



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	662300010001
School Name	Robert C. Dodson School
School Address	105 Avondale Road, Yonkers, NY, 10710
District Name	Yonkers
School Leader	Evelina Medina
Dates of Review	December 9-10, 2014
School Accountability Status	<input checked="" type="checkbox"/> Priority School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)			
Grade Configuration	PreK – 8	Total Enrollment	777
		SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	10	# Dual Language	0
		# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)			
# Special Classes	3	# SETSS	0
		# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2014-15)			
# Visual Arts	1	# Music	1
		# Drama	0
# Foreign Language	1	# Dance	0
		# CTE	0
School Composition (most recent data)			
% Title I Population	58.9%	% Attendance Rate	90.7%
% Free Lunch	77.6%	% Reduced Lunch	5.4%
% Limited English Proficient	38.1%	% Students with Disabilities	8.2%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	1%	% Black or African American	8%
% Hispanic or Latino	85%	% Asian or Native Hawaiian/Pacific Islander	5%
% White	4%	% Multi-Racial	0.1%
Personnel (most recent data)			
Years Principal Assigned to School	0.5	# of Assistant Principals	3
# of Deans	0	# of Counselors/Social Workers	0.2
% 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	2%
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	11%	Mathematics Performance at levels 3 & 4	14%
Science Performance at levels 3 & 4 (4th Grade)	76.2%	Science Performance at levels 3 & 4 (8th Grade)	0%
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	Yes		

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	No	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	No
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	No	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	No
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	No	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	No
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

- Develop a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work, and practice.
- Create a comprehensive, rigorous curricular program that addresses all levels of thinking, enabling students to develop knowledge and skills related to a concept.
- Engage in effective planning and reciprocal communication with family and stakeholders to meet the strengths and needs of students.

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 Outside Educational Expert, a Special Education School Improvement Specialist (SEIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 32 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.
- The school did not provide results of student, staff, or parent surveys.
- The school leadership team had all been in post for five months or less at the time of the review.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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
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The school has received a rating of ***Developing*** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reports that the school has established a school decision-making team (SDMT), comprised of teachers, parents, and a student representative. The SDMT has assisted in creation of the School Comprehensive Education Plan (SCEP), and has devised goals and targets aligned to the long-term plans for the school’s direction. The Integrated Intervention Team (IIT) found that these targets are not derived using a data-driven methodology and the goals are not shared visibly around the school.
- Some parents interviewed by the IIT expressed concern about their limited involvement in establishing and promoting the vision and mission of the school. During discussions with the IIT school leaders acknowledged that the physical location of the school and the limited availability of transportation are barriers to greater levels of parent involvement.
- The school leader is beginning to make strategic decisions to organize human and fiscal capital to address areas of need. The school leader reports that she advocates with the district to fill essential teaching and leadership positions, and secures funds to provide additional support services to students and families. She requested and received funding from the district for teachers to collaborate after-school to develop interdisciplinary planning. In addition, she secured a principal on special assignment to compensate for the vacant assistant principal (AP) position, which strengthened the leadership further. The school collaborated with Andrus, a mental health service provider to provide PD for staff to build their skills in identifying and addressing student social and emotional developmental health. She also allocated resources to support a liaison position for the family welcome center. Although the school has after-school extended learning time opportunities, the school leader acknowledged that student attendance is low.
- The school leaders deploy bilingual staff, teaching assistants, and teacher aides to have the maximum impact on student learning. During class visits, the IIT found that in some classes teacher aides worked closely with teachers to deliver the lesson. Specialty teachers, such as those responsible for reading and for speech and language, conduct their teaching in lessons rather than withdraw students to separate areas. Class visits show that students in these classes were engaged with targeted work and small group instruction.
- The school leaders conduct frequent formal and informal visits to lessons. Teachers attend both pre- and post-observation conferences, and receive developmental feedback. This feedback is typically in written form and includes recommendations to improve their practice. Teachers who attended the Vertical Teacher Group (VTG) shared that feedback on observations is specific and guides future instruction. However, teachers have minimal opportunities to participate in guided inter-visitation observe different instructional practices that may help them to improve their practice. The IIT did not find evidence of formal links between the data gathered from observations and identified topics for teachers’ professional development (PD).
- School leaders have some systems to address school improvement, but lack a comprehensive system to ensure teachers and leaders consistently use data to monitor and revise practices. The school leader

reports that leaders use grade-level congruence meetings between teachers in each grade to check the quality of planning. School leaders monitor those systems that they have put in place to check whether they are having a positive impact on school improvement. However, the evidence-based rationale for establishing initiatives, systems, and structures is not clearly documented.

Recommendation:

- School leaders should be guided by the following criteria for all school improvement decisions and initiative. These should be:
 - strongly focused on long-term goals;
 - based on documented evidence of need and data analysis;
 - communicated clearly to all stakeholders; and
 - monitored effectively.

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 to the IIT that after evaluating the school CCLS implementation process, she found that some teachers were experiencing difficulty implementing the shifts. As a result, the school leaders recently established a Common Core Learning Standards (CCLS) team tasked with driving change through curriculum revision, professional development (PD) and support for teachers. The school leader shared that middle school teachers have adopted content-based materials that align to CCLS and have made progress in implementing CCLS. However, elementary teachers have not made as much progress, and therefore, school leaders have planned PD to specifically address the needs of teachers in grades three to five. An external provider is currently providing training and support to these staff.
- Although some teachers’ instruction aligns to CCLS practice, reviewers found that this practice is not evident across all grades and subjects. Materials used during lessons show that some teachers are using complex text. While some teachers develop and use higher-order questions to promote students’ deeper thinking and understanding, most teachers do not implement this instructional strategy with fidelity.
- In grades pre-Kindergarten to six, teachers collaborate to discuss their planning and use the CCLS-aligned, interdisciplinary curriculum. Grade-level team meetings in the middle school provide opportunities for teachers to plan interdisciplinary activities that increase student engagement. Displays of work in classrooms and hallways show that students participate in interdisciplinary projects, such as between art and mathematics as well as science and English language arts (ELA). However, evidence from class visits, teacher interviews, and a review of documents demonstrate that interdisciplinary planning is not yet consistent across grade-levels.
- Teachers are at different stages of using data to drive their planning and instruction. Class visits showed that, some teachers use data on students’ reading levels and formative assessment strategies

to make appropriate changes to their curriculum plans. However, the review team found that most teachers do not uniformly use data-driven instruction (DDI) methods. The IIT noted that some teachers provided helpful feedback to students during class instruction. However, the review team found minimal evidence of a school-wide approach to use assessment data to provide students with consistent feedback to help them understand how to improve their work.

Recommendations:

- The CCLS team should work to review and revise the curriculum to address the shifts in order that the entire school moves forward in implementing and monitoring data to provide a curriculum that develops students’ critical-thinking, problem-solving, and analytical skills.
- The school leadership should ensure that collaborative, interdisciplinary planning is formalized and used to create a variety of access points to learning for all students by monitoring the impact of interdisciplinary grade-team meetings in the classroom and providing feedback of strengths and areas for development.

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.

- School leaders are beginning to provide support to teachers to increase teachers’ understanding of and use of data to inform their planning. School leaders have not yet secured consistency in teachers’ use of data to group students purposefully in lessons. The school leader reported that she attends regularly scheduled grade-level meetings that include teachers of students with disabilities and English language learners (ELL) to monitor teachers’ use of the outcomes of assessments to plan work. During class visits, the IIT found that while some teachers employed small group instruction, this strategy is not consistently used school-wide. Although some teachers set different tasks for identified groups, the IIT found that teachers did not consistently match the level of difficulty of the work to students’ abilities.
- During discussions with the IIT, teachers shared and school leaders confirmed that it is school-wide practice for team meetings with school leaders and teachers of ELLs and students with disabilities to include discussions about the CCLS. Lesson visits also showed that some teachers, particularly in the middle school use materials in classroom instruction aligned to the CCLS. For example, the texts used in science were appropriately complex in scope and language. Teachers sometimes make explicit reference to the standards in their instruction and on displays of learning resources in the classroom. However, the successful adoption of the instructional shifts is not consistent across the school. Some teachers are beginning to assess their students’ learning in class through selecting a broader range of students to respond to questions, rather than relying on volunteers. However, the IIT found that teachers do not make adaptations to their instruction as lessons progress.
- Teachers’ use and quality of higher-order questioning varies across the school. The review team saw more examples of teachers incorporating higher-order questions in science and bilingual classes than in

other subjects. Reviewers noted that some teachers used different approaches to organize learning, including activity centers and collaborative group work. However, the IIT found that the most lessons were teacher-led and included few opportunities for students to engage in the lessons.

- The IIT found that classroom expectations are consistent throughout the school. Teachers report that they work with students to establish the rules and consequences for behaviors each year, which gives students a voice as well as encourages their confidence in the school’s systems. During discussions with the IIT, students articulated their understanding of behavioral expectations in the school, and shared that they believe most teachers enforced rules fairly.
- Data generated by the New York State Identification Test for English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement Test (NYSESLAT) are used to place students in the appropriate bilingual or monolingual class and to identify gaps in ELL’s knowledge and understanding. However, school leaders have not formally established the use of data to identify gaps in other students’ knowledge and understanding across the school.
- Teachers use four-point rubrics as a reference when marking students’ work and providing them with feedback. However, a review of student work sample as well as student interviews show that teachers inconsistently provide students with written feedback, which limits students’ ability to know are not what they need to do to improve their learning.

Recommendations:

- School leaders should work with teachers during grade-level meetings to develop and implement strategies that allow diverse groups of students to be fully engaged and challenged in all learning activities by using DDI to form groups and create lessons matched to students ability levels.
- Teachers should consistently provide students with actionable written feedback that allows them to take ownership of their learning and make progress towards their goals.

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.

- Homeroom arrangements ensure that all students have a connection to a named member of staff. While students interviewed by the IIT expressed that they have positive relationships with staff, the IIT found minimal evidence of formal systems for ensuring that all students’ social, emotional, and developmental health needs are met. School leaders reports that staff follows district procedures for referring students to the student support team and external professionals. Although staff uses some attendance data and grades as part of the process once students have been identified, there is limited use of a data-driven approach to referral. During discussions with the IIT, members of the student support team (SST) acknowledged there is potential for some students needs to go unmet because the students do not exhibit behaviors that draw attention to them.

- The school leader integrates resources and approaches for supporting student social, emotional, and developmental health into daily routines. Teachers and support staff use programs such as Positive Behavioral Interventions and Supports (PBIS), to set expectations in classrooms and hallways. During class visits and walks in hallway, the IIT noted that staff reminded students of character education themes such as respecting one another. The school also promotes social, emotional and developmental health through pay forward activities such as Pyjama Day, Thanksgiving feast, and Giving Tree, a partnership with Yonkers Police Department to provide presents for needy children.
- Students have access to appropriate specialist staff within school and through external providers to receive services such as counselling and psychotherapy. The school leader has secured Andrus to provide training for classroom staff to build their awareness of and skills in identifying students in need of referral for social, emotional, and developmental health support. The school leader reports that when necessary she seeks the support of the district to respond to student issues, such as chronic absences.
- During discussions with the IIT, members of the SST reported that they communicate regularly with teachers and parents concerning student issues, and make follow-up home visits. The SST also maintains an overview of attendance information. However, with the exception of attendance data, the SST currently does not have a formal way of monitoring the impact of their work.
- The school leader reported that attendance has increased from 92 percent last year to 94 percent this year, and believes the increase is due partly to how teachers, particularly in the middle school now documents attendance by class periods. A review of documents shows that teachers and support staff collect data on areas such as attendance, suspensions, grades, IEP goals, and behavior. However, the school staff lacks a strategic plan for analyzing and collecting data to consistently identify and meet the social, emotional, and developmental health needs of all students.

Recommendation:

- School leaders should establish a data-driven system that allocates individual students to specific adults who are responsible for monitoring their academic progress, alongside their social, emotional, and developmental health.

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.

- Parents and students interviewed by the IIT report that school leaders have successfully established relationships with students and parents over the short period they have been at the school. Students indicated that the school’s expectations were known across the school and that their parents received regular communication from the school. Parents interviewed by the IIT report that the school leader’s open door policy ensures that a senior member of staff sees them if they come in to discuss a problem or concern. The school leader shared that the APs’ daily interactions with students around the school positions them to prevent and/ or resolve student issues quickly, reducing the impact on the overall school climate.

- The school is communicating with families using multiple systems such as Connect Ed, e-mail, written newsletters, phone calls, and face-to-face conferences. All the school's documents are available in the main languages used by families. Although the school leaders have implemented a plan to ensure there is an open line of communication between families and their children's school, the school leaders are not yet consistently monitoring the plan to ensure all strategies are having an equal impact on families. For example, during discussion with the IIT, some parents expressed an issue with not receiving sufficient support to help their children with English homework, because they could not understand what the task required of the student. Some other parents interviewed said that they believed the school sends more written communications to select groups of parents than to the general population.
- The Parent Teacher Association (PTA) has been re-established under the new leadership team. The school has established a Family Welcome Center, which is open on two days each week and provides referral to community and district resources, such as for information about immigration, employment, and health. Although both the PTA and Welcome Center are becoming useful tools for family involvement in school life, evidence from interviews and a review of documents reflect that parent attendance and participation is low.
- The school is providing training for families in helping parents to support their children's learning and development with seminars on literacy and CCLS. The school staff has not received training focused on building and sustaining home-school partnerships because recently appointed school leaders have chosen to focus their staff training efforts on curriculum and pedagogy.
- School leaders ensure that some information about how students are performing is shared with families during school events. Student data is discussed at parent-teacher conferences and more general, school-wide, data is provided at open house events. Parents receive ELA and mathematics reports in Spanish and English, which explain how scores are calculated. Some parents interviewed shared they were able to use the information available to them to advocate for their children. However, other parents indicated they have difficulty understanding some of the information they receive. While school leadership has developed positive relationships with parents, the review team found minimal evidence of a formal system to consistently gather, process, or use data to respond to the needs of all families.

Recommendation:

- School leaders should ensure that the Welcome Center is promoted more effectively to attract more parents to attend seminars and programs designed to increase their involvement in the community and in supporting their children's performance.
- School leaders should develop and administer formal survey tools to seek out, process, and use family information in order to meet all its parents' needs in a systematic way.