



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010002
School Name	Clara Barton School No 2
School Address	190 Reynolds Street, Rochester, New York 14608
District Name	Rochester City School District
School Leader	Pamela Rutland
Dates of Review	January 13-14, 2015
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-6	Total Enrollment	438	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)					
# Special Classes	8	# SETSS	0	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	1
School Composition (most recent data)					
% Title I Population	70	% Attendance Rate		92.3	
% Free Lunch	67	% Reduced Lunch		3	
% Limited English Proficient	2	% Students with Disabilities		29	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0	% Black or African American		85	
% Hispanic or Latino	10	% Asian or Native Hawaiian/Pacific Islander		1	
% White	1	% Multi-Racial		0	
Personnel (most recent data)					
Years Principal Assigned to School	1	# of Assistant Principals		1	
# of Deans	0	# of Counselors/Social Workers		1.2	
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification		3	
% Teaching with Fewer Than 3 Years of Experience	3	Average Teacher Absences		3	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5	Mathematics Performance at levels 3 & 4		4	
Science Performance at levels 3 & 4 (4th Grade)	33	Science Performance at levels 3 & 4 (8th Grade)			
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (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	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Establish and improve systems for progress monitoring, RTI, observations and evaluations, communication and collaboration.
2. Create a climate that is conducive to learning.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative and a district Special Education School Improvement Specialist (SEIS)
- The review team visited a total of 38 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents
- Reviewers examined documents provided by the school, including lesson plans, school-wide data, teacher feedback, and student work.
- The school did not provide student, staff, or parent surveys for the review team to scrutinize.

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 checked="" type="checkbox"/>	<input 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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 6:				D	

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

Tenet Rating

D

The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- School goals are not all Specific, Measurable, Ambitious, and Results-oriented and Timely (SMART). Some staff and parents reported to the review team that did not help devise the school’s goals and consequently are unaware of the school’s improvement initiatives as well as unsure of what their role is in the school improvement process. The school leader reported that she is in the early stages of developing a strategic plan to ensure staff members rigorously and consistently analyze and use data to identify and address weaknesses in instructional practices and student achievement. The school leader also acknowledged that current processes to monitor and evaluate the goals lack rigor and are under-developed.
- The school leader is beginning to organize resources to increase opportunities for student success. The school leader stated that she has initiated a number of activities to improve student achievement, but has not yet evaluated the impact of these strategies. A review of documents show and staff interviews confirm that the school offers an expanded learning program after school. Staff report that the program is not well attended by students because of transportation issues. The review team noted that fewer than fifty students participate in the reading intervention program and approximately forty students attend the homework club. While the intent of the after-school initiatives is to raise achievement, the IIT found limited evidence of the effectiveness of these initiatives. The school leader secured coaches from the district to facilitate workshops for teachers to increase teachers’ awareness of Common Core modules, the use of instructional shifts, and differentiation. Classroom visits show that some teachers are beginning to align curricula to Common Core Learning Standards (CCLS); however, most teachers do not use instructional shifts in their practice.
- The school leader implements the Annual Professional Performance Review (APPR) during regular observations of teacher instructional practices. Teachers state school leaders carry out ten-minute walkthroughs and then provide teachers with feedback either orally or by email. A review of documents and discussions with teachers indicate that the quality of this walkthrough feedback and other observational feedback is not always timely or specific enough. Few comments provide clear steps for improvement. Consequently, the pace of improvement in teacher practices is too slow and hinders advances in student achievement.
- School leaders are developing systems to track and monitor individual and school-wide practices so that they know how well they are doing but leaders are not analyzing data and other information thoroughly enough to identify the practices that are most in need of improvement to help raise student achievement and teacher performance. Teachers collect student data during baseline assessments; however, the Integrated Intervention Team (IIT or “review team”) found minimal evidence of how teachers use this information to plan and deliver instruction. While school staff collects data on student attendance and behavior, teachers and leaders do not consistently analyze and use these data to identify vulnerable students or to target resources to ensure improvement.

Recommendation:

School leaders should accelerate the pace for school improvement by:

- devising systems to identify SMART goals for the School Comprehensive Education Plan (SCEP) and then monitoring and evaluating progress towards them each quarter; and
- developing a schedule of focused walkthroughs to identify the most important weaknesses in teachers' instruction and to give staff specific and actionable feedback for improvement that is then monitored on a quarterly basis for implementation in the classroom.

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.

- Although teachers assess and collect information on their students, visits to classrooms and a review of teachers' unit and lesson plans show that teachers do not consistently use data to plan and deliver instruction that addresses students' needs and abilities. In addition, school leaders and teachers interviews confirm that teachers do not analyze data to make curricula decisions and modifications specifically aimed at addressing the academic needs of different groups of students. The IIT found that teachers assign students the same academic tasks regardless of student performance in previous assessments. Students interviewed by the IIT, report that the feedback they receive gives little guidance as to what they need to do to achieve at a higher level.
- The school leader has implemented support and training so that teachers can use the modules for ELA and math, which align to CCLS. A review of documents and discussions with staff reflect that grade-level meetings and Professional Development (PD) topics focus on increasing teachers' awareness of CCLS and differentiated instruction. However, these practices have yet to have sufficient impact on improving teacher practices and students' learning experiences in classrooms. Curricula documents including lesson plans as well as visits to classrooms show limited evidence of teachers adjusting curricula to meet the needs of subgroups or individual students or teachers using instructional shifts to enhance their practices.
- During discussions with the IIT, the school leader reported that not all teachers monitor the progress of their students, and therefore she has identified the necessity to develop protocols to monitor and adjust curricula. Classroom visits show that few lessons are driven by data. Although some teachers plan for and use complex texts, the IIT found that students used the same text despite their reading ability. Most teachers' lesson plans do not include the intended use of higher-order questioning to allow students to deepen their thinking and then articulate their thoughts. Although grade-level meetings and PD are beginning to focus on developing teachers' awareness of using differentiation when planning and delivering their instructional practices, the review team found few examples of teachers planning and scaffolding work that accurately aligned with students' abilities and skills.
- The staff uses ELA and math modules from EngageNY to provide some opportunities for interdisciplinary curricula but the school staff lacks formalized plans to promote cross-curricula links between different content areas. All students have the opportunity to use technology in the form of electronic tablets and Chromebooks. During classroom visits, although the IIT saw some examples of

teachers beginning to link special subjects, such as technology across other subjects, reviewers found minimal evidence of teachers reflecting on and revising current curricula to promote interdisciplinary planning in a more systemized and rigorous manner.

Recommendation:

School leaders and teachers should monitor and evaluate the quality of curricula that individuals and subgroups receive by:

- identifying teacher leaders who understand how to adjust curricula to meet the needs of all students and sharing their best practices with colleagues;
- using grade-level meetings to ensure that lesson and unit planning is accurately aligned to CCLS and includes instructional shifts;
- insisting teachers use assessment data to adjust and modify curricula, such as scaffolding activities, to meet the needs and interests of all students; and
- requiring teachers to plan and utilize higher-order thinking questions and giving students time to think more deeply so that they can articulate their thoughts clearly.

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.

- The school leader stated that teachers, through meetings and conversations, are developing their understanding of aligning instructional plans and practices to data but instruction in classrooms does not readily or routinely promote high-levels of student engagement and inquiry, leading to increased student achievement. A review of teachers’ planning documents and classroom visits show that most teachers do not use student data to inform their instruction and to address students' varying ability levels. Although some students in grades two through four receive intervention by a designated teacher one day each week, teachers minimally provide instructional interventions based on data. There is no school-wide system for establishing and monitoring student goals to promote increased academic achievement.
- During class visits, the IIT noted that most ELA and math lessons aligned to CCLS but found that teachers across the school inconsistently incorporate the instructional shifts in their lessons. Students reported and classroom visits confirmed that instruction is not matched to student ability. Some student reported that their work was too easy while others stated that they found assignments too difficult. Teachers’ planning shows a limited focus on developing students’ higher-order thinking skills through teachers’ questioning. During class visits, the review team noted that teachers provided students with few opportunities to respond to questions that required them to think critically and then articulate their answers. Consequently, instructional practices do not lead to high levels of student engagement and achievement in enough classrooms.
- School improvement plans identify the need to develop a learning environment that is conducive to learning. Although there is an appropriate school-wide plan for acceptable student expectations, not all teachers refer to it during lessons. Students and parents stated that not all students behave

acceptably during lessons. Some students reported that when they ask for clarification during lessons they are sometimes laughed at by their classmates. Others shared that students exhibiting poor behavior sometimes disrupt class instruction. During class visits, the IIT noted a few examples of students' disrupting classes. Classroom visits and a review of documents show that few teachers use strategies such as grouping to respond to the needs of subgroups of students, particularly students with disabilities.

- Teachers are beginning to use plans for adjusting student grouping for some students and the school leader has identified the need to develop data collection systems to monitor student progress more effectively. Classroom visits demonstrated that not all teachers are using on-going assessment to inform their instruction. Most teachers provide few opportunities for students to engage in any self-evaluation of their work or achievement. Students commented that feedback from teachers was inconsistent, not always timely, and lacked specifics about what aspects of their work needs the most improvement.

Recommendation:

School leaders must ensure that the quality of instruction improves by:

- identifying teacher leaders to model and share effective practices for instruction;
- requiring all teachers to use student data to inform their instruction and to address the levels towards which the student are working; monitoring planning and instruction to ensure that these practices are implemented and the impact on student achievement monitored and further weaknesses addressed rigorously and urgently;
- expecting teachers to identify goals for students and provide written and oral feedback that allows students to see what they need to do to improve; and
- expecting requiring teachers to develop classroom management protocols so that students respect the viewpoints of others and poor behavior in classes does not interfere with learning.

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 leader has developed a school-wide Respect and Protect system to support the social and emotional needs of all students. The staff uses this system to place students into one of four categories gold, silver, orange, or blue, which identify different levels of social and academic effort demonstrated by students. During classroom visits, the IIT saw very few examples of teachers referring to this system or using it use to guide and support students. Although the Response to Intervention (Rtl) team focuses on academic and social-emotional needs of the students identified and referred to the team, there is no formal system that allows all students to be known by an adult. Some staff uses data to provide supports to address barriers to student social and emotional developmental health needs; however, the school lacks an embedded system to ensure all staff regularly uses data to address the needs of all students.

- Staff has recently developed a rubric that focuses on student effort. This is beginning to support staff in their understanding of the skills and behaviors that addresses the social and emotional health of students. Some PD has been offered to build adult capacity to support student social and emotional developmental health needs. However, attendance sheets show that not all teachers attend these PD sessions teachers.
- The school has a priority to develop a learning environment that is conducive to learning. However, staff, students, and parents interviews reflect that not all constituents are fully aware of the roles they play in supporting the social and emotional well-being of students. Although the school leader reports that she encourages staff to be proactive in addressing incidents of bullying, during discussions with the IIT, some students, parents, and teachers reported that bullying is an issue and that staff does not always address bullying effectively. As a result, students who are experiencing incidents of bullying do not always learn in a safe school community.
- There is no formalized plan for teachers to understand how to use and analyze data to address all student social and emotional developmental health needs. Members of the staff collects data but there is little evidence of them analyzing the data they collect and then taking action to address and respond to student issues. During discussions with the IIT school leaders and staff reported that they do not consistently use data related to discipline incidents or the Respect and Protect program, to identify students who may need additional guidance or who may repeatedly exhibit negative behaviors. As a result, staff members miss opportunities to address the individual needs of students, which hinder student success.

Recommendation:

School leaders and staff must create and implement a vision where all members of the school community are aware of the roles they need to play in creating a safe learning environment, which addresses all student social and emotional development and should include:

- devising a system where each student is known and meets regularly with a designated member of staff to discuss their social and academic needs;
- deeply analyzing data for example, from the Respect and Protect system and student discipline referrals, to identify trends and patterns in student behavior and needs and share this with the school community; and
- surveying students and staff quarterly to identify issues relating to bullying and use this information to develop a school-wide program to help eradicate bullying and to equip staff with the necessary skills to consistently support students who are experiencing social and emotional difficulties.

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 not evaluated the school’s efforts in building relationships with families. As a result, channels of communication between home and school are inconsistent. Parents interviewed by the IIT, stated that when they attend meetings with teachers some reinforce the high expectations

necessary for student success but other teachers do not. During discussion with the IIT, parents reported that some teachers give clear guidance, regarding expectations for example, when sending homework home but this is not consistent in all classes. A review of documents and school leader interviews indicate that the school has identified the need to increase parent representation at school events and meetings.

- The school communicates with families through mailings, an electronic system, and other channels. However, the school has not established formal protocols to ensure all families can regularly communicate reciprocally with the school. Some parents interviewed by the IIT, shared that not all parents know about the parent portal, an on-line program where parents can access information about the school and their child's progress. Additionally, those parents who use the portal say that not all teachers keep it up to date. Although the school translates some documents into Spanish, the second most prevalent language, the school sends most documents to families in English. A review of documents indicates that the staff plans to survey all families about school issues; however, discussions with the school leader show that school staff has not yet administered the survey.
- The school is developing a plan to provide training for staff on creating and sustaining home-school partnerships with families. Staff is beginning to develop health related partnerships with some community agencies such as The Smile Mobile, which provides free dental services. However, not all students benefit from a well-focused home-school connection because the school has not ensured that all families are involved at the school.
- The school staff shares some academic achievement and behavior data with parents such as quarter report cards containing student specific data and information regarding attendance, referrals, and behavioral incidents. School staff reported that parents could access other data, including information on homework assignments, from the parent portal. During discussions with the review team, some parents spoke positively about the parent portal, while other parents reported that they either do not know about the parent portal or do not know how to use it. Not all families understand and use data to advocate for appropriate support services for their children. As a result, the school community does not empower all families to take action to support student learning, leading to higher student achievement.

Recommendation:

School leaders, parent liaison and staff must work together to increase the number of families who are regularly involved in their child's education by:

- creating, sending and analyzing a survey in home languages for families, each quarter, to find out and respond to information relating to effective modes of reciprocal communication, how to support their child's academic and social needs, and feedback on the school's progress towards the school's priorities and goals;
- monitoring the consistency of all channels of communication between home and school each quarter and checking that all families understand how they work; and
- providing regular support and guidance for families to better access and understand data and other important information so that they can work in partnership with the school in better meeting the needs of all students.