staff stated that parents have received some training to help them understand student achievement data, parents interviewed contradicted this. Consequently, families are unable to utilize data to assist their children and advocate for appropriate services.

**Recommendation:**

On a quarterly basis, a committee comprising the parent coordinator, one or two staff members, and the Parents Association, should plan and conduct evening student celebratory events, such as a talent night, fashion show, concert, or poetry slam. These events should then be utilized for parent and student shared learning experiences, such as solving mathematics problems, conducting science experiments, students showcasing their work, and accessing online resources.