



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	320800011405
School Name	Herbert H. Lehman High School
School Address	3000 East Tremont Avenue, Bronx, New York 10461
District Name	NYC CSD 8
School Leader	Rose Lobianco
Dates of Review	October 20 – 24, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for 08X405

School Configuration (2013-14)			
Grade Configuration	9-12	Total Enrollment	2059
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	66	# SETSS	11
		# Integrated Collaborative Teaching	52
Types and Number of Special Classes (2013-14)			
# Visual Arts	67	# Music	33
# Foreign Language	132	# Dance	16
		# CTE	29
School Composition (2012-13)			
% Title I Population	59.2%	% Attendance Rate	81.6%
% Free Lunch	66.1%	% Reduced Lunch	5.0%
% Limited English Proficient	9.5%	% Students with Disabilities	23.3%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	0.7%	% Black or African American	23.7%
% Hispanic or Latino	59.3%	% Asian or Native Hawaiian/Pacific Islander	7.3%
% White	8.7%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	1.17	# of Assistant Principals	7
# of Deans	N/A	# of Counselors/Social Workers	17
% of Teachers with No Valid Teaching Certificate	0.5%	% Teaching Out of Certification	8.1%
% Teaching with Fewer Than 3 Years of Experience	24.8%	Average Teacher Absences	7.9
Student Performance for Elementary and Middle Schools (2012-13)			
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 (2011-12)			
ELA Performance at levels 3 & 4	70.4%	Mathematics Performance at levels 3 & 4	35.7%
Credit Accumulation High Schools Only (2012-13)			
% 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	53.9%
6 Year Graduation Rate	64.6%		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School	X		

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
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 Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

The school did not provide any priorities for this section.

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 district-selected OEE, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited 72 classrooms during the three-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 67 percent of students completed.
- The school provided results of a staff survey that 52 percent of staff completed.
- The school provided results of a parent survey that eight percent of parents completed.
- For personal reasons, the school leader was not present for part of the review and did not take part in classroom visits. The school leader participated by telephone in the school leader interviews and the debriefing session.
- The school has undergone varying and considerable school restructuring efforts over the past three years that have included Restart, Transformation, Turnaround, Closure, Co-location, and currently Downsizing.

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 type="checkbox"/>	<input checked="" 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.

- Although the school leader was able to describe the school’s vision, and members of the school community identified aspects of the vision, such as education for all, college preparation, and the Common Core Learning Standards (CCLS), staff, students, and parents were not able to articulate the school’s vision to the review team. The school leader reported that she developed the vision based on an analysis of the best components of various school reform initiatives implemented over the past three years and on recommendations contained in the school’s Quality Review from February 2014. Staff stated that lead teachers worked with school leaders to craft the vision and language of the mission, which lead teachers then discussed with classroom teachers during content area meetings and common planning time. Feedback derived from these meetings was used to redefine goals and actions.
- Whereas the school leader described a plan to meet the needs of the whole child through the academy structure, many staff members shared that they were unaware of structures available to support students. During the teacher focus group interview, a teacher remarked that this was the first time she was being asked to share ideas about the school. Another staff member noted that the school leader was trying to include teachers in the improvement process by forming a teacher-led professional development (PD) committee and inviting teachers to participate; however, reviewers learned that the school leader determined the focus of the committee for the year with limited input from committee members.
- The school leader has prioritized resources to support student needs through programming decisions. An analysis of data and student course needs was used to determine the teachers who would staff the school during the downsizing. By moving the main administrative office, space was created for a teacher center that provides technology and human resources to support teacher planning. Additionally, the school leader created the current academy structure to support student interests, academic strengths, and needs, with the Satellite Academy targeted for the over-age, under-credited student population. Although the school leader reported that attendance has improved, the review team found that it is currently in the 77 to 78 percent range. Several staff members commented during interviews that the course programming did not meet every student’s academic needs.
- The school leader and six assistant principals (APs) are expected to formally observe each teacher they supervise a minimum of once every six weeks. These observations result in a written observation report. Based on observations conducted using the Danielson Framework, PD is then tailored to individual teacher needs and lead teachers are assigned to support teachers in the classroom. Reviewers learned that a Frequent, Accurate, Specific, and Timely (FAST) feedback model is being used this school year, in which school leaders provide immediate feedback to teachers. The formal observation reports reviewed by the review team provided some examples of clear feedback to teachers with some specific suggestions for improving teaching and learning strategies; feedback was generally focused on student grouping, higher-order questions, and complex tasks.
- Systems allowing the school leader to track and monitor individual and school-wide practices are emerging. Reviewers found that data about student achievement, while discussed at team meetings, is

not yet informing the development of Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals to drive improvement.

Recommendation:

To support the goal of having all stakeholders embrace the school vision and work toward achieving a set of SMART goals aligned to district goals, the school leader should meet with students, parents, and all school personnel individually or in groups to:

- share the vision for improving student achievement and supporting the social and emotional developmental health needs of students, and communicate specific roles and responsibilities that support this vision;
- provide opportunities for everyone’s voice to be heard;
- after meeting with groups of parents, students, and all staff members, the school leader should summarize the results of these meetings to inform staff meeting, with the process repeated at the end of the 2014-15 academic year to support planning for the 2015-16 school year;
- develop a timeline and an action plan of next steps agreed upon by the school leader and staff members to use data to develop SMART goals defining how the school will meet the academic and social and emotional developmental health needs of all students; and
- track school progress toward reaching the goals through an acute analysis of data from assessments, classroom observations, scrutiny of lesson planning and student work, and ongoing meetings with groups of students, parents, and staff.

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 review team found that the school leader has prioritized the implementation of the Common Core Learning Standards (CCLS); however, classroom visits demonstrate curricula does not yet meet the needs of all students or prepare all students to be college and career ready.
- The school leader provides staff with a recommended, but optional, lesson plan template with CCLS content prompts and Universal Design for Learning strategy prompts. In some classrooms, the review team found no evidence of a lesson plan, an objective, or written student work tasks, nor did teachers verbalize goals. Consequently, students were not clear about what they were learning and why. In other classrooms, worksheets were presented as lessons without alignment to the CCLS. Additionally, a review of a variety of lesson templates used by teachers revealed that none of the lesson templates referred to any student groupings based on data. As a result, consistent planning to meet the needs of all student groups is not established.
- Many teachers reported that they plan together during common planning time, but that the collaboration is optional. A few teachers explained that they have worked with their co-teachers for several years, which minimizes their need for a formal planning process. Teachers noted that scheduling permits some teachers to plan together, but sometimes precludes English as a second

language (ESL) or special education teachers from planning with general education teachers. Given the presence of 52 integrated co-teaching (ICT) classes, the lack of consistent opportunities for co-planning prevents teachers from consistently developing instructional plans that address the specific needs of the students in these classes. During classroom visits, the review team found limited evidence of teachers supporting individual student needs as outlined in student Individual Education Plans (IEPs) and several classes with multiple adults in the room had only one teacher actively engaging with students.

- Although teachers stated they prioritize differentiated instruction, student grouping, and questioning aligned to the Depth of Knowledge framework, classroom visits conducted by the review team did not reveal widespread implementation of these strategies. An ICT classroom visited by the review team showed students working in groups on different activities matched to individual needs. In this classroom, students were engaged and were able to describe what they were learning and the next steps in the lesson; however, this was not consistent across the school.
- In several classroom visits, the review team found no evidence of a plan for implementing the CCLS instructional shifts, the presence of complex texts, or data-driven instruction (DDI), including in advanced placement courses. Posters showing a list of accountable talk sentence stems were seen in many classrooms and students demonstrated familiarity with using the stems consistently. Yet, most classrooms were organized into rows, which limited opportunities for ongoing student conversation. In the majority of classrooms visited by the review team, students were working on the same assignment, even when they were working in groups or in pairs. Consequently, the review team found that individual student needs and learning styles had not been considered in most instructional plans.
- The review team found limited evidence of interdisciplinary instruction. The school leader and interviewed teachers stated that, based on teacher feedback, a focus on content area curriculum development had been prioritized this year to support CCLS alignment. The review team noted the efforts of some teachers to ask students questions to make connections across content areas, but found limited examples of interdisciplinary student work tasks.

Recommendation:

To ensure that curricular planning results in meeting the needs of all students, all teachers, in partnership with school leaders, should engage in weekly collaborative, common planning sessions and use an agreed upon list of lesson components that include:

- attention to the CCLS shifts and use of resources, activities, and instructional practices designed to meet the specific learning needs of all students, including those in all subgroups;
- analysis of student data to plan appropriate teaching, learning, and formative assessment strategies for all students, including those in all subgroups;
- attention to interdisciplinary curricular planning, so that learning in one subject can be used to support learning in another; and
- ways that co-teachers can partner based on collaborative planning and shared delivery of instruction to support student groupings based on data.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>The school has received a rating of <i>Developing</i> for Tenet 4 – Teacher Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader and teachers have begun making instructional decisions as a result of student achievement data and student work. The review team reviewed feedback provided by school leaders to teachers and observation notes consistently reflected a greater need for teachers to ask higher-order questions and use complex texts during instruction. School leader comments also suggested that teachers use formative assessments and incorporate multiple entry points for all students in order to promote high levels of student engagement and achievement. However, in many classes these instructional strategies were not observed. The review team observed that students were mostly completing the same tasks, answering low-level questions, and participating in low-level accountable talk and text-based conversations. • While students stated that they feel intellectually safe in classes, the review team found limited evidence of students asking questions or presenting points of view during classroom visits. In many classes students were not engaged, did not have notebooks, texts, or pencils, and there was a lack of verbal conversation about lessons. Further, the review team found that students were late to class, went to the bathroom, engaged in side conversations, or had hoods up with their heads down. • A review of lesson plans and classroom observations demonstrated that most instruction is teacher-centered, with few strategies used to meet student-learning styles or incorporate varied activities based on data. Observed lessons did not sufficiently engage students or promote higher levels of cognition and higher-order thinking. In a few classes, teachers posed and answered questions themselves without prompting for any student responses. • Teachers are beginning to develop content area curricula and to look at assessment data. The review team observed a content-area meeting during which teachers reviewed a student assessment and began to discuss instructional strategies to address the identified student needs. However, this work is at the beginning stages and the review team found limited evidence of the impact of this work on instruction and student achievement. • Teachers shared that “Do Now” activities and exit tickets are widely used as formative assessments and explained that the school leader provides a resource containing multiple formative assessments from which to choose. Classroom visits affirmed the use of “Do Now” activities in the form of a question in almost every classroom. Although the review team observed that some teachers incorporate student discussion into instruction, the majority of classes did not incorporate higher-order questions, multiple opportunities for students to learn at high levels, or the inclusion of complex texts. • The review team observed an inconsistent use of rubrics across classrooms. Further, a review of student work revealed limited feedback to students about what to do to make improvements to their work. Although reviewers found little student work posted, feedback reviewed was limited to checks, check pluses, check minuses, and comments such as “good job.” On one bulletin board, student work referenced a rubric and students received different numerical grades; however, all received the same 		

comment of “excellent.”

Recommendation:

The school leader should organize regularly scheduled common planning time to enable lead teachers and teachers of all grades, disciplines, and areas to follow a common protocol for:

- using data from daily formative assessments, such as exit tickets, to develop lesson plans that provide multiple entry points;
- analyzing formative and summative data to identify and meet learning gaps and plan different learning strategies, including the use of complex texts for individuals and flexible groupings for students with different abilities and needs; and
- providing activities that fully engage students in lessons by asking higher-order questions, requiring students to support their answers and points of view with evidence from complex texts, and expecting students to take notes and discuss their learning.

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

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader is developing programs to provide support and interventions that address the social and emotional developmental health needs of students. These include the Peer Group Connections program for freshman, which staff and students praised, a Learn and Lunch Program that provides opportunities for students to participate in interest-based clubs and activities, and a planned Girls and Boys Empowerment Group. These programs are offered based on data and needs identified by staff members. Staff shared that student suspensions had declined and data confirmed that superintendent suspensions had decreased by 19 percent and principal suspensions by 32 percent. School leaders shared that this was due to the social-emotional programs as well as the downsizing of the student population. However, the school leader shared that a large number of students, nearly 19 percent, are not attending school and that these programs are not fully meeting their needs.
- The academy structure is organized to provide for ongoing and increased communication among directors, teachers, school aides, family workers, social workers, guidance counselors, deans, and support staff, including the parent coordinator. Improved communication supports each child’s scholarship, attendance, well-being, and social and emotional developmental health needs. However, there is a high percentage of student absenteeism, which hinders the support provided to all students.
- Academy staff members use the Skedula and PupilPath programs to record student progress and anecdotal data, so that all staff members are informed and can support student needs. However, despite the benefits of information sharing, there is an absence of an overarching plan with systemic protocols known and used for meeting the social and emotional developmental health needs of all students. The school leader holds weekly meetings to discuss possible interventions; however, interviews with teachers demonstrated that this process was not fully communicated to all teachers. During interviews, the review team found that some staff members were aware of student needs, but

unclear of specific protocols and processes in the academy to support these student needs. One teacher explained there was often no follow-up to requests for support, which other teachers confirmed in the teacher focus group.

- Interviewed teachers explained that they individually call home about student attendance problems and stated that this was an individual teacher effort, not part of a collective effort or expectation.
- Students stated that they did not know who their guidance counselors were and that they had not been provided with college guidance or activities.

Recommendation:

The school leader, in collaboration with the student support staff, should:

- develop a plan and redeploy existing resources to expand the Peer Group Connections program to serve students in all grades. The plan should include the use of data to identify the social and emotional developmental health needs of all students and identify specific student supports;
- use the information from data analysis to share and target services provided by outside partners, trained peer leaders, and social-emotional health resources across all academies; and
- reevaluate the role and responsibilities of the guidance counselor and social worker team to optimize efforts to support all students and regularly assess the impact of those efforts.

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.

- The school leader has instituted mechanisms to support reciprocal communication with parents and parental involvement in the school; however, large numbers of parents remain uninvolved. Strategies used to communicate with parents include an updated parent webpage managed by the parent coordinator, regularly scheduled Parent-Teacher Association (PTA) meetings, Saturday open houses, academy nights, and a range of workshops based on parent feedback.
- The school leader shared that the parent coordinator has developed surveys to determine activities and training that interest parents. Based on this data, a series of workshops that included classes on technology, PupilPath, and English as a second language, were offered to parents. The parent coordinator has also worked to ensure that the parent webpage is easily accessed from the school webpage. All correspondence to parents is in English and Spanish, and the parent coordinator stated that translation services are offered and information shared about the New York City Department of Education’s (NYCDOE) translation service when parents speak a language other than English or Spanish. The parent coordinator and interviewed parents reported that despite these efforts, large numbers of parents do not participate.
- Attendance at the last academy night for students totaled 125 parents, far below the parent population of over 1500, and only four parents and the parent coordinator attended the parent focus group interview with the review team. While the parents in the focus group stated that the school had

high expectations for their children's success, this small number of families provided the review team with limited information regarding the views of the larger parent population. Two parents stated that their children were provided with appropriate support and services at the school that led to student progress and another parent praised the multiple opportunities for advanced placement courses and internships and stated that teachers were in close contact with her. However, results from the 2013-14 school survey showed that eight percent of parents who responded expressed satisfaction with the education their children received and the response they receive when they contact with the school.

- PupilPath and Skedula allow families and school staff to view student progress; however, parents and staff interviewed stated there is no comprehensive system that is known and used by everyone. The parent coordinator shared that training is provided to parents on using PupilPath to access information and contact the school; however, some students noted that teachers did not update PupilPath and that grades are not always posted in a timely manner.
- Staff stated that data is shared with families on an individual student basis to address student specific issues. Although the school leader shared that staff are expected to be in on-going contact with parents to communicate information about their children's progress, the review team found no evidence of regular staff contact with parents or staff training to increase partnership with parents.

Recommendation:

In support of the school's vision and multiple efforts to garner parent involvement, the school leader should:

- develop a parent-school volunteer initiative to support parent involvement and student learning that encourages all parents to complete a parent-school contract, in which they agree to support the school's vision, expectations, and specific learning goals for their children;
- encourage parents agree to contribute five hours per semester to school-related activities, such as tutoring a child, tutoring a parent, volunteering in a classroom or an office, or contributing a service, such as providing food for a school-related event; and
- standardize the ways and times that information is provided to parents and provide PD for all staff on effective communication techniques with families.