



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

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



<b>BEDS Code</b>	421800010042
<b>School Name</b>	McKinley Brighton Elementary School
<b>School Address</b>	141 W Newell St, Syracuse, New York 13205
<b>District Name</b>	Syracuse City School District
<b>School Leader</b>	Amanda Williams
<b>Dates of Review</b>	January 27–28, 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)					
Grade Configuration	PK-5	Total Enrollment	657	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	n/a	# Dual Language	n/a	# Self-Contained English as a Second Language	n/a
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	6	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2014-15)					
# Visual Arts	0	# Music	0	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	75%	% Attendance Rate	88.6%		
% Free Lunch	74%	% Reduced Lunch	1%		
% Limited English Proficient	<1%	% Students with Disabilities	19%		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1%	% Black or African American	76%		
% Hispanic or Latino	7%	% Asian or Native Hawaiian/Pacific Islander	0		
% White	8%	% Multi-Racial	7%		
Personnel (most recent data)					
Years Principal Assigned to School	2	# of Assistant Principals	1		
# of Deans	0	# of Counselors/Social Workers	4		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	6	Average Teacher Absences	3.9		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.3%	Mathematics Performance at levels 3 & 4	6.4%		
Science Performance at levels 3 & 4 (4th Grade)	62.7%	Science Performance at levels 3 & 4 (8th Grade)	n/a		
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			
Priority School					

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	NA	Black or African American	NO
Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander	NA
White	NA	Multi-Racial	NA
Students with Disabilities	YES	Limited English Proficient	NA
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	NA	Black or African American	NO
Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander	NA
White	NA	Multi-Racial	NA
Students with Disabilities	YES	Limited English Proficient	NA
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	NA	Black or African American	NO
Hispanic or Latino	NA	Asian or Native Hawaiian/Other Pacific Islander	NA
White	NA	Multi-Racial	NA
Students with Disabilities	NA	Limited English Proficient	NA
Economically Disadvantaged	YES		
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):			
<b>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
1. To implement the Common Core Learning Standards			

### Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected OEE, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 32 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, teachers’ data, teacher feedback, and student work.
- There have been a number of recent staffing changes at the school with 11 new colleagues appointed for the beginning of the academic year in September 2014.

### 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 type="checkbox"/>	<input checked="" 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, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<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 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 type="checkbox"/>	<input checked="" 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 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"/>
<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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>OVERALL RATING FOR TENET 6:</b>				<b>D</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>
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The school has received a rating of *Developing* for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that the senior leadership team agreed to lower the target for improved student achievement on the state assessments in English language arts (ELA) and math to a five percent increase, as the school had failed to meet the ten percent target set for 2014. However, the new target has not been translated into Specific, Measurable, Ambitious, Results-Oriented, and Timely (SMART) goals and the SCEP lists no achievement targets for student subgroups. In discussions with staff, the review team found some teacher expectations for increased student achievement were too low, as some teachers stated that they did not believe students were capable of attaining higher academic standards.
- The school leader has deployed staff to manage the changes implemented at the beginning of the academic year. For example, students found it difficult to adjust to the large number of new teachers at the same time as the school implemented the district’s new code of conduct, so the school leader allocated veteran teachers to work alongside these new colleagues in the classroom. The school leader reported that it took time to fill the post of vice principal (VP), as the school leader insisted that her new VP should be suitably qualified to lead the strategies to support student social and emotional developmental health, since this was a priority for the school. During the interim, the school leader had been heavily involved in covering this area of responsibility, and this limited her ability to focus on plans to promote student academic success. Recent programmatic changes to increase student achievement include intervention for higher achieving students, although the school leader reported that it is too early to gauge the impact.
- The school leader’s informal schedule of classroom visits provides individual teachers with professional development (PD) guidance, but systems for recording and analyzing this data have not been formalized. A formal system aligned to the district’s Annual Professional Performance Review (APPR) is in place, but documentation shows that there is an emphasis on teacher practices during these observations, with a limited focus on student learning. Records do not yet provide the level of detail necessary to clearly identify the priorities for raising student achievement.
- The school leader has not developed an effective system for coordinating the data generated in the school. While some staff teams meet to discuss student data, the school leader reported that there are no expectations about sharing the data collected by these groups. Monitoring activity is informal, relying on the attendance of the school leader and the vice principal at meetings, rather than on objective accountability measures. Student achievement is not improving because the school is not in a position to identify and, therefore, provide the support necessary to meet the academic and social needs of the majority of students.

**Recommendation:**

- The school leader with the support of the senior leadership team should share responsibility for

implementing a more systematic plan for routinely monitoring and recording the impact of actions in school in relation to each of the tenets in the DTSDE. They should analyze this information in order to identify and respond to key areas for development. Subsequent monitoring activities should focus on the impact of these actions so that timely adjustments can be made to sustain effectiveness in achieving SMART goals for the school's rapid improvement.

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Tenet Rating**

**D**

The school has received a rating of ***Developing*** for Tenet 3 – Curriculum Development and Support.

- The school leader reported that instructional coaches are working systematically through a plan with grade level teams to adapt the Common Core Learning Standards aligned curriculum (CCLS) to meet students' needs. Students at the school have considerable academic needs because of gaps in their learning; consequently, it is taking time to produce suitably comprehensive curricula. Not all teachers are yet sufficiently familiar with the curriculum to implement it with fidelity, so there has been slow progress in improving student academic achievement as a result.
- Teachers' plans align to the Syracuse City School District (SCSD) ELA units and the EngageNY math modules, but only a small number of teachers are sequencing learning to meet student needs. Teachers told the review team that they refer to various data in planning, but a review of lesson plans and lesson observations revealed only a small number of teachers interpret and apply the information effectively to incorporate suitable scaffolds and materials in their plans. For example, a few teachers do not interpret Scholastic Reading Inventory (SRI) data accurately and produce resources that some students are unable to read. Classroom visits showed that students with disabilities are not consistently grouped by gaps in their skills or understanding. Tasks are not always adjusted to meet students' intellectual needs, so learning can be too slow for some and too quick for others. Instructional coaches are working with teachers to address these issues.
- There are no organized arrangements for teachers to create interdisciplinary units of study, although some teachers improvise plans. Content teachers told the review team that they are beginning to collaborate with other teachers on certain subjects, but specials teachers reported that they do not meet frequently enough to do this. Reviewers found evidence of teachers reinforcing ELA and math skills during enrichment activities, but this is inconsistent because it is not coordinated. Students are not benefitting from cross-curricular strategies and activities to increase their engagement and academic achievement.
- Teachers inconsistently utilize the range of assessment data generated across the school so they are not always able to plan for effective learning or provide accurate feedback to students. For example, teachers in kindergarten, grade two, and grade five have begun to develop their own skills trackers, but this assessment information is not being used effectively to adjust short-term curricular planning or to provide feedback to students. Running records are used to organize groups for guided reading, but classroom visits indicated that these sessions did not meet the needs of the students effectively because guidance was not specific to individual students. Students who met the review team reported

that teachers more often praise their efforts than advise them how to improve. A few mentioned teachers use rubrics to help them understand curriculum assessments, but generally student achievement is limited because the lack of specific teacher direction and guidance means students cannot take greater ownership of their learning.

**Recommendation:**

- The instructional coaches should work with teachers to connect and align all available academic data so that teachers can use this to plan the accurate learning sequences and scaffolds needed to address gaps in students’ achievement and to challenge all individual students and subgroups to think more deeply about their learning.

**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.

- Instructional coaches regularly engage teachers in conversations about aligning plans to student needs, but there are limited benchmarking systems for coordinating this information with student academic goals for more rapid academic growth. The school leader has introduced a greater emphasis on small group instruction in grades three to five to address the needs of groups of students. Evidence from classroom visits showed that most teachers are only just beginning to manage this learning strategy effectively. Some students were unable to remain on task unless the teacher closely supervised them, often because tasks were not adapted to maintain their interest. Student achievement is not improving quickly enough because there is not a sustained focus on helping students address the gaps between what they know and what they need to learn to improve achievement.
- Lessons do not consistently reflect the CCLS shifts with a variety of strategies to engage students in active learning. Evidence gathered during classroom visits showed that only a few teachers provide complex resources. For example, teachers simplify graphic organizers and this restricts students’ ability to write well. Observations indicate that students in kindergarten often learn by rote and they are not being asked to think for themselves. The school leader identified teachers’ questioning techniques as an area for development in order to challenge students’ thinking. Some students told reviewers that teachers were beginning to ask them to explain how they had applied their learning in math, but generally, students do not reach high levels of achievement because they are not being challenged to think deeply enough in lessons.
- Teachers do not yet provide stimulating challenges for individuals or subgroups of students. Students and teachers told the review team that behavior in the classroom is improving, but occasionally students leave the room when asked questions they feel unable to answer. Students said that they knew they could ask questions for clarification, but a few said that they were not inclined to do so for fear of being ridiculed by some of their peers.
- Teachers do not use formative assessments to make timely decisions during lessons or to provide

constructive feedback to students. Classroom visits showed that some special education teachers make frequent checks on students' levels of understanding, but they are slow to respond to signs that students are ready to learn the next step. Students do not achieve higher standards because teachers' expectations are at times too low as evidenced by teachers waiting too long to build on students' skills in lessons. In other classes, teachers often guide students to complete their work rather than helping them understand how to improve it. Students told the review team that teachers rarely told them their grades and so students are not always aware of their academic levels or their goals. In addition, discussions with students made clear that not all teachers provide guidance to help students take greater responsibility for their learning.

**Recommendation:**

- Instructional coaches should make sure that all teachers use probing questions and constructive feedback in dialogue with individual students and subgroups to determine timely modifications to instructional practices and the learning activities necessary for students to take the next planned steps in learning more quickly. Teachers should use conferencing to make sure students reflect on their learning and are able to make independent decisions about learning strategies.

**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 established staff committees to take responsibility for creating a positive learning climate and for identifying specific strategies to support student social and emotional developmental health. A review of documents showed that the teachers do not consistently use the referral systems that inform the work of these teams, which hinders the school from identifying and addressing student needs. The recently appointed vice principal is just beginning to coordinate the work of these committees, so barriers to student academic success still exist. Records show that reward incentives for good behavior and academic effort are having a positive impact on behavior in the lower grades, but teachers are not providing incentives for students in the higher grades.
- Evidence from observations and discussions with students indicate that the Positive Behavioral Interventions and Supports (PBIS) strategy is not being implemented with fidelity and teachers respond inconsistently to different situations and cases. Teachers in kindergarten apply the Second Step protocol effectively and these students understand expectations for good behavior. The school leader introduced the Bobcat pledge to express the connection between good behavior and academic success. Teachers reported that training in strategies to deal with problematic student behavior has not been regular or coordinated. In particular, teachers and parents spoke of a need to develop teachers' expertise in resolving conflict in the classroom. The school leader reported that too few members of staff follow the student absence protocol correctly, so the school does not always have the

necessary information to work with families in improving attendance. Students do not yet benefit from a coordinated effort to address their social and emotional developmental health. Consequently, some of them do not behave and learn well.

- Teachers stated to the review team that they are committed to creating a calm learning environment, but that work still needs to be done in this area to support student needs. The systems established by a team of student support staff with outside partners mean that the team is able to address the needs of the most vulnerable students, but not all students. For example, parents reported they still have concerns about the quality of the learning environment. They confirmed comments made by some students who said school is generally safe, but that there are times when a few students become noisy and violent. A few students added that they do not feel able to share concerns with staff at school.
- Available data about student social and emotional developmental health is not consistently used to establish a strategic approach in identifying barriers to learning for any but the most vulnerable students. When checks occur, they reveal useful information. For example, an analysis of referrals to the school’s Behavior Intervention Center demonstrated that students with high levels of achievement were frequently sent to the center due to behavior issues in classrooms. Further analysis revealed that these students were often provided with low-level instructional tasks that did not engage them in learning in their classrooms. As a result, some teachers are working to provide these students with differentiated instruction to meet their needs. Classroom visits and reports from special education teachers indicate that teachers are not consistently applying the intervention plans for students with disabilities across the school.

**Recommendation:**

- The school leader and vice principal should hold all staff to account for consistently implementing school procedures for referring concerns about individual students and for recording and following up student absence. This information should be collated and shared between the school intervention team and the school climate team so that they are able to identify and so begin to address the social and emotional developmental health needs of all students.

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

**Tenet Rating**

**D**

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

- The school leader reported that she and her staff are in the early stages of developing a school-wide plan for sharing information about school improvement priorities with families. Some of the parents who met the review team said they were not clear about the school’s academic expectations for their children, or what constitutes academic success. A review of documents showed that the school uses various tools to communicate with families, such as fliers, but that many focus on sharing school events.
- Although the school organizes a variety of different events to engage with families, such as curriculum night, these do not attract the majority of families or encourage them to work in partnership with the

school. A review of documents showed that teachers from each grade level communicate with families through newsletters, some of which include information about the curriculum. The school leader reported that families are invited to attend award ceremonies for the Student of the Month presentation. School records showed that parent attendance at academic events, such as parent-teacher conferences and Open House, is low.

- Limited training for staff and parents on building effective home-school partnerships means that the school has not been able to improve relations with the majority of families. School records show that parents attend kindergarten orientation sessions where they learn about forming effective partnerships with the school. The school leader reported that this positive relationship is not sustained as students move up the school and levels of parent engagement decline after this first year. Discussions with parents suggest some families receive guidance about supporting the social and emotional developmental health of their children, but the school does not routinely ensure that all families know about, and access, the support that is available.
- The school is not using data to help families understand their children's needs and academic achievement. Parents who spoke to the review team said that they knew of the school's emphasis on college- and career-readiness, but they were not aware of their children's goals or of the imperative for rapid improvement in student achievement. The school's internal systems are not robust enough to provide sufficient information for school leaders to evaluate and address the causes of low parent involvement. Families are unable to advocate for the supports necessary for their children to achieve higher academic expectations.

**Recommendation:**

- The school leader should establish, with teachers, a school-wide system for frequently communicating the school's priorities for improving student achievement and reducing student absence to parents so that parents have the information they need to work in partnership with the school to raise their child's achievement.