



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

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	261600010045
<b>School Name</b>	School #45, Mary McLeod Bethune
<b>School Address</b>	1445 Clifford Avenue Rochester, NY 14621
<b>District Name</b>	Rochester City School District
<b>School Leader</b>	Jason Wertz
<b>Dates of Review</b>	March 17-18, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Priority School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

### School Information Sheet

School Configuration (2014-15 data) - given					
Grade Configuration	PK-8	Total Enrollment	730	SIG Recipient	y
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	6	# SETSS		# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	8	# Drama	0
# Foreign Language	3	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		100	% Attendance Rate		90.7
% Free Lunch		99	% Reduced Lunch		0
% Limited English Proficient		6	% Students with Disabilities		19
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0	% Black or African American		67
% Hispanic or Latino		26	% Asian or Native Hawaiian/Pacific Islander		1
% White		6	% Multi-Racial		0
Personnel (most recent data)					
Years Principal Assigned to School		1	# of Assistant Principals		2
# of Deans		0	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		0	Average Teacher Absences		4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		1.6	Mathematics Performance at levels 3 & 4		2.3
Science Performance at levels 3 & 4 (4th Grade)		35.6	Science Performance at levels 3 & 4 (8th Grade)		1.7
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		na	Mathematics Performance at levels 3 & 4		na
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		na	% of 2nd year students who earned 10+ credits		na
% of 3rd year students who earned 10+ credits		na	4 Year Graduation Rate		na
6 Year Graduation Rate		na			
Overall NYSED Accountability Status (2013-14)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		
Priority School		x			

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	NA	Black or African American	.8%
Hispanic or Latino	.6%	Asian or Native Hawaiian/Other Pacific Islander	0.0%
White	0%	Multi-Racial	NA
Students with Disabilities	0.0%	Limited English Proficient	.2%
Economically Disadvantaged	1.2%		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	NA	Black or African American	2.1%
Hispanic or Latino	2.9%	Asian or Native Hawaiian/Other Pacific Islander	.4%
White	.4	Multi-Racial	NA
Students with Disabilities	0%	Limited English Proficient	.2%
Economically Disadvantaged	2.7%		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	NA	Black or African American	25.7%
Hispanic or Latino	9.2%	Asian or Native Hawaiian/Other Pacific Islander	.7%
White	2%	Multi-Racial	NA
Students with Disabilities	1.3%	Limited English Proficient	0%
Economically Disadvantaged	35.5%		

#### SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Beginning the development of a Community School (Health Center, after school programming).
2. Showing increased performance in both NYS ELA and Math Assessments/growth score.
3. Implementation of School-wide PBIS.
4. Improving School Culture.
5. Increase Attendance Rate with all sub-groups.

## Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, and a Special Education School Improvement Specialist (SEIS) representative
- The review team visited a total of 41 classroom lessons 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 did not provide results of a student survey.
- The school did not provide results of a staff survey.
- The school did not provide results of a parent survey.

### 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"/>
<b>OVERALL RATING FOR TENET 2:</b>				<b>D</b>	

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

	technology, and other enrichment opportunities.				
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"/>
<b>OVERALL RATING FOR TENET 3:</b>				<b>D</b>	

**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 type="checkbox"/>	<input checked="" 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"/>
<b>OVERALL RATING FOR TENET 4:</b>				<b>D</b>	

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

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 5:</b>				<b>D</b>	

**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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>					<b>I</b>

<b>Tenet 2 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>D</b>
<p>The school has received a rating of <b><i>Developing</i></b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leader shared that he independently completed the School Comprehensive Education Plan (SCEP) and collaborated with only a few staff to complete the Diagnostic Tool for School and District Effectiveness (DTSDE) Self-Assessment. As a result, interviews with all school leaders and staff, parents, community partners, and students show they do not share a common understanding of the school’s priorities and goals. School community members are unable to articulate their individual and collective responsibility for putting the school’s improvement plan into action, and no one expresses a sense of ownership for the plan’s success in improving student outcomes.</li> <li>• While the school leader has taken some actions to use funds and personnel strategically, the quality of the educational program and the school climate limit improvement to student outcomes. In the school self-assessment, the school leader described using building resources to provide instructional coaches to give teachers instructional support and guidance. Although teachers and coaches confirmed this support, the review team observed that the quality of instruction varies widely across the school. The school leader reported that teachers are not making full use of the laptop computer carts he recently provided. Despite promising trends on interim assessments, data analyses project that only 2.7 percent of students in English language arts and 3.2 percent in mathematics will be proficient on the 2015 State assessments, a small gain from previous years but well below State averages.</li> <li>• School leaders comply with district requirements in completing formal and informal observations, but the review found that the level of detail provided in the feedback by the three evaluators varied widely. During discussions with the review team, school leaders acknowledged that they have no structured process for sharing teacher-observation findings to determine common instructional strengths and weaknesses or ensure that all evaluators have a shared understanding of quality instruction. School leaders also do not share observation findings with instructional coaches. Although the school leader commented that, he monitors implementation of action plans informally during his building walkthroughs; when interviewed by the review team, both teachers and school leaders agreed that there is no requirement that instructional staff take action in response to evaluators’ feedback. The school leader noted and the review team class visits confirmed that the quality and rigor of instruction varies greatly across the school. The inconsistency of feedback and the lack of expected follow-up limit teachers’ ability to improve instruction.</li> <li>• While staff and school leaders reported that they collect both student academic and behavioral data, they shared that they do not analyze these data to provide a comprehensive picture of the effectiveness of the school’s programs and practices. As a result, practices are not regularly refined and revised to produce a productive learning experience for students or a constructive professional culture for staff.</li> </ul>		

**Recommendation:**

- The school leader should collaborate with assistant principals and staff to create a plan of action for the balance of the school year based on a common vision of student success. The action plan should be grounded on a set of commonly agreed-upon priorities including, at minimum, all teachers providing engaging, rigorous learning experiences for all students; establishing a positive professional culture, and creating a safe orderly school environment.

**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.

- Across the school, lesson plans reviewed by the IIT show general agreement with the content of the New York State P-12 Common Core Learning Standards (CCLS), but they vary greatly in rigor. According to staff who met with the IIT, during team meetings, teachers identify skill gaps and design instructional action plans to tackle those deficiencies. However, lesson plans reviewed do not emphasize challenging materials that include complex texts and multi-step problems and require students to demonstrate conceptual understanding, as defined in the CCLS expectations for grade-level rigor. Teachers define learning targets linked to the CCLS grade-level standards, but they often simplify the challenging instructional activities in the Engage NY modules to focus on low-level tasks and not on rigorous content. The absence of challenging curricula supporting the CCLS in many classes limits students’ ability to acquire the knowledge and skills expected for their grade level.
- While a few of the lesson plans examined by the review team reference data-informed grouping, most teachers’ plans ask students to complete the same task at the same pace with little differentiation. The school uses paraprofessionals, resource teachers, and staff from the Boys and Girls Club and the Center for Youth to teach intervention and enrichment classes. Minutes from grade-level meetings indicated that teachers in grades kindergarten through six use data to guide instruction for intervention and skill blocks and to determine how best to use resource personnel. Grades seven and eight teachers do not provide resource staff with information about data-informed learning gaps. As a result, their lessons do not address these skill and knowledge gaps. According to the school leader, substitutes teach a number of classes in grades seven and eight because of illnesses and long-term absences among the regular staff. School staff shared that temporary personnel do not participate in planning and data-review meetings with the instructional coaches. As a result, their lesson plans and instructional practices lack continuity and the instructional rigor required by the CCLS. Although some teachers analyze data to inform instruction, the results of these analyses are not widely shared. This deficiency limits the ability of all staff to maximize instructional practices.
- The school leader stated and special-subject teachers of art, music, Spanish, physical education, and family and consumer science shared that they are not included in grade-level team meetings. Therefore, these teachers have minimal opportunities to collaborate in the design of interdisciplinary lessons or use student data to inform instruction. According to students in the focus group, they occasionally encounter interdisciplinary topics, such as science vocabulary in English language arts lessons or math in social studies, but teachers report that these encounters are not a regular part of

curriculum plans. The absence of interdisciplinary curricula limits students’ exposure to the arts and technology.

**Recommendation:**

- School leaders must become an integral part of the grade-level team meetings to support teachers in the development of lesson plans and the delivery of instruction that provides an appropriate balance between remediation and grade-level rigor.
  - School leaders responsible for the supervision of instruction will continuously monitor the implementation of the teams’ instructional action plans.
  - Lesson plans will contain common elements school-wide.
  - School leaders will provide timely, actionable feedback to reinforce effective practices.
  - Instructional leaders will use the expertise evident among the staff to provide exemplars of engaging and rigorous instruction.
  - School leaders will ensure that special educators, specialized subject teachers, and community providers participate to every extent possible in the planning and delivery of quality instruction.

**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.

- Teachers in the focus group reported that they meet regularly under the guidance of the instructional coaches to identify student learning gaps and develop intervention plans to reduce those gaps. They also described using their lunch periods and after school time to collaboratively design and implement lessons that meet the rigor and grade-level challenges of the CCLS. Written feedback reports reviewed by the IIT show that instructional practices highlighted by the school leaders in the classroom walkthroughs are primarily procedural, for example, posting learning targets in student-friendly language, and do not focus on engaging students in their learning or increasing the level of rigor and challenge embedded in the learning experience.
- The review team made 41 class visits and found few instances of teachers modifying the pace or content of their plans based on observations or embedded assessments. The exception was the specialized autism team lessons, which were highly individualized. In most classes, the teacher covered a single concept or skill and expected all students to complete the same product, often a worksheet, at the same pace as their classmates. Only three of the eight lesson plans sampled included a variety of learning activities intended to meet diverse students’ needs. The review team saw differentiated learning activities and grouping of students most frequently in intervention and skills block classes for students in grades kindergarten through six and in the autism program classes. Reviewers noticed that in classes with differentiated activities, students displayed higher levels of engagement and greater participation in learning.
- The review team observed that classrooms in grades kindergarten through six are generally orderly and many teachers have established clear, consistent routines for instruction and behavior. Teachers in

autism classes have the clear structures and routines essential for their students. A number of kindergarten through grade six teachers help students take ownership of their own learning by sharing benchmark data and conferring with students one-on-one to develop action plans to improve their performance.

- Instruction in grades seven and eight does not reflect the rigor of CCLS, demonstrate differentiation, or engage students in their learning and, thus, limits students’ opportunity to meet the standards. During class visits, the review team found that most teachers provided worksheet-based learning activities that focused on remediation rather than challenging content; in these classes, students were disengaged and unmotivated. In addition, the review team found that the environment in grades seven and eight classrooms and hallways was disruptive. Teachers, including a number of substitute teachers, were unable to establish order so that instruction and learning could proceed.
- Teachers’ use of assessment data to plan differentiated learning activities and to involve students in their own learning process varies considerably across the school. Some teachers, especially those in grade kindergarten through six, post student data on a “data wall” to help students see their progress toward learning targets. However, a review of samples of student work shows that teachers primarily provided feedback in the form of grades, such as checkmarks, check pluses, or number correct. When interviewed by the IIT, most students reported that teachers do not encourage them to re-do or revise work to earn a better grade. Staff reported that that intervention classes for grades seven and eight that are taught by staff from the Boys and Girls Club and Center for Youth are designed to provide differentiated lessons, but these instructors do not participate in grade-level planning meetings in which data-informed instruction is designed. As a result, these teachers do not plan and deliver intervention lessons that address the learning needs identified using interim assessment data. Although enrichment lessons for students in grades seven and eight follow the Accelerated Reader program, the lessons do not align with the CCLS grade-level expectations.

**Recommendation:**

- In order to address the gap between what students know and need to learn, teachers and administrators must:
  - increase their repertoire of instructional strategies to engage students actively in their learning and motivate students to take responsibility for their own success; and
  - establish and sustain common rituals and routines within each grade level that produce productive and orderly learning environments.
- In addition, school leaders must monitor the implementation of effective practices through daily, targeted, class walkthroughs, and provide immediate and meaningful feedback and support to build teachers’ capacity to offer challenging and rigorous learning opportunities.

**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 staff has implemented Pathways to Services to refer students for behavioral or social and emotional support. The student-support team meets weekly to design, implement, and monitor the effectiveness of intervention plans for individual students. In the focus group, the student-support team reported that, rather than working as a group, they work in subcommittees such as the Decision Making Team (DMT) to develop intervention plans that include referrals to outside agencies when indicated by extreme behaviors or family challenges. The DMT for grades kindergarten through six meets weekly for several hours. The DMT for grades seven and eight meets only 30 minutes weekly and class schedules offer little time to meet with teachers who will be implementing the behavior plans. The absence of coordination to ensure that behavior plans are effective limits the staff's ability to create a safe, respectful environment.
- Teachers and school leader interviews confirmed that teachers have the flexibility to define and enact their own set of behavior expectations. Some grade-level teams coordinate and align their efforts. However, no overarching set of behavior expectations based on a program or curriculum guides the actions of all staff members. This absence limits the staff's ability to develop a safe, respectful environment that is conducive to learning for all constituents. The school is adopting the principles of Positive Behavioral Interventions and Supports (PBIS) as a framework for student behavior, but the school leader reports and the professional development calendar shows that only a few staff members have been trained.
- The school leader has not clearly defined the roles and responsibilities of teachers, resource staff, paraprofessionals, and others in supporting student needs, limiting the school's ability to build an environment that is conducive to learning for all constituents. The school leader reported that he deploys the counselor, social worker, and psychologist to address student social and emotional needs in one-to-one sessions and to intervene in crises. The school experiences a high volume of crises, involving emotional disturbance, violence, and obsessive or antisocial acts. The school leader reports that these crises place a substantial demand on the time of the student-support team, staff from community-based organizations, the nurse, and the parent liaison, which reduces their time for giving one-to-one support.
- During discussions with the review team, parents of students in grades kindergarten through six confirmed that teachers have established routines within their classes that contribute to a safe and productive learning environment and reported that their children feel safe at the school. However, students in the focus group representing grades five through eight reported that they feel unsafe within and around the school when students in grades seven and eight are present. The review team observed turmoil and disarray in grades seven and eight classrooms and hallways, including an instance of physical violence, that were ineffectively addressed by school personnel. As a result, the learning environment is not consistently conducive for all students to learn at optimal-levels.
- According to the student-support team and school leader, the staff collects behavioral data, but does not collect, analyze, and use data related to student and family perceptions of needs. Without the latter data, the school is not fully aware of the supports all students need to be successful and cannot act to meet those needs.

**Recommendation:**

- The school leaders should:
  - establish a school-wide system to create safe and healthy relationships that are respectful and conducive to learning, particularly in grades seven and eight;
  - collaboratively develop a set of behavior expectations and responses that are well understood by all;
  - hold all staff, including community partners and school support officers, accountable for consistently implementing the established behavior expectations;
  - in collaboration with student support staff, strengthen the existing strategies, such as the buddy system and *check-in, check-out*, to guarantee that every child knows an adult they can go to when issues arise;
  - ensure that all staff implement practices within the system for social and emotional support with fidelity; and
  - continuously monitor outcomes to produce positive changes in the learning climate for all constituents.

**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.

- The school has not created a broad-based relationship with families that enable all parents to partner with the school to promote their children’s success. The school has not systematically surveyed parents to gather their perceptions of school-level programs and practices. According to parents in the focus group, the school leader communicates information about community events, school calendars, and schedules, but does not provide guidance for parents to help them improve their child’s academic achievement. Parents interviewed shared that the Dad’s Breakfast, sponsored by a community partner was well attended. However, the school leader reported and student and parent interviews confirmed that few families participate in school events, such as open house and monthly coffee with the principal, or regularly attend Parent-Teacher Association meetings. The four parents in the focus group reported that they are regularly present in the school as volunteers and meet often with their children’s teachers. However, these parents said that while they request and receive phone, email, and written communication regularly from their children’s teachers, they were unable to recall receiving information sent to all families about the overall achievement level of the school. The school leader confirmed that information about the school’s academic strengths and challenges is not shared with families or staff.
- School leaders communicate primarily using phone calls or flyers sent home with students and minimally use email, the school website, or other methods to broaden the reach of school messages. The sample memos to families examined by the review team include reminders about early release days and upcoming events but do not include information that encourages reciprocal communication. The parents interviewed by the IIT reported that they offer input to the school on their own initiative,

but they could not recall receiving a survey or being invited to offer their opinions on school issues. Although 26 percent of students identify as Hispanic and six percent of students are English language learner, the school sends information home in only English. The absence of materials in other languages limits some families in their ability to communicate reciprocally with the school.

- The parent liaison reported that she is responsible for establishing a personal relationship with families, identifying family needs, and, as part of the student-support team, helping families connect with social service agencies and medical or mental health providers. The school has a community room, in a dedicated space, staffed by a parent volunteer. The school leader reported that the school offers some training programs, such as a parent GED program led by an outside agency. However, some staff and parents indicated that the school has not established consistent opportunities for parents and teachers to collaborate to support students academically. School staff has not developed communication strategies to enable effective family advocacy for the needs of children.

**Recommendation:**

- School leaders, teachers, and student support staff must communicate frequently to families, including in their native languages, to address practical strategies families can take to improve student achievement using multiple methods of communication:
  - distribute flyers and newsletters, make phone calls, provide school or teacher websites, and use email lists;
  - expand the student goal-setting process in use by some teachers to have students prepare interim progress reports for their parents;
  - capitalize on existing activities that generate family participation such as the Dad's Breakfast to share the school's expectations of high student achievement; and
  - take advantage of district resources and school-based personnel to provide training to school leaders, teachers, and parents to encourage effective family-school relationships.