



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	061700010006
School Name	Persell Middle School
School Address	375 Baker Street, Jamestown, NY 14701
District Name	Jamestown City School District
School Leader	Mr. Philip Cammarata
Dates of Review	November 3-5, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Persell Middle School

School Configuration (2015-16 data)					
Grade Configuration	5-8	Total Enrollment	490	SIG Recipient	0
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	8	# SETSS	0	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2015-16)					
# Visual Arts	0	# Music	4	# Drama	0
# Foreign Language	10	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	60	% Attendance Rate	95		
% Free Lunch	0	% Reduced Lunch	0		
% Limited English Proficient	0	% Students with Disabilities	10.9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	0.4	% Black or African American	3.4		
% Hispanic or Latino	10.7	% Asian or Native Hawaiian/Pacific Islander	0.4		
% White	74.6	% Multi-Racial	10.5		
Personnel (most recent data)					
Years Principal Assigned to School	14	# of Assistant Principals	1		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	9	Average Teacher Absences	17		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	30	Mathematics Performance at levels 3 & 4	29		
Science Performance at levels 3 & 4 (4th Grade)	0	Science Performance at levels 3 & 4 (8th Grade)	90		
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	0	Mathematics Performance at levels 3 & 4	0		
Global History Performance at levels 3 & 4	0	US History Performance at Levels 3&4	0		
4 Year Graduation Rate	0	6 Year Graduation Rate	0		
Regents Diploma w/ Advanced Designation	0	% ELA/Math Aspirational Performance Measures			
Overall NYSED Accountability Status (2014-15)					
Reward	0	Recognition	0		
In Good Standing	0	Local Assistance Plan	0		
Focus District	x	Focus School Identified by a Focus District	x		
Priority School	0				

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native	0	Black or African American	0
Hispanic or Latino	0	Asian or Native Hawaiian/Other Pacific Islander	0
White	0	Multi-Racial	0
Students with Disabilities	x	Limited English Proficient	0
Economically Disadvantaged	0	ALL STUDENTS	0
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native	0	Black or African American	0
Hispanic or Latino	0	Asian or Native Hawaiian/Other Pacific Islander	0
White	0	Multi-Racial	0
Students with Disabilities	x	Limited English Proficient	0
Economically Disadvantaged	0	ALL STUDENTS	0
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	0	Black or African American	0
Hispanic or Latino	0	Asian or Native Hawaiian/Other Pacific Islander	0
White	0	Multi-Racial	0
Students with Disabilities	0	Limited English Proficient	0
Economically Disadvantaged	0	ALL STUDENTS	0

SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:

1. Use data from formative assessments to immediately enrich or intervene to help students achieve at higher levels.
2. Create goals for each module or unit of study, monitor them during team meeting, and they will be overseen by the Persell Leadership Team (PLT) to ensure that students are being enriched and remediated.
3. All teachers will intervene or enrich on a daily basis by using formative assessment data to quickly intervene at the Positive Behavioral Interventions Support (PBIS) Tier 1 level.
4. The PBIS Tier 2 Team will begin a systematic process based on data from the School-Wide Information System (SWIS) to help struggling behavioral students by using the strategies and systems prescribed in their training to help these students to become successful in the classroom.

5. The PLT, along with the entire staff, will use the data from the May Parent Survey and from the Harvard University Survey to come up with improved methods to engage parents in order to improve student academic progress and social-emotional growth.

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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of forty-seven 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 provided results of a student survey that 410 (84 percent) completed.
- The school provided results of a staff survey that 21 (45 percent) completed.
- The school provided results of a parent survey that 27 (5 percent) completed.
- The Assistant Principal was on maternity leave during the period 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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 2 OVERALL STAGE :				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 3 OVERALL STAGE :				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE :				2	

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	Stage 4	Stage 3	Stage 2	Stage 1
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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	supports tied to the school's vision.				
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"/>
TENET 5 OVERALL STAGE :				2	
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	Stage 4	Stage 3	Stage 2	Stage 1
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"/>
TENET 6 OVERALL STAGE :				2	

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 Stage

2

The school is at **Stage Two** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported he developed the school vision and shared the vision with staff and parents. He stated that the vision centers on educating the whole child by providing the building blocks for a strong character, healthy outlook, and academic success. He reported that he worked with the school community to promote the vision, but these efforts have not yet resulted in improved achievement for all students. In State assessments, no students with disabilities achieved proficiency in either English Language Arts (ELA) or mathematics, and the proportion of other students at Level 1 has increased. The school leader noted that some students with disabilities have behavioral issues, which has had a negative impact on their learning. He reported that school goals include: informing students of their learning targets; enabling staff to focus on data to improve student learning; having strong professional learning communities (PLCs); and using Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) to help students academically and behaviorally. However, the review team did not find evidence that the school leader has established indicators to measure the impact of school-wide efforts or developed benchmarks for monitoring progress toward set targets.
- The school leader shared that he has not developed a strategic plan for resource allocation to increase student achievement and school improvement efforts. The review team did not find evidence of a system for monitoring or measuring the impact of decisions made about the use of resources. Staff reported that there is a lack of consistency in the way teaching is monitored by the school leader. For example, they noted sometimes monitoring leads to targeted professional development (PD), but at other times it does not. During interviews, staff also reported they do not consistently receive feedback concerning their instructional planning and practices and its impact on students' academic levels. While the school leader reported some alignment of resources to school priorities, such as staffing and scheduling decisions for small focus classes for students with disabilities, the review team did not find evidence that the school leader monitored and analyzed the impact of these initiatives to ensure that these efforts increased student achievement.
- The school leader reported he has conducted several informal observations and walk-throughs since the beginning of the school year. However, the review team's examination of the observation records showed that the feedback was not consistently targeted and actionable or related to the school's overall vision for improvement. The review team found variations in the instructional practices of teachers throughout the school. In several classes, teachers engaged students in learning, provided a strong learning environment, and used assessments to measure student progress. However, the review team did not find evidence that the school leader monitored the implementation of the feedback he provided to improve teacher practices or efforts to ensure that teachers share best practices. The initiatives the school leader has introduced including the TeachScape Reflect program and the Danielson Rubric, which allows teachers to self-assess, have not ensured continuous and well-focused improvement of teaching.
- Although the school leader reported that he expects staff to collect data, the review team found little

evidence that data is organized and analyzed to monitor the progress of students or the impact of initiatives for school improvement. The school leader recently introduced a computer system for teachers to enter information about student progress, but the data set is sparse, not all teachers enter information, and the review team did not find evidence that the school leader monitors this process. The lack of systems hinders the ability of the school leader to make informed decisions about what needs to be done to move the school forward. This has had a particularly negative impact on the performance of students with disabilities.

Recommendation:

- Plan a program of training for the school leader to have an increased capacity to plan strategically, and identify specific, measurable success criteria, feedback points, and benchmarks for sustainable school improvement by January 2016.

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 Stage

2

The school is at **Stage Two** for Tenet 3 – Curriculum Development and Support.

- The school leader reported he has communicated his expectations for the development and implementation of a curriculum that is aligned with the Common Core Learning Standards (CCLS). Examination of the plans for many of the ELA and mathematics classes showed that teachers were using units that were aligned to the CCLS, including those for special classes for students with disabilities. The school leader stated that he expects evidence of differentiation in written plans and has provided opportunities in the schedule to facilitate academic intervention or acceleration based on student assessments. However, the review team found little evidence that teachers consistently adapt the curriculum to address student needs or that the school leader is actively involved in assisting teachers with curriculum support.
- Teachers’ lesson plans follow a variety of formats within grade levels and between individual teachers, and there is limited evidence that data have been used to plan differentiated instruction and student groups. For example, plans examined by the review team for grade six self-contained classes, provided for groups based on performance levels, but tasks were similar for each group. Many lesson plans reviewed by the Integrated Intervention Team (IIT) included little specific support for students with disabilities. Although teachers use some lesson plans that are aligned to the CCLS, they do not consistently include complex materials or higher -order questions.
- Staff reported that recent work has been done in PLCs to plan some interdisciplinary units, but work on connections across subjects is at an early stage of development. The review team did not find evidence of a formal plan for teachers to develop interdisciplinary curriculum. During interviews, teachers reported some informal initiatives by science and social studies teachers to work across content areas on a consumer study project.
- While the review team found some evidence that PLCs have begun to use assessments to inform curriculum planning, this effort is at an early stage of development. Examination of plans indicated an

absence of feedback loops to inform teachers whether students have understood the content of units. During a grade level subject meeting observed by the review team, teachers focused on building consensus and standard setting with a common rubric to evaluate written language. This was based on work to establish an exit ticket or assessment to determine how well students understood the lesson. However, teachers did not discuss ways of adapting the curriculum or providing feedback to students on improving or correcting their work.

Recommendation:

- Use the next available staff planning sessions to ensure that every lesson has the following features by the end of November 2015:
 - Clear points, where teachers check students’ understanding of the learning objectives and success criteria and adjust the progress of the lesson when necessary;
 - Appropriate links to other subjects to establish interdisciplinary connections;
 - Student feedback that informs students of their level and what they need to do to reach the next level in order to increase ownership of their learning; and
 - Increased rigor of learning for all students in order to increase college and career readiness.

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 Stage

2

The school is at **Stage Two** for Tenet 4 – Teacher Practices and Decisions.

- While the school leader stated he encourages teachers to use data to inform instructional practices and expects teachers to focus on high levels of student engagement, learning targets, differentiation, and assessment, the review team did not find evidence that he consistently monitors the implementation of these practices. Observations by the review team showed the promotion of high levels of student engagement was inconsistent and poorly implemented, particularly for students with disabilities. School leaders reported they introduced “learning walks” to engage staff in looking for evidence that the expected instructional practices were taking place; however, the review team found little evidence that this effort was followed through with fidelity by all teachers or that the school leaders followed through on specific plans or strategies to ensure this goal was implemented. During classroom visitations, many teachers did not differentiate tasks for students based on data from assessments.
- Classroom visitations by the review team showed that some teachers introduced text complexity into their instruction; however, this was not a regular practice. Few teachers employed higher- order questioning in their classes although some teachers developed and reinforced the use of academic vocabulary and required students to cite evidence from the text to support their conclusions. The texts used in modules aligned to the CCLS were at the expected grade level but lacked extension material to challenge students performing at higher levels. In several classrooms, students with disabilities and

students with behavioral issues demonstrated low levels of engagement, and there was little evidence that teachers supported students with disabilities with scaffolding, specific instructions, or support materials.

- Staff reported behavior management at the school has improved, and the review team found that behavior was generally appropriate during classroom visitations. However, observations showed that many teachers did not promote intellectual discovery, challenge students to engage in rigorous thinking, or to express divergent viewpoints. In a grade eight ELA class, for example, students were given a series of work sheets with fill-in the blank tasks. Several higher-achieving students reported that they were bored in some of their classes, and in a recent survey, 35 percent of students disagreed with the statement that their class remained busy and did not waste time.
- During classroom observations, the review team found that few teachers grouped students for instruction based on data analysis, and few students engaged in self-evaluation. In some classes, teachers provided feedback to students to reinforce the use of academic vocabulary, but there was little evidence that teachers used formative assessments during the lesson to monitor student learning of the lesson objective or to engage students in self-assessment of their learning. When interviewed by the review team, some students reported they did not always understand why they received the grades they did. Many lessons ended without an opportunity for students to state what they had learned or to understand next steps to improve their work, and teachers lacked the necessary information to plan the next lesson.

Recommendation:

- Starting from December 1, the school leader should ensure that teachers use data to measure student progress, especially the progress of students with learning or behavioral difficulties, and match learning tasks to objectives.

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 Stage

2

The school is at **Stage Two** for Tenet 5 – Social and Emotional Developmental Health.

- School leaders reported they have communicated the school’s vision of supporting the social and emotional developmental health needs of all students. They noted the school has reduced behavior problems through use of a feedback process in which teachers report the behavior of individual students in class. However, the school support staff shared that they have identified an increased number of students with multiple social, emotional, and behavioral difficulties. Although school leaders noted that the school has identified the needs of some students, the review team did not find evidence of a comprehensive system to ensure that the needs of all students are addressed and that practices are consistent school-wide.
- The review team found that students’ social and emotional needs are addressed primarily through individual intervention by staff. While staff reported some use of the PBIS approach, they noted that interventions are largely reactive, and leaders do not monitor them consistently according to PBIS

protocols. Support staff members reported gaps in the quality of services for some students because of inconsistent monitoring. Staff also stated that the school has not provided training or PD to introduce new staff or students to PBIS.

- Although the district provides some support to the school through specialist assistance, the lack of a clear school strategy for helping students on Tiers 2 and 3 of PBIS has resulted in gaps in support for students’ social and emotional growth. Staff related that the focus on students with serious behavioral issues has also resulted in less attention to the needs of other students, such as students with learning difficulties, who have not been identified. While staff reported the school provides parents with information about resources through the school’s internet portal, other school communications concerning support services to link students and parents to programs and resources to address students’ needs have been limited.
- The school leader, teachers, and support staff reported that the school has plans to collect data to better enable teachers to address students’ social and emotional needs. However, staff noted that there is no school-centered multi-agency support for the most at risk students, such as those at PBIS Tier 3 level, and the development of a data collection system is at an early stage.

Recommendation:

- By December 1, implement a robust and clear feedback mechanism that makes sure leaders and staff know that the social and emotional needs of all students, especially those with learning or behavioral difficulties, are addressed appropriately and that barriers to learning are removed.

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 Stage

2

The school is at **Stage Two** for Tenet 6 – Family and Community Engagement.

- The school leader stated in the school’s self-reflection document that he has a vision for family engagement, which includes his high expectations for student achievement. He reported that he has used a variety of communication vehicles to inform parents of school events and activities and that he and staff have visited families to encourage parental involvement. However, attendance at most school events has been low, and the review team found no evidence of a comprehensive plan for family engagement. In addition, the review team found no evidence of a specific plan to assist parents in supporting their children to improve their learning. During an interview, most parents reported they were not prepared to help their children reach expectations for high academic achievement although they were willing to do so. They stated that they were not sure of the meaning of college and career readiness and that the school should provide more training for families.
- Parents reported that most of the information provided to parents is about school events and activities and that the school leader and staff communicate with them through telephone calls, letters, or by the school portal and weekly email. They also shared that most teachers were available to parents and queries were answered quickly but that it was difficult to reach parents who were not actively involved in the school. While some parents noted that the school has offered mathematics and literacy night

training sessions, parents and staff stated that these sessions were poorly attended. Parents reported that the school did not provide adequate information about the academic progress and social-emotional growth of their children.

- The review team found no evidence of current sessions for PD or training to help staff build partnerships with parents and community organizations. During interviews, staff and parents reported that it has been some time since the school has provided training to develop and sustain family-school-community partnerships. While the school has provided some training for parents in ELA and mathematics to inform and engage parents in the school, these sessions were poorly attended.
- School leaders conducted a parent needs assessment survey in the spring of 2015, but only 27 parents, five percent, responded to the survey. Most of the parents who responded to the survey indicated they were satisfied with the school. However, during interviews with the review team, parents reported that with the exception of report cards and information on attendance and lateness, little specific information has been shared with them about their children's progress or needs. Some parents noted that although there is an internet portal that includes data relating to student progress, this information is not accessible to all families, and not all parents understand the data.

Recommendation:

- By January 1, develop a coherent plan, using expert outside advice when necessary, to reach families and improve home-school partnerships so that parents are better equipped to support their children's learning. This plan should include the provision of information on student progress.