



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	441600010021
School Name	Meadow Hill Global Explorations Magnet School
School Address	124 Meadow Hill Road, Newburgh NY, 12550
District Name	Newburgh Enlarged City School District (NECSD)
School Leader	Lynnette Brunger
Dates of Review	April 28-29, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for

School Configuration (2014-15 data) - given				
Grade Configuration	K-8	Total Enrollment	1,074	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	6	# Dual Language	0	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	13	# SETSS	3	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	4	# Drama
# Foreign Language	2	# Dance	0	# CTE
School Composition (most recent data)				
% Title I Population	79%	% Attendance Rate	94%	
% Free Lunch	6%	% Reduced Lunch	45%	
% Limited English Proficient	20%	% Students with Disabilities	20%	
Racial/Ethnic Origin (most recent data)				
% American Indian or Alaska Native	0	% Black or African American	21	
% Hispanic or Latino	52	% Asian or Native Hawaiian/Pacific Islander	2	
% White	22	% Multi-Racial	1	
Personnel (most recent data)				
Years Principal Assigned to School	5	# of Assistant Principals	2	
# of Deans	0	# of Counselors/Social Workers	1.5	
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	2	
% Teaching with Fewer Than 3 Years of Experience	3	Average Teacher Absences	8	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28	Mathematics Performance at levels 3 & 4	22	
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits		
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate		
6 Year Graduation Rate				
Overall NYSED Accountability Status (2013-14)				
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	x	Black or African American	
Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander	x
White	x	Multi-Racial	x
Students with Disabilities		Limited English Proficient	x
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	x	Black or African American	x
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	x
White	x	Multi-Racial	x
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	x	Black or African American	x
Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander	x
White	x	Multi-Racial	x
Students with Disabilities	x	Limited English Proficient	x
Economically Disadvantaged	x		

Write the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

The school did not provide its priorities for improvement.

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, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 65 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 leader did not provide the results of any surveys with staff, students, or parents.

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

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

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

- The school’s vision focuses on developing global, enterprising, moral, and successful citizens (GEMS) as well as preparing students for academic excellence in a technological world. The Integrated Intervention Team (IIT or “review team”) observed that the vision is posted on the school’s website and in various locations around the school. The School Leadership Team (SLT) revised the vision at the start of the school year. Staff, parents, and students interviewed by the IIT, reported that they were not involved in developing the vision. A review of the School Comprehensive Educational Plan (SCEP) showed that the school has 20 goals, four goals for each of the five tenets included in the Diagnostic Tool for School and District Effectiveness (DTSDE). The goals are specific and align to the school’s vision; however, the school leader indicated that not all members of the staff implement strategies to improve instructional practices or to evaluate progress towards these goals with a sense of urgency.
- The school leader told reviewers that the district, rather than the school, makes major decisions regarding human resources. The school leader stated that she has reached out to the district to advocate for the school’s staffing needs but had limited success in securing these resources. She reported that the school needs additional staff in the area of English as a second language (ESL) due to the increase of English language learners (ELLs). Teachers stated that the school leader allocated funds to hire substitute teachers to provide select teachers opportunities to visit highly effective teachers in nearby schools, but the impact of these visits is not reflected in substantive improvements in classroom practices.
- The school leader reported that in addition to the Annual Professional Performance Review (APPR) process, she conducts informal observations and walk-throughs of classrooms. However, the school leader stated that she does not share the outcomes of informal observations with teachers unless they request feedback or she has a concern about the quality of instruction. In addition, a review of observation reports showed that some of the written feedback from formal and informal observations was generic and not targeted to specific areas in need of improvement. The IIT found no evidence to show that ESL and bilingual teachers receive strategic or targeted professional development (PD) to support effective practices on how to improve instruction for these subgroups.
- The school leader is developing systems to monitor and evaluate the work and performance of the school. Teachers meet weekly during common planning time (CPT) to assess student work. During the review, the IIT attended a CPT meeting and found that, although teachers identified deficiencies in students’ learning, they did not discuss and implement strategies to address those weaknesses. While the school leader has a system in place to observe teacher practice, it is not leading to rapid and sustained improvements in all classrooms as evidenced by the 65 observations carried out by reviewers. During classroom visits, the IIT saw minimal examples of teachers implementing a data driven culture in classrooms.

Recommendation:

- School leaders should review and monitor common planning time agendas, meetings, and minutes as well as provide feedback to staff to support focused conversations on student data and lesson planning.

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.

- A review of documents demonstrated that teachers inconsistently align unit plans with the CCLS across all grades, content areas, and classes. During discussions with the IIT, teachers and the school leader confirmed that there has been limited professional development (PD) to support the effective implementation of CCLS. For example, the spring PD overview included a book-study focusing on the implementation of the CCLS, but it was only for grades six to eight teachers. Teachers stated that they use EngageNY modules as the CCLS curriculum but reviewers did not find evidence of adaptive lesson plans based on the modules to meet the needs of all students. In addition, the school leader told reviewers that staff does not have adequate materials to support CCLS instruction. Discussions with teachers indicate that targeted goals are not in place to address the needs of all students and subgroups and there is inconsistent use of Data-Driven Instruction (DDI) protocols to address grouping for all students and subgroups.
- The majority of lesson plans reviewed and collected during the review did not include high-order questioning. The school leader stated that teachers are beginning to use Webb's Depth of Knowledge (DOK) taxonomy in questioning but the IIT found evidence of open-ended questions and DOK charts in just two of 65 classes visited. In addition, there was limited planning for multiple points of entry in subject area content that would make a greater connection to college and career readiness, especially for specific subgroups.
- The school leader confirmed that there is no formalized plan to introduce an integrated approach to learning across the school. The school leader also stated that interdisciplinary curricula is a challenge as teachers have yet to collaborate with special area teachers of subjects such as art, music, technology. The special area teachers interviewed by the IIT shared that they have not chosen a grade level to collaborate with to create cross-curricula activities and that they do not attend CPT meetings. Although the SCEP indicates that interdisciplinary units are found on ATLAS Rubicon, the IIT found no evidence of such units. In addition, during class visits, the IIT found no evidence of interdisciplinary instruction.
- Teachers use a variety of assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Rigby leveled books and assessments, and Scholastic Reading Inventory (SRI). However, teachers do not use the results to inform next-steps in student learning or to guide and adjust curriculum planning. For example, the review noted that out of the 14 special education classes visited, teachers in only four classes conducted a short formative assessment to determine students' level of understanding. The

school leader told reviewers that teachers inconsistently analyze and use data collected from math assessments to drive instructional planning and delivery or to group students. The IIT found no evidence of specific planning to target advanced students in lesson plans or in enacted lessons. In addition, there was limited evidence of student feedback in classrooms or on student work samples and there were no rubrics in evidence to guide student work and improve achievement. Students interviewed by the IIT reported that teachers do not provide feedback from tests and assessments or provide them with specifics on the areas of their performance that are most in need of improvement.

Recommendation:

- School leaders should make sure teachers provide written targeted feedback and next-steps for improvement on student work to promote academic success, especially for subgroups.

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.

- During classroom visits, the IIT saw limited evidence of teachers utilizing specific or varied instructional groupings to meet the diverse needs of students. In addition, the IIT did not observe targeted interventions to support struggling learners, ELLs, or students with disabilities. The school leader stated that conversations have only just begun regarding the importance of teachers using data to drive instruction. A review of lesson planning documents indicated that teachers minimally adapt their plans based on data, especially for subgroups. During class visits, the IIT saw few examples of data driven instruction (DDI) based on the needs of general education students or for students with disabilities. In addition, teachers did not use the data from the New York State English As A Second Language Achievement Test (NYSESLAT) to address proficiency levels of ELLs in both ESL classes and in general education classes. During the small student focus group, students shared that teacher goals are not targeted to specific groups but are more generic in nature, for example, pass the class, or stay focused.
- In the majority of classrooms visited, teachers used the direct-instruction model. The IIT noted that students received the same task, regardless of their skill level or need for support. The review team noted differentiation of instruction in only seven of 65 classes visited. Teachers inconsistently asked higher-order questions that lead to student discussion, and a high level of student engagement. During the small group meeting, only some students were aware of the CCLS and during classroom visits, there was limited evidence of the instructional shifts incorporated within lessons. For example, the IIT saw few lessons that included the academic vocabulary or opportunities for students to cite textual evidence.
- During discussions with the IIT, students reported that although they feel physically safe in school they are not always comfortable in either asking questions or responding to the teacher in class because sometimes other students ridicule them. Instruction is not always tailored to meet student strengths and needs of students and therefore limits participation. The IIT noted that teachers do not

consistently ask students to provide evidence or explain their thinking. In addition, few teachers provide opportunities for discussion that enables students to share their differing views, opinions, or perspectives.

- Class visits and teacher interviews reflect that teachers have access to formative and summative assessment data from tests and from classroom assessments. However, reviewers found that few teachers use these data to inform decisions about instruction or to group students. In addition, teachers do not consistently provide targeted, actionable feedback to ensure students have an opportunity to reflect and learn from the feedback. A review of student portfolios in classrooms and during the small student focus group indicated minimal evidence of teacher feedback, except for a numeric grade or a written phrase such as "good job."

Recommendation:

Teachers should consistently use instructional strategies that:

- support higher-order questioning that leads to increased student engagement, critical thinking, and high achievement; and
- monitor student learning by regularly checking for understanding.

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

Tenet Rating

D

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

- The school support staff and students told the IIT that all students have an adult they can go to address any social-emotional or academic need. The school staff has a referral system in place; however, the school leader told the IIT that there is no one person who is accountable for monitoring the social-emotional developmental health of students. A Functional Behavior Assessment (FBA) team meets weekly to assess and plan for Behavior Intervention Plans (BIPS) for students; however, the FBA team leader reported that only 50 percent of all FBA's are fully implemented. Members of the school support staff informed reviewers that the Response To Intervention (RTI) system used to identify and support students with learning and behavior needs, provides interventions, but its effectiveness has not been monitored by school leaders. The school support staff also told the IIT that parents are not included in RTI initial meetings and data from the FBA's is not shared with parents.
- Teachers Interviewed by the IIT reported that PD for the RTI system took place in February and because of this training, they now have a better understanding of the RTI process. However, the school leader told reviewers that some members of the support staff, such as para-professionals, receive limited PD in the area of student social and emotional developmental health needs of students. During class visits, the IIT noticed that some para-professionals are not consistently providing the instructional support necessary to students with disabilities. For example, in a special 6:1:2 class, two para-

professionals sat at desks and watched the teacher. The school leader confirmed with reviewers that she is looking at different commercial programs to support the teaching of social emotional developmental health and is planning PD to support its implementation. The IIT did not find any evidence of a strategic effort to promote the understanding of the school's vision to the community it serves as it relates to social-emotional developmental health.

- Students and parents told the IIT that occasionally fights between students occur within the building. Parents told the reviewers that although they generally feel their children are safe there is a small group of students who consistently cause problems. Based on a review of documents, the IIT noted that the school staff uses the OLEWUS behavior modification program to focus on positive character traits, social skills, and anti-bullying. In addition, the IIT found evidence to show that students attended monthly assemblies that students focusing on this program. However, the IIT saw limited examples of positive behavior strategies used in the classroom or of posters displayed around the school that highlighted the importance of the OLEWUS program
- Although the school collects some data from sources such as FBA's, RTI, suspension rate, and attendance to identify social-emotional developmental health needs, the school leader has not developed a strategic plan to make use of this and academic data in a cohesive manner to identify and address the holistic needs of all students. This means that neither teachers nor leaders are using available data to promote students' academic and social success at optimal levels.

Recommendation:

- School leaders and the RTI and FBA teams should include parents in the development and implementation of the targeted interventions for all students.

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

Tenet Rating

D

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

- Discussions with the school leader and a review of documents show that the school uses a variety of channels such as newsletters, information on the school website and the Parent Teacher Organization (PTO) Facebook to make known to parents the school’s expectations for academic success. In September, the school leader had an open-house for parents and the school community at which she presented school and student expectations. However, discussions with parents and teachers indicate that individual teachers do not always make clear the academic expectations to which teachers want students to achieve or aspire. In addition, the school leader has not put in place strategies to gauge parental opinion about how well the school communicates its expectations to parents.
- A review of home-school correspondence reflects that some but not all of the documents are translated into languages other than English. The school sends progress reports, by trimester in the lower grades and quarterly in the upper grades, to parents in both English and Spanish. However, the IIT found that for the grade parent-teacher conferences, the school, in a letter to parents, indicated that no translator would be available. The school leader confirmed that she has not yet instigated

plans to evaluate the strategies it uses for communicating with parents or for building stronger home-school partnerships. This means that the school has limited knowledge of the strategies that work best and those in need of improvement. For example, the PTO president indicated that less than 12 parents attend PTO meetings or workshops. Although the school leader reported that an open invitation was sent to all parents to attend the parent focus group, only four parents attended.

- The school leader, teachers, and parent interviews demonstrated that the school has not provided parents with regular guidance, or tips and training on how they could better support their child's learning at home. The school leader also stated that there is no formal plan to provide such support in the near future. The school leader reported and teachers confirmed that there has been no PD and none is planned in the near future to equip teachers with the skills to build and sustain strong, effective partnerships between school and home.
- Parents and the school leader confirmed that parents receive regular progress reports on their child's academic progress. These progress reports are slightly more frequent for the upper grades than the lower grades in school. Parents shared that they would welcome more guidance on how to interpret the data that is sent home as well as more opportunities to celebrate student success such as honor roll or 100 percent attendance.

Recommendation:

- School leaders should plan parent workshops/meetings, in collaboration with the community, during school events that would focus on educating parents in their efforts to provide academic and social-emotional support for their child.