



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	310500010197
School Name	PS 197 John B. Russwurm
School Address	2230 Fifth Avenue, New York, NY 10037
District Name	NYCDOE CSD 5
School Leader	Natasha Spann
Dates of Review	February 3-4, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

05M197 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	328	SIG Recipient	N/A
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		86.7%	% Attendance Rate		89.0%
% Free Lunch		87.1%	% Reduced Lunch		4.0%
% Limited English Proficient		7.6%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.0%	% Black or African American		62.0%
% Hispanic or Latino		31.7%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White		5.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		3.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		12.3%	Mathematics Performance at levels 3 & 4		11.4%
Science Performance at levels 3 & 4 (4th Grade)		52.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

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

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- By July 2015, the number of students performing at or above proficient (levels 3 & 4) on the 2015, New York State Common Core English language arts and Mathematics assessments will increase by a minimum of 10 percent. Additionally, by June 2015, 100 percent of our student body will have progressed to reading levels as measured by Fountas and Pinnell reading 2014-15 SCEP-F 12 level system.
- By June 2015, the whole school attendance rate will increase by a minimum of three percent as measured by the school's Annual Attendance Report.
- By June 2015, 100 percent of classroom pedagogues will demonstrate improvement in component 1e – Designing Coherent Instruction as measured by observable and documented growth provided through observation feedback reports and overall improvement in student work products.
- By June 2015, 75 percent of teachers who were rated Ineffective or Developing in any component will progress one matrix in a minimum of one area as measured by the 2014-15 NYCDOE Advance Rating System.

5. By June 2015, in order to implement a cohesive home/school support system to ensure student success, there will be a 10 percent increase in the average number of parents attending all school events as measured by school's Parental Involvement Tracking System.

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 28 visits to 28 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 staff survey that 29 (97 percent) completed.
- The school provided results of a parent survey that 193 (81 percent) completed.
- The school leader reported that between 60 and 65 percent of the school's students live in temporary housing and that their movement in and out of the school is not captured by enrollment data that officially cites 18.7 percent of students living in temporary housing.
- In August 2011, the school leader inherited a \$700,000.00 deficit that had been reduced to \$200,000.00 by the time of the review.

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

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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
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3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	supports tied to the school's vision.				
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 5:				D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				D	

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

- The school leader created a vision, goals, and mission, but the review team found that these are not uniformly shared, understood and articulated by teachers, parents, and students and do not drive sustained school improvement. The mission articulated by the school leader is not in congruence with the mission statement posted outside many classrooms and teachers and parents stated that the school leader’s mission was not collaboratively developed. One parent in the focus group stated that the school leader’s mission was to “Get kids off the street,” while another parent said, “I don’t know what her aim is.” However, parents and teachers credited the school leader with turning the school around by improving safety.
- Although teachers, parents, students, and the school leader spoke of a lack of funds, the school has received many additional resources. For example, a \$250,000.00 City Council Grant bought a new computer lab and SMARTBoards for every classroom. The school receives services from numerous community-based organizations (CBOs), some of which were procured by the school leader and some that she inherited. Teachers’ College provides 16 social worker interns and the Harlem Children’s Zone assigns college students to serve as teaching assistants and funds academic intervention services (AIS) during lunch, after-school, and on Saturdays. The school leader reported that these services have improved school tone, but a lack of instructional coaches to facilitate lesson studies and the high staff and student mobility has slowed the improvement in academic achievement.
- The school leader stated she has made supervision of instruction a priority in order to improve instructional practices and completed more than 60 percent of the observations required by the district’s Annual Professional Performance Review (APPR) by midyear. Observation reports contain specific and actionable feedback, which the school leader used to develop teacher improvement plans for teachers with specific deficiencies and assigned teachers with specific strengths to work with the lowest achieving students. Despite the school leader initiating a cycle of lesson studies and inter-visitations with neighboring schools to foster best practices, the school leader shared that most teachers are not implementing best practices aligned with the Common Core Learning Standards (CCLS) to tailor instruction to the needs of the students, which limits student achievement.
- The school leader does not meet with all staff teams to check that they are implementing recommendations for improvement with fidelity. The school leader noted that assessment data is provided to staff, but it is insufficiently utilized in planning and delivering instruction. Many activities and structures aimed at improving teaching and learning are in place including close supervision, walk-throughs, formal, and informal observations. However, there is no forum where school leaders, teachers, parents, students, and CBOs can meet to discuss each other’s work and to make strategic decisions together in order to raise student achievement.

Recommendation:

In order to establish a clear vision and instructional expectations, the school leaders should select a monthly focus in which all feedback and professional support provided to teachers centers on, beginning with:

- checking for understanding;
- questioning and discussion; and
- complex content.

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

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 reported that teachers have received some training and a lesson plan template to support planning CCLS-aligned curricula, but that staff is in the initial stages of adjusting curricula to address student needs. The Integrated Intervention Team (IIT) noted some unit and lesson plans reflect the CCLS, but that curriculum maps generally did not. There is no evidence of college- and career-readiness as an instructional objective in curriculum maps or in lesson plans reviewed. The school leader provided a lesson plan template used by all staff, but plans reviewed included one point of entry that did not address the needs of student sub-groups. A review of documents demonstrated that student achievement levels on State assessments remain stagnant with no growth shown for students with disabilities.
- Statements by the school leader and teachers in the focus group indicated initial efforts to use data to plan and drive instruction. The review team noted a significant disconnect between unit and lesson plans and with the instruction observed during classroom visits. Classroom visits revealed teacher dominant instruction with little purposeful grouping, few thought-provoking questions, little use of complex materials, and limited student discussion. The school leader adopted the ReadyGEN curriculum for literacy and the GoMath curriculum for mathematics, but the review team found these curricula implemented in few classrooms.
- Despite multiple opportunities for teachers to meet during common planning time, teachers have not planned any interdisciplinary units of study that connect the different content areas. Statements by teachers in their focus group and classroom visits revealed no interdisciplinary instruction. Teachers at their focus group were unsure of what interdisciplinary instruction was and asked for its definition. Although computers and SMARTBoards were used in a number of classrooms, there was no evidence of technology and arts teachers working collaboratively to integrate their subjects into regular classroom instruction. The absence of interdisciplinary activities and learning that integrates

technology and the arts reduces student engagement and prevents students from connecting what they learn in different subjects.

- Although some teachers use assessments to plan instruction, there was little evidence of teachers giving students useful feedback to promote student ownership of their learning. Few students reported individual conferencing with teachers to set goals or receive feedback. Displays of student work in hallways and classrooms included actionable feedback in only five of 28 classrooms visited. Teachers at a special education department conference utilized disaggregated data to look at student work and plan instruction and teachers reported that other vertical teacher groups mirror this practice. However, curriculum planning shows little evidence of a range of assessments being used to identify and plan ways to close gaps in knowledge. Student achievement at levels three and four on the State English language arts (ELA) and mathematics assessments in grades three to five are low, with no students with disabilities achieving at these levels.

Recommendation:

At the Monday afternoon professional development (PD) sessions, teachers should work together to develop and integrate checks for student understanding throughout the lesson, such as thumbs up-thumbs down, interim assessment questions, entry and exit slips. The school leader should actively monitor and evaluate implementation of this effort on a weekly basis.

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.

- School leaders are beginning to help teachers develop instructional plans and practices that take into account student needs and learning styles. This includes the use of network coaches and teacher leaders facilitating lesson studies, which comprise cycles of lesson planning, observations, and evaluations of demonstration lessons. The data specialist prepares a disaggregated data report for the school leader of baseline, interim, and summative assessments that then guides the staff’s Monday afternoon PD sessions. However, teachers are not planning and delivering adaptive instruction that differentiates for student needs and learning. The IIT observed instruction adaptive to student needs in only three of 28 classrooms. Further, while students with disabilities comprise 16.43 percent of the student body, the review team did not find evidence of these students being provided with the support required to enable them to meet the goals identified in their Individualized Educational Programs (IEPs).
- During classroom visits, the review team found that few teachers provided engaging instruction that was reflective of the CCLS or incorporated text complexity and multiple opportunities to learn. Classrooms visited revealed that teachers used mostly low-level materials with a single point of access regardless of student needs and learning styles. There was no evidence in any of the 28 classroom

visits of teachers asking higher-order questions or facilitating rich student discussions. Although classes were orderly and students were compliant, there was little evidence of student engagement. The lack of higher-order questioning and multiple activities in which students can demonstrate understanding limits student engagement and opportunities for critical thinking.

- While the school leader, teachers, parents, and students reported that the school is an emotionally and physically safe environment, the IIT found that classrooms do not consistently support student emotional and intellectual safety. The IIT found limited evidence of student voice in classrooms, as there was little opportunity for students to express thoughtful ideas and participate in meaningful discussions.
- The IIT saw little evidence of teachers using data and assessments to inform and adjust their instructional strategies and groupings. The IIT observed purposeful grouping in only two of 28 classroom visits with little evidence of classroom instruction being adjusted based on assessment results. The review team found little evidence of actionable feedback during classroom visits or next steps written on students’ work. No individual teacher conferencing with students took place during IIT classroom visits creating an absence of student self-evaluation and metacognition. The student portfolios reviewed by the team contained no evidence that they were used to track progress. Teachers in their focus group shared no strategies as to how they could help low performing students improve their academic achievement, particularly English language learners (ELLs).

Recommendation

Every lesson should include:

- a minimum of three high level questions that require critical thinking utilizing a model, such as Webb’s Depth of Knowledge or Bloom’s Taxonomy; and
- students building on other student responses through accountable talk stems such as the Institute for Learning model.

During their common planning time, teachers should practice these questioning and discussion techniques. During weekly walk-throughs school leaders should monitor, provide immediate feedback, support, and hold teachers responsible for implementing these instructional practices.

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.

- Members of the student support team could not articulate a vision, mission, or goal for student social and emotional developmental health. The support team meets bi-weekly with a school leader to discuss referred students and monitor student services and progress. However, plans to support the

social and emotional needs of all identified students are not in place.

- The school has implemented some social and emotional developmental health programs and materials, such as the Harlem Children’s Zone classroom peacekeepers and a medical clinic with a full time physician and physician’s assistant. However, there is little PD to increase staff capacity and no overarching vision or curriculum to meet student social-emotional needs. The school leader reported that a three-day training on intervention strategies took place prior to the beginning of school, but teachers reported insufficient training in providing social-emotional support. The school has implemented some elements of Positive Behavioral Intervention Supports (PBIS), but school staff cannot quantify its impact on meeting student needs.
- The school community has not yet developed a shared understanding of how the contributions of staff, support staff, and CBOs fit together to create an environment that is conducive to learning. Due to the absence of a unifying vision for student social-emotional health, there were disparate visions communicated at the different focus groups. Despite activities and efforts, such as a father’s breakfast, an emotional crisis team, and interns from the Columbia School for Social Work, there is no unified strategic plan tying together the school’s efforts to support student needs. These activities have resulted in fewer behavior incidents and suspensions and an overall improved school tone; however, there is no forum for teachers, parents, school leaders, and CBOs to plan and coordinate their efforts to support student success.
- Some data is reviewed and analyzed, but there is no system in place to regularly monitor data to evaluate the effectiveness of social-emotional services, which limits opportunities for students to make academic and social-emotional progress. The student support team maintains a log of referrals, but there are also students receiving ad-hoc services from social worker interns that are not tracked. The improvement in school tone has allowed the school leader to eliminate a time-out room, formerly used to house students who have been sent out of class or who are suspended. Online Occurrence Reporting System (OORS) data reflect a decrease in reportable incidents since 2011-12 for incidents requiring emergency medical services. However, attendance data reveals that student attendance has not improved during the same period.

Recommendation:

During the next grade-level common planning time, the student support staff and a professional consultant should provide teachers with a clear understanding of appropriate social-emotional development for students. During the following two common planning sessions, the support staff should lead a collaborative effort with teachers to create a vision/mission statement for students’ social and emotional developmental health at each grade level. Using these statements, the school leaders and support staff should develop an overarching vision for the school and utilize it as a guiding theme for the school’s efforts in this area.

atTenet 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.

- Parents who met with IIT did not articulate high expectations as a core tenet of the school’s vision or mission. The school leader has implemented a variety of activities and events for students and families to increase communication and strengthen relationships, such as the school’s weekly CCLS Tuesday afternoon training sessions for parents, a father’s breakfast, middle school transition events, a “college for every student” evening, and weekly common-core training. Parents stated that the school staff is responsive, has an open door policy, and some parents have observed their children’s classes. Yet, partly due to high student mobility and staff turnover, these efforts have had minimal impact on student achievement.
- The school has provided parents with limited opportunities for reciprocal communication and made limited collaborative efforts to address student needs. However, registers show that the number of parents attending Tuesday afternoon workshops has increased. Eighty-one percent of parents completed the school’s environmental survey and highly rated every aspect of the school. Parents expressed a positive outlook regarding the school’s future. Although parents who spoke to the IIT stated they are pleased with improvements to the school’s tone, they do not feel equipped to help their children reach high levels of achievement. Parents at the meeting requested additional training on how to support and advocate for their children academically and how to address their children’s social-emotional needs.
- The student support team reported making family and student referrals to service agencies for therapy, parenting skills, and psychological evaluations. However, no evidence was submitted to the IIT regarding the effectiveness of these efforts. The support team reported that they are attempting to increase parent engagement with special education services, but members stated these efforts have largely been unsuccessful. There are no targeted events for parents of students with disabilities and ELLs to help them assist their children with their schoolwork. Currently, few students benefit from a robust and focused home-school connection that increases achievement levels.
- The school has made minimal efforts to share data with and between teachers, parents, and CBOs. Thus, staff and parents lack an appropriate understanding of data so school staff and families insufficiently advocate for services to address student academic and social-emotional needs. The absence of an online parent portal prevents regular parent access to student academic, attendance, and anecdotal data, such as teacher and counselor notes regarding student incidents, commendations, and schoolwork, which limits the ability of parents to help their children. Parents contradicted staff statements that parents have received training to help them understand student achievement data. The student support team reported that they continually refer students and families to the school’s medical clinic and outside agencies, but the team could not provide evidence to support its assertion that their efforts have had an impact on student achievement.

Recommendation:

During a portion of the next two Tuesday parent outreach sessions, school staff should work with parents to identify elements of an online parent portal. The parent portal should be activated immediately after these two parent sessions. Staff should then enter anecdotal notations about student work, behavioral incidents, commendations, and assignment information a minimum of twice a week. The portal should include information, such as student assessment, attendance and punctuality data, anecdotal information, conference information, homework and class assignments, support service updates, parent resources to help their children, and email links to school staff. Training workshops highlighting the portal's features and use should be offered continually during a portion of Tuesday's parent outreach sessions. On a bi-weekly basis, school leaders should monitor the portal's usage by staff and parents in order to evaluate its success.