



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	131500010001
School Name	C.B. Warring Elementary School
School Address	283 Mansion Street, Poughkeepsie, NY 12601
District Name	Poughkeepsie City School District
School Leader	Nadine Dargan
Dates of Review	October 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

School Configuration (2014-15 data)					
Grade Configuration	K-5	Total Enrollment	350	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual		# Dual Language		# Self-Contained English as a Second Language	
Types and Number of Special Education Classes (2014-15)					
# Special Classes	1	# SETSS	1	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts		# Music		# Drama	
# Foreign Language		# Dance		# CTE	
School Composition (most recent data)					
% Title I Population	84%	% Attendance Rate		96%	
% Free Lunch	73%	% Reduced Lunch		11%	
% Limited English Proficient	16.6%	% Students with Disabilities		18.7%	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	.57%	% Black or African American		57.14%	
% Hispanic or Latino	3.71%	% Asian or Native Hawaiian/Pacific Islander		.29%	
% White	37.43%	% Multi-Racial		.57%	
Personnel (most recent data)					
Years Principal Assigned to School	3	# of Assistant Principals		0	
# of Deans	0	# of Counselors/Social Workers		1.5	
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		0	
% Teaching with Fewer Than 3 Years of Experience	6.06%	Average Teacher Absences		2	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8%	Mathematics Performance at levels 3 & 4		9%	
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					

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		Black or African American		X
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander		
White		Multi-Racial		
Students with Disabilities		Limited English Proficient		
Economically Disadvantaged	X			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		Black or African American		X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander		
White		Multi-Racial		
Students with Disabilities		Limited English Proficient		
Economically Disadvantaged	X			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		Black or African American		
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander		
White		Multi-Racial		
Students with Disabilities		Limited English Proficient		
Economically Disadvantaged				

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Use academic data to drive instruction that will increase student performance.

Information about the review:

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBE-RN).
- The review team visited a total of 55 lessons during the two-day review and most teachers at least once.
- 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 160 students (46 percent) completed.
- The school provided results of a staff survey that 13 staff members (29 percent) completed.

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

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:					I

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.

- While the school leader has established a school vision that focuses on building a data-driven culture that meets the needs of all students and develops independent learners, the vision has not yet been clearly communicated and instilled in the school community. Staff reported an increased emphasis on data-driven instruction (DDI), but did not describe a clear set of priorities and strategies for the school year. While the school leader has provided teachers with considerable autonomy and resources in areas such as curriculum and assessment, teachers described a lack of clear direction and guidance; neither the school leader nor staff could clearly explain what they were striving for or how they would determine success. For example, teachers and the school leader spoke consistently about a focus on student growth, but did not define the levels of student growth desired.
- The school’s comprehensive education plan (SCEP) contains only one set of measurable targets, which includes one stating that six and one half percent of grade five students will be proficient in math. Such low-level targets are not “ambitious,” as defined by the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goal system, and therefore unlikely to drive significant school change. Some teachers stated they felt responsible for achieving only one year of growth for their students, which is insufficient in a school where the vast majority of students are below grade level. The school leader developed an internal “30-60-90 day” action plan organized around SMART goals, but again these do not include any benchmarks to measure progress toward achieving student performance targets. As a result, the school does not exhibit a sense of urgency in moving students toward meeting grade-level standards.
- The school leader is using some resources to create opportunities for improved student learning. For example, the school offers a menu of assessments for teachers use and the school leader is in the process of implementing a ten-day data cycle to inform instruction. Teachers are beginning to use data to group students, with multi-grade reading groups in two grades and cross-grade math grouping in another. The school is also using the computer-based Imagine Learning Literacy program to individualize instruction. The instructional coach provides targeted support to grade-level teams and individual teachers, which has resulted in some teachers showing growth in DDI as observed by the school leader during learning walks. In addition, the school leader stated that she is beginning to strategically move teachers to grade-level teams based on individual expertise. Despite these nascent efforts, the school is not maximizing opportunities for collaborative planning by grade-level teams and between general education teachers and support staff; while some time exists in the schedule for common planning, the school leader has established no expectation for grade-level collaboration. In addition, while the school has implemented “workshop time” during reading and math classes to provide students with leveled instruction, the school leader has not organized the schedule in other ways to provide targeted instruction based on student need.
- The school leader is beginning to use informal observation and feedback to target teacher development, but the system is not yet contributing to improved instructional practice. The school leader, who is solely responsible for implementing the Annual Professional Performance Review (APPR)

process, rated 96 percent of Warring teachers effective. The school leader and staff noted in the self-assessment that these results demonstrated that teachers are successfully educating students, despite the fact that less than 10 percent of students are proficient in either English language arts (ELA) or mathematics. School and district leaders have been conducting focused instructional learning walks, but teachers reported that they do not receive useful or timely feedback and stated that these efforts are not informing their instructional practices. Reviewers learned that the instructional coach has organized limited internal collaborative classroom visits in the past, which teachers described as useful, but at the time of the review, none had been scheduled for the current school year. As a result, teachers are not being held accountable for improving instruction in their classes.

Recommendation:

Regularly monitor the quality of instruction by:

- selecting specific skills from the APPR rubric to focus on during focused instructional learning walks and informal observations;
- providing ongoing training, monitoring, and actionable feedback in response to the outcomes of the learning walks and informal observations;
- tapping and developing teacher leadership to increase ownership of improvement efforts and expertise sharing; and
- building on effective systems of peer observation and clinical supervision to target specific areas identified for school-wide growth and individual teacher needs.

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.

- Though using resources that support the Common Core Learning Standards (CCLS), the school does not have coherent curricula in place that meet the needs of all students. School leaders and staff acknowledged that neither the school nor the district has a common curriculum. Teachers also noted that the district serves a highly mobile population, with movement often occurring even between the district’s elementary schools, and the lack of consistent curricula presents a challenge for teaching students who move one or more times in a school year.
- The school leader encourages teachers to use curriculum resources provided by EngageNY, and most use the Core Knowledge Language Arts program and Expeditionary Learning modules for ELA and Go Math! for the mathematics program. Interviewed teachers stated that use of these curricular resources was inconsistent among staff members, and that each teacher creates his or her own scope and sequence; therefore, reviewers found no consistency in pacing across classes in the same grade.
- Reviewers found limited evidence of curriculum planning that addressed student needs and provided challenge with rigorous materials and tasks. While some teachers have participated in training on CCLS-aligned curricula, such as Network Team Institute (NTI) trainings, they stated they had not had opportunities to turnkey information for colleagues. Teachers are in the beginning phases of using

data from a range of assessments, such as easyCurriculum-Based Measurement (CBM) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, to inform curriculum planning. However, teachers noted they had received a limited amount of training on curriculum development and the curriculum observed by reviewers during classroom visits was not consistently aligned to student needs. The school is implementing leveled grouping in ELA and mathematics based on the results of diagnostic assessments that include DIBELS and Measures of Academic Progress (MAP), but reviewers found that teachers modify instructional resources primarily by reading level, rather than any specific skill deficit identified by data. Evaluators noted few instances of lessons using differentiated curricular materials, and found limited access for students with disabilities and English language learners (ELLs). Finally, teachers did not consistently challenge students using grade-level texts and problems, nor scaffold instruction when they did present students with more demanding material. Consequently, reviewers found that the curriculum does not promote high levels of achievement for all students.

- Given the lack of organized and collaborative curriculum planning, the school does not have a comprehensive approach to creating interdisciplinary curricula to engage students and promote their success. Evaluators found a few discrete examples of curriculum connections across disciplines in lesson plans that included connections between literacy and art and during an observed teacher meeting in which an instructional leader pushed teachers to consider how their choice of texts aligned to content in other subjects. Teachers often noted that a lack of collaboration time limited opportunities for general education teachers, support staff, and teachers of special subjects to coordinate instruction. Teachers also described an informal method of communication to share and coordinate lesson plan objectives and activities; as a result, the school is missing opportunities to develop coherent curricula that provide students with multiple access points to grade-level work.

Recommendation:

- Establish clear expectations for grade-level collaboration that facilitates the development of horizontally and vertically aligned scopes and sequences. Provide ongoing support to grade-level team efforts in the areas of curriculum development that include alignment to standards, differentiation, and lesson planning based on data. In addition, establish a process for regularly reviewing and revising curricula to confirm alignment to standards, state tests, and student needs.

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.

- Reviewer observations of classes in a range of subjects that included classes for students with disabilities and ELLs demonstrated that the school is not engaging students in rigorous lessons that incorporate higher-order questioning, text complexity, and multiple access points. Most teachers had established classroom routines, so most students were compliant, and few classes were disrupted by misbehavior.
- Many lessons did not engage all students in a manner that would lead to them meeting grade-level standards. Reviewers found that most classes used whole-group and teacher-centered instruction,

with teachers asking low-level questions and providing limited opportunities for student discussion. Even in classes where teachers attempted to ask higher-order “why” questions, they focused on procedural rather than conceptual understanding. Similarly, in classes with multiple adults, the primary modes of instruction were lead and assist, and lead and monitor, which provided limited opportunities for teachers to target support for groups or individuals. Based on school leader and teacher interviews and the school self-assessment, teachers are in the beginning phases of using assessments and data to inform and adjust instruction. The primary strategy to target student needs is the use of leveled grouping during “workshop time,” which is based on diagnostic assessments; for most teachers, this means grouping students within classrooms. In two grades, teachers and support staff have created multi-grade groups, and in another, teachers are planning groups across classes. Nevertheless, beyond selecting leveled texts, there was little evidence that assessments are being used to identify specific skill deficits and provide targeted instruction to address those deficits. Reviewers observed little classroom use of differentiated materials focused on specific skill development, and instructional practices were virtually the same across groups.

- Reviewers found that teachers are selecting from a menu of assessment tools; however, it was not evident that assessments were adequately aligned to the teacher’s curriculum and student needs. In addition, while teachers seem focused on encouraging student growth, the absence of clear growth targets limits the effectiveness of using multiple assessments for progress monitoring. Finally, reviewers found there was a limited use of data to provide students with opportunities for self-evaluation. Besides the identification of right and wrong answers and encouragement, most student work did not contain critical feedback. Teachers are expected to use a data wall, but the school is just beginning to implement this practice and there is no clear expectation for its use. Given the nascent use of data to inform instruction, most pedagogy does not meet the needs of all students.
- Students are not consistently engaged in an intellectually safe learning environment. Some interviewed students noted they do not feel comfortable speaking in class or asking questions. During classrooms visits, instruction was predominantly teacher-centered, and though students often responded to teacher’s questions, reviewers witnessed little evidence of student-generated questions or interest. Moreover, there was limited evidence of student interaction as a learning strategy. While the school leader identified developing independent learners as a priority, reviewers found little opportunity for students to practice independent learning, such as tackling student-generated questions or having a choice in how to demonstrate skills and content knowledge. As a result, instruction does not engage all students to help them achieve grade-level standards and lead to college and career readiness.

Recommendation:

- Create a more robust definition of differentiation that includes not only grouping, but also different levels of tasks, materials that scaffold and challenge learners, and instructional methods that incorporate higher-order questioning and student interaction as a learning strategy. Increase the sophistication of assessment and data use to include the identification of specific skill deficits, appropriate student grouping, and the adjustment of instruction and groupings during lessons to meet ongoing individual needs. Increase grade-level team ownership of data with common assessments, data analysis protocols, and collaborative action planning.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>The school has received a rating of Developing for Tenet 5 – Student Social and Emotional Developmental Health.</p> <ul style="list-style-type: none"> • The school has a number of programs and strategies in place to support students’ social and emotional developmental health; however, school staff acknowledged that program implementation is inconsistent. The school uses the Second Step program to provide students with regular lessons on social-emotional development, and the school leader has provided staff with updated curriculum resources for the program; however, the school leader stated that not all teachers use it with fidelity. The school uses Positive Behavioral Interventions and Supports (PBIS) strategies that include the allocation of pride tickets for school-wide earning and reward targets, such as theme parties. However, there was little evidence that teachers distribute these tickets in a consistent fashion. The Character Counts program is used to provide a focus on character traits that are highlighted during daily announcements, and teachers and students described the sharing of anti-bullying strategies. • Although the school is in the beginning phases of developing teacher skill in using data, the focus is primarily on academic, rather than social-emotional data. For example, the school has a well-developed response to intervention (RTI) program for academic issues, but does not use this system as deliberately for behavioral and social-emotional issues. As a result, teachers do not have a consistent understanding of their Tier 1 responsibility for social-emotional development. In addition, as with academic goals, the school does not have concrete and measurable goals for students’ social-emotional development. Although there are elements of data use that pertain to social-emotional development, such as the tracking of attendance rates and pride points, the school has not implemented a strategic plan to collect, analyze, and use data to identify and meet the social-emotional needs of all students. Given the limited use of data, school staff do not have a clear picture of students’ social-emotional needs and methods for evaluating the impact of their efforts in this area are not secure. • The school provides staff with limited professional development (PD) related to social-emotional health and is in the early stages of engaging parents and community organizations in addressing students’ social-emotional needs. Individual staff members have had some opportunities for targeted PD in programs such as Second Step and PBIS, but reviewers learned that social-emotional health has not been a priority for school-wide training. In addition, the school is not actively leveraging community resources in this area for the sake of either staff development or student needs. Student support staff reported a significant need among the student population, but experience a lack of capacity; hence, their focus is primarily on identified students with specific mandates in their individualized education programs (IEPs) and not the whole student population. While student support staff provide referrals for families to community agencies and organizations, they did not describe how these agencies provide support to meet the social-emotional needs of students and their families. Similarly, without a focus on collecting and using social-emotional data, the school is not able to share data with all available community agencies to identify needs and target resources. Consequently, the school does not fully develop and support the social and emotional developmental health necessary for the 		

academic success of all students.

Recommendation:

- Monitor the implementation of social-emotional programs, such as Second Step, PBIS, Character Counts, and anti-bullying initiatives to evaluate program efficacy and hold teachers accountable for consistent implementation. Expand RTI to focus on social-emotional, as well as academic issues, to enhance teacher understanding of their Tier 1 responsibilities for students' social-emotional growth.

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

I

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

- School leaders have not communicated and instilled high expectations for learning in the school community. As noted earlier, the school has not established ambitious targets for student learning that define desired outcomes. Reviewers found that none of the parents, students, or school staff interviewed could state the school's mission of "providing a high-quality world-class education." For instance, they did not speak about preparing students for the next grade level in their academic career, or college and career readiness. In addition, reviewers found that students and their families had not been actively engaged in the process of developing school goals or action plans. As a result, there is no commonly shared vision for school improvement to coordinate efforts between the school and families.
- While the school has an open-door policy and parents described school leaders and staff as accessible, school leaders acknowledged that family participation has been limited and staff have struggled to actively engage parents in school events. For example, reviewers found that the Parent-Teacher Organization (PTO) experiences limited parental involvement. School leaders described the use of a range of communication strategies that included letters, automated phone messaging, and electronic tools, yet parents reported that information about school events was not provided in a timely fashion. Teachers reported there are no consistent parent communication practices and so, there are limited opportunities for reciprocal communication about student needs. The school provides little training for parents and staff on creating and sustaining home-school partnerships. While resources are available for translation and interpretation services, their use was described as ad hoc by school leaders and teachers.
- Reviewers learned that parents are not receiving data that provide them with a clear understanding of their child's performance. Some structures, such as open house and district events are in place to provide parents with an understanding of school curricula and how to collaborate with teachers to help their child attain the standards. However, interviewed parents stated they did not understand how reading levels were determined and noted frustration with receiving positive feedback about their children's academic performance via progress reports, report cards, and conferences, only to find out later that they were not attaining proficiency on the state test. Parents stated that the school has been unable to explain or address this discrepancy, which is consistent with the school's focus on growth without defined growth targets. In addition, parents reported they are aware of the shift to CCLS-aligned curricula, but are unfamiliar with the instructional shifts and do not understand how to help

their children succeed.

- Reviewers found no evidence of data sharing with community partners to address the needs of families and students. The school is using a 21st Century grant to provide after-school programming for students that includes academic support, and involves a number of community organizations, such as Mill Street Loft, R.E.A.L Skills, the Children’s Media Project, and the Leadership Program. However, the school does not have systems for collaboratively sharing data to identify needs and evaluate impact. As a result, the school and its community partners are not effectively coordinating their efforts and resources to meet the needs of all students and families.

Recommendation:

- Provide parents with more timely information about curricula, academic goals, instructional strategies, and opportunities for support and intervention. Present data in a straightforward manner that explains student performance in relationship to state standards. In addition, provide resources and training to parents on how to help their children learn, ensuring that all information is translated, as needed.
- Establish clear expectations for teachers about parental engagement and provide them with training to improve school-family partnerships.