



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	331300010113
School Name	Ronald Edmonds Learning Center
School Address	300 Adelphi Street, Brooklyn, NY 11205
District Name	NYCDOE, CSD 13
School Leader	Ms. Dawnique Daughtry
Dates of Review	January 12 – 13, 2016
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 M.S. 113 Ronald Edmonds Learning Center

School Configuration (2015-16)					
Grade Configuration	06,07,08	Total Enrollment	330	SIG Recipient	No
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	27	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	3	# Drama	3
# Foreign Language	N/A	# Dance	3	# CTE	N/A
School Composition (2014-15)					
% Title I Population	84%	% Attendance Rate			91.94%
% Free Lunch	79.8%	% Reduced Lunch			N/A
% Limited English Proficient	6%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	1%	% Black or African American			72.3%
% Hispanic or Latino	19.9%	% Asian or Native Hawaiian/Pacific Islander			4.6%
% White	2.1%	% Multi-Racial			0%
Personnel (2015-16)					
Years Principal Assigned to School	4.3	# of Assistant Principals			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			8.3%
% Teaching with Fewer Than 3 Years of Experience	0.0%	Average Teacher Absences			8.9
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	15.6	Mathematics Performance at levels 3 & 4			7.1
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20%
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	77%	Mathematics Performance at levels 3 & 4			94%
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4			N/A
4 Year Graduation Rate	N/A	6 Year Graduation Rate			N/A
Regents Diploma w/ Advanced Designation	N/A	% ELA/Math Aspirational Performance Measures			N/A
Overall NYSED Accountability Status (2015-16)					
Reward	No	Recognition			N/A
In Good Standing	No	Local Assistance Plan			No
Focus District	Yes	Focus School Identified by a Focus District			Yes
Priority School	No				

Adequate Yearly Progress (AYP)

Elementary/Middle School			
Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO	ALL STUDENTS	NO
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	YES	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	NO	ALL STUDENTS	NO
SCHOOL PRIORITIES AS DESCRIBED BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. By June 2016, student performance at levels three and four will increase two percent in English language arts (ELA) and mathematics. 2. By June 2016, 100 percent of English Language Arts teachers in grades 6-8 will implement four periods per week of student writing experiences grounded in evidence from text, both literary and informational, by implementing the three units of writing from the Teacher's College Writing project. By February 2016, 75 percent of the teachers in grades 6-8 will provide students writing experiences grounded in evidence from text, both literary and informational, by implementing two or four units of writing from the Teacher's College Writing project. 3. By June 2016, school leaders, teachers and support staff will use student data to create a safe and supportive environment as evidenced by a three percent increase in 			

<p>students' attendance rate and a three percent decrease in principal suspensions.</p> <p>4. By June 2016, as a result of participating in a year-long professional development series on writing and student engagement, there will be a five percent increase, from 60 to 65 percent, of teacher favorable response on the Learning Survey about the professional development in the school.</p> <p>5. By June 2016, 100 percent of teachers will regularly communicate with parent/guardians to communicate student progress and needs by participating in the following: (1) host a week-long open house every month and invite parents/guardians to visit classrooms to observe the instructional program; and (2) utilize an online grading platform to share student progress and grades with parents/guardians.</p>	
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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 Special Education School Improvement Specialist (SESIS) representative and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team made 57 classroom visits during the two-day review.
- Reviewers conducted focus groups with students, staff and one parent.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 509 students (81 percent) completed.
- The school provided results of a staff survey that 35 staff members (81 percent) completed.
- The school provided results of a parent survey that 51 parents (ten percent) completed.

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 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"/>
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
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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	TENET 5 OVERALL STAGE :				1
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 type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 :				1

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 she worked with teachers and students to develop a school vision focused on improving students’ achievement and preparing them for success in high school. During interviews, school leaders and staff members did not articulate to the review team a plan to promote academic success for all current students. The review team found minimal evidence that the school leader focused goals on addressing the needs of student subgroups or that she communicated a sense of urgency for school improvement to all members of the school community. The school leader has not effectively united all school constituents in goal setting and in promoting a common vision. Parents and community-based organizations (CBOs) did not participate in the development of specific, measurable, results-oriented, and timely (SMART) goals for school improvement efforts.
- School leaders reported they have made key decisions to use resources to improve student achievement. Through the school based option process, the school leader reduced most teachers’ instructional workloads to 24 periods per week, while stipulating that the 25th period be devoted to common planning time. When a teacher was excessed, the school leader indicated she added a sixth period of science to all students’ programs. The school leader noted that when an assistant principal left, she provided professional development (PD) in the subject area formerly supervised for the remaining assistant school leaders in order to increase their supervisory capacity. School leaders reported they have provided staff development to address areas of need. Additionally, they have hired mathematics consultants from Smart Start, writing consultants from the Teachers’ College Writing Workshop, and student engagement and questioning experts from Creative Solutions. School leaders also stated they engage substitute teachers to enable classroom teachers to participate in full-day PD. The school leader noted gains in students’ English language arts (ELA) and mathematics achievement as measured by State assessments from 2013-14 to 2014-15. However, the gains were minimal, and student achievement has remained low. The school leader shared no interim data for the 2015-16 school year that showed growth from September 2015 to January 2016.
- School leaders stated they have increased the capacity of the staff to provide best practices. Based on an analysis of State ELA assessment data, the school leaders noted that they identified students’ writing skills as an instructional priority. Six ELA teachers were trained in the Teachers’ College Writing Workshop, and these teachers trained the remainder of the staff in integrating writing in all content areas. Although most observation reports examined by the review team included actionable feedback and the date for a return visit by the supervisor, the quality of feedback was inconsistent, as some feedback was not targeted. Some teachers stated that the school leaders’ instructional feedback was timely and meaningful, although implementation of best practices was not consistent throughout the school. The review team did not find evidence that school leaders monitor and track implementation of feedback or expectations regarding instructional practices and the impact on student achievement.
- Although the school leader stated that she monitors lesson plans, there is no record-keeping system that enables her to identify trends and determine to what degree teachers incorporate adaptations for subgroups. School leaders do not monitor or track teachers’ feedback on student work. In an examination of student work, the Integrated Intervention Team (IIT) found little evidence of teacher feedback to students, including next steps to improve their learning. Similarly, there is no system in

place to monitor and analyze student demographic trends and student referrals in order to better address students’ social-emotional needs. The review team did not find evidence that the school leader developed a system to record and analyze parent engagement and the work of CBOs. School leaders have not effectively analyzed and communicated data, which hinders their ability to determine next steps to drive school improvement.

Recommendation:

Effective immediately, the school leaders should monitor teachers’ feedback to student work to ensure that students receive timely next steps to improve their learning. If necessary, at the next available Monday extended session, school and teacher leaders should provide training to the entire staff on how to provide students with actionable feedback. School leaders should monitor and record implementation to evaluate the impact on learning, and school and teacher leaders should provide support and make adjustments on an ongoing basis.

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.

- School leaders reported that they have provided teachers with common planning time to develop curriculum and that they coordinate teacher work during this time by setting the agenda and chairing the meetings. However, most curriculum documents reviewed by the IIT were commercially prepared or downloaded from EngageNY. Although the school has adopted the Common Core Learning Standards (CCLS)-aligned Codex and Connected Math curricula for ELA and mathematics respectively, unit and lesson plans reviewed by the IIT did not include modifications for all subgroups. The school leader and teachers stated that most grade eight students are successful in grade nine because the curriculum for the 55 grade eight students on the Regents track prepares them for college and career success. However, their curricula are not typical of what all students in the school receive.
- Although some teachers’ lesson plans reflect use of data, few plans incorporate student needs, the expected instructional shifts, or the critical thinking activities that prepare students for improved academic achievement. The IIT found that less than one fifth of the plans the team reviewed included higher-order questions and used data to differentiate learning and group students. For example, general education teachers were not aware of English as a second language (ESL) students’ literacy levels and were not able to plan to address their needs. A review of curriculum documents showed that teachers generally did not adapt downloaded unit and lesson plans to meet students’ diverse needs. Most plans required all students to complete the same activities in the same manner.
- Although writing has been infused into all content areas, teachers are generally not collaborating to connect the curriculum across subject areas. All curricula had a common focus on improving writing skills through the adoption of the Teachers’ College writing workshop model. Teachers taught students to write essays with an emphasis on supporting generalizations with specific evidence. The school leader and talent teachers noted that teachers collaborate on theatrical productions. However, the school leader and teachers reported there was no collaboration to develop thematic units that connect

different content areas and integrate the arts and technology into the core subjects. The lack of interdisciplinary curricula that connects subject areas limits student engagement and hampers students' understanding of the relationships among the disciplines.

- Although teachers stated that they used commercially produced baseline, mid-year and end-of-year assessments to inform their curriculum planning, this was not evident in most curriculum documents submitted to the review team. Although teacher feedback on student work included rubrics and general comments, less than one fourth included specific actionable feedback. The school leader and teachers stated that teachers use either the TeacherEase or the Jupiter electronic grade book that provides students with real-time assessment and class and homework assignment information. However, four of the six students interviewed by the review team were not aware of these online resources, and three of the six students did not know their ELA and mathematics levels on the State assessments. Teachers' limited use of data for adapting the curriculum and for lesson planning minimizes student ownership of learning and increased achievement levels.

Recommendation:

At common planning meetings during the week of January 19, 2016, the school leaders should announce that effective immediately, teachers' lesson plans should include adaptations for student subgroups, including high achievers, utilizing the Sheltered Instruction Observation Protocol (SIOP) lesson plan template. The school leaders should monitor and record implementation to evaluate the impact on learning, and provide feedback and support as needed.

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.

- Although school leaders reported they have made efforts to ensure best practices in classroom instruction, the review team found that most teachers do not address individual students' needs and learning styles. School leaders stated that they use the Advance reports to analyze trends in teacher practices based on the Danielson framework in order to provide targeted PD; however, based on the IIT's classroom visits, the impact on instructional practices has been limited. The school leader stated she has made student engagement an instructional priority that is addressed through school-wide and targeted PD. However, most classes observed by the IIT were teacher-centered with students who were generally compliant, but not highly engaged.
- Teachers did not typically pose higher-order questions or include complex materials during most of the 57 lessons observed by the review team. There was minimal improvement in student achievement in State assessments from the 2013-14 school year to the 2014-15 school year. In ELA, students achieving at levels three and four rose from 13 percent to 16 percent and in mathematics, from seven percent to eight percent. The IIT observed all students using the same instructional materials in most classes, and teachers typically did not give students multiple opportunities to learn. For example, when some students in a mathematics class had completed the assigned task, the teacher asked them to wait for the rest of the period and did not provide them with an additional challenging activity. Students were

highly engaged in a few classrooms, and the school leader stated that these teachers led model classrooms open for intervisitation. However, the instructional practices the IIT observed in most classrooms did not lead to high levels of student engagement that promote student achievement.

- Although students stated that they felt physically safe in their classes, the review team found that teasing sometimes prevented students from taking intellectual risks, and there were few opportunities for discovery and rigorous thinking. Teachers promoted intellectual discovery through instructional activities and opportunities for rich discussions in less than one fifth of observed classes. The IIT observed the use of some activities to encourage student engagement such as think-pair-share discussions and the use of white boards to promote alternative solutions to mathematics problems in a small number of classrooms; however, this was not typical for most students. In a focus group, students stated that ridicule from other students sometimes prevented them from sharing their work. In interviews and surveys, students and teachers also reported that there were some incidents of bullying, harassment, and fighting outside the classroom setting. Although the IIT observed no disruptive behavior in classrooms, the team did note that there were some disturbances in the hallways and cafeteria, and in other common areas of the school.
- The IIT observed that a small number of teachers used data and assessments to make instructional decisions and provide students with feedback to foster self-evaluation. Generally, the teachers observed by the review team did not use data to group students and inform instruction. The IIT observed that less than one fifth of teachers used interim assessments, such as exit slips, and approximately the same proportion of teachers displayed data walls to promote students’ ownership of their learning. During interviews, teachers and paraprofessionals reported that they did not always follow the goals included in students’ individualized education programs (IEPs), and paraprofessionals were not aware of students’ skill deficits. Some teachers noted that limited English proficient (LEP) students did not need additional support. At an ELA team meeting observed by the IIT, teachers used data from their study of student work to develop strategies to improve classroom instruction. However, teachers’ written feedback on student work displayed in hallways and classrooms did not typically contain next steps for improvement. The limited use of data for instructional strategies and student feedback minimizes improvements in student achievement.

Recommendation:

By February 1, 2016 the school leaders should ensure that all teachers include a minimum of one highly engaging student activity in every lesson, such as think-pair-share, rich discussion, and opportunities for students to build on other students’ responses through the use of accountable talk stems. The school leaders should monitor and record implementation to evaluate impact on student learning, and school and teacher leaders should provide support and make adjustments as needed.

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

1

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

- School leaders have not developed a school-wide vision for students’ social and emotional

developmental growth and have not established systems to identify and provide support for student needs. During interviews, teachers, support staff, and the school leader stated that there was no shared vision for students' social-emotional growth and limited coordination by the two support staff teams and the attendance team. The support staff and school leader reported that they use emails as a record of services provided to students without IEPs. However, the review team found no evidence of a record-keeping system to monitor and evaluate the effectiveness of these services. The support staff indicated that services for students were generally reactive, and there was an absence of proactive activities to address students' social-emotional development. For example, staff reported that a student in crisis would be referred to whoever was available at the time, and the review team did not find evidence that there was a set protocol in place.

- Students' social-emotional needs are generally not being met, as there are no established curricula and programs to address these needs. The support staff stated that curriculum and programs, such as Respect for All and a weekly advisory period, were eliminated without their input, and they were not aware of the rationale for their elimination. Staff indicated that students' social-emotional needs are addressed during grade-wide weekly morning meetings and monthly grade-wide gender meetings in which boys and girls meet separately. However, students stated that these ten-minute sessions while students are still arriving have not had a significant impact. Although the school has provided teachers with PD in de-escalating volatile situations to improve teachers' classroom management skills and response to incidents, the lack of a curriculum and PD to better enable teachers to identify students who have social-emotional needs limits the school's ability to promote social-emotional developmental health and student progress.
- School staff have not strategically organized work with school constituents to deliver student support services and remove barriers to success. School leaders and support staff reported that input from various stakeholders' groups is fragmented because there is no forum to promote open communication among groups and coordinate the school community's efforts. The school leader's and support staff's statements during interviews, along with the IIT's review of documents, showed that parents and CBOs are generally not included in school efforts to support students' social-emotional health. The school's minimal collaboration with families and community partners hinders efforts to provide students with the support they need to develop social-emotional skills and remove obstacles to learning.
- There is no strategic plan in place to collect, analyze, and use data to identify and address the social-emotional needs of all students. During interviews with the support staff and the school leader, the review team found that there was little use of data to inform decisions to address students' social-emotional needs. For example, staff were not aware of the recidivism rate for referred and suspended students. Although the school leader stated that suspensions had increased in the current school year, there was no data analysis to inform decisions to address this increase. The school leader noted that the attendance rate, which was 89 percent in the 2014-15 school year has increased to 92.3 percent thus far this year. However, staff reported that the lack of a clear transition time between periods contributed to student lateness, which was recorded inconsistently by different teachers. The review team found no evidence of a strategy to address lateness. The school's minimal efforts to collect and monitor social and emotional health data hinders the school's ability to identify and address student needs.

Recommendation:

During the next round of weekly support staff meetings, data of student referrals and services should be analyzed to determine recidivism rates and identify behavior trends in order to make strategic decisions regarding the school’s plan for providing effective social-emotional services to 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 Stage

1

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

- The school leader has not developed a vision and plan for parent engagement. Ten percent of parents completed the school survey that the school administered during spring 2015, and only one parent attended the scheduled focus group with the IIT during the team’s visit in January 2016. Assistant school leaders have published monthly parent newsletters. However, the school leader stated that she did not know how many of these newsletters were actually seen by parents. During interviews with the IIT, staff shared the perspective that parent engagement at the middle school level was “naturally” low, and that the school had exhausted all efforts to increase parent engagement. The review team found that the school leader has not communicated to families the school’s high expectations for all students. The school leaders’ lack of vision for parent engagement and a strategic plan to increase parent involvement in school life along with the staff’s articulated perspective about parent involvement has resulted in few partnerships with families that promote students’ achieving at high levels.
- Although there have been some efforts to foster reciprocal communication between staff and parents, parent engagement remains low. The school staff noted they have provided opportunities for reciprocal communication, such as email links on teachers’ web pages and monthly open house weeks when parents can attend student classes. However, few parents attend these events. In addition, school leaders have not analyzed parent usage of the online portals and teachers’ parent outreach efforts in order to make adjustments to increase communication. The school leader stated that parent engagement is not a high priority at this time because raising student achievement is her primary focus. Parent fliers and letters examined by the IIT did not include any documents that were translated for families whose first language is not English. Although staff members indicated that parent engagement has been a longstanding issue, there has been no strategic effort mounted to address parents’ lack of participation.
- The lack of parent and staff training to develop strong home-school partnerships limits efforts to support student achievement. The parent coordinator and school leader stated, and a review of documents by the IIT showed, that there had been no training for staff and parents on creating and sustaining home-school partnerships to help parents support student learning. In addition, the school leader has not defined the parent coordinator’s role, and there have not been workshops to address parents’ needs. Lack of training limits staff and family collaboration to provide supports that result in improved student outcomes.
- Although data, such as report cards, progress reports, and online grade books are shared with students

and parents, school leaders do not monitor their usage to better address students' needs. School leaders stated that they do not know whether parents review progress reports because parents are not required to endorse and return them. Support staff stated that data are not shared with CBOs in order to develop relationships that support students through additional services. Teachers' shared with the IIT that they had not been asked to identify students with interrupted formal learning (SIFE) and long-term English language learners (ELLs). The IIT found no evidence of parent workshops that focus on student data. The lack of a strategic plan to help parents understand student data limits their ability to use data to advocate for appropriate support services for their children.

Recommendation:

By March 1, 2016, the school leaders and parent coordinator should establish and coordinate a task force that is charged with creating and implementing a strategic plan to increase parent engagement. An initial effort of the task force should be the identification of CBOs that can provide services to the school's students and families. By April 1, 2016, the task force should have established ties to a minimum of two new CBOs that will lead to partnerships to support students and families.