



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

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



<b>BEDS Code</b>	310200011520
<b>School Name</b>	Murry Bergtraum High School for Business Careers
<b>School Address</b>	411 Pearl Street, New York NY 10016
<b>District Name</b>	New York City
<b>School Leader</b>	Naima Cook
<b>Dates of Review</b>	October 27-29, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

## School Information Sheet for Murry Bergtraum High School for Business Careers

School Configuration (2015-16)					
Grade Configuration	09,10,11,12	Total Enrollment	597	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	3
Types and Number of Special Education Classes (2015-16)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2015-16)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	14	# Dance	N/A	# CTE	29
School Composition (2014-15)					
% Title I Population	74.0%	% Attendance Rate			72.9%
% Free Lunch	68.9%	% Reduced Lunch			4.1%
% Limited English Proficient	11.3%	% Students with Disabilities			21.2%
Racial/Ethnic Origin (2014-15)					
% American Indian or Alaska Native	0.4%	% Black or African American			46.1%
% Hispanic or Latino	41%	% Asian or Native Hawaiian/Pacific Islander			8.9%
% White	2.9%	% Multi-Racial			.01%
Personnel (2015-16)					
Years Principal Assigned to School (2015-16)	2	# of Assistant Principals (2015-16)			N/A
# of Deans (2015-16)	N/A	# of Counselors/Social Workers (2015-16)			N/A
Personnel (2014-15)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification			17.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2014-15)			6.5%
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	80.0%	Mathematics Performance at levels 3 & 4			18.0%
Credit Accumulation High Schools Only (2014-15)					
% of 1st year students who earned 10+ credits	78.0%	% of 2nd year students who earned 10+ credits			52.6%
% of 3rd year students who earned 10+ credits	51.8%	4 Year Graduation Rate			47.8%
6 Year Graduation Rate	67.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District		Focus School Identified by a Focus District			X
Priority School					

### Adequate Yearly Progress (AYP)

Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
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	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
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	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	YES
Economically Disadvantaged	NO		

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

#### **GOAL #1: Rigorous Instruction**

By June 2016, the English and mathematics teacher teams will collaboratively design UBD units and implement curriculum in English and mathematics that are aligned to the CCLS as measured by three units of study.

#### **GOAL #2: Supportive Environment**

By June 2016, school culture of trust will show improvement as evidenced by a 10 percent growth in the number of students reporting they feel safe via the school learning environment survey and a five percent reduction of student, principal, and superintendent suspensions will be reflected through the Online Occurrence Reporting System (OORS).

**GOAL #3: Collaborative Teachers**

By June 2016, teacher teams will collaborate to ensure that instructional practices and strategies are organized in accordance with and measured by the scope and sequence for the school.

**GOAL #4: Effective School Leadership**

By June 2016, the social-emotional supports that drive student achievement will increase as measured by a five percent decrease in the number of suspensions from last year as measured by Online Occurrence Reporting Systems (OORS).

**GOAL #5: Strong Family and Community Ties**

By June 2016, parent engagement will increase by three percent as measured by the 2015-16 NYCDOE School Survey Report parental response rate.

**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 (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 46 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, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 42 percent completed.
- The school provided results of a staff survey that 41 percent completed.
- The school provided results of a parent survey that eight percent completed.
- In the English department, 50 percent of full-time teachers have been absent since the start of school in September 2015.

**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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TENET 2 OVERALL STAGE:</b>				<b>2</b>	

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

#	Statement of Practice	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 type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 3 OVERALL STAGE:</b>					<b>1</b>

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

#	Statement of Practice	Stage	Stage	Stage	Stage
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		4	3	2	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 type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 4 OVERALL STAGE:</b>					<b>1</b>
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 5 OVERALL STAGE:</b>				<b>2</b>	
<b>Tenet 6 - Family and Community Engagement:</b> 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 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"/>
	<b>TENET 6 OVERALL STAGE:</b>				<b>1</b>

FINAL REPORT

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Stage</b>	<b>2</b>
<p>The school is at <b>Stage Two</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>• The school leaders used year-end data to develop improvement goals in the school comprehensive education plan (SCEP) without explicit collaboration with parents, teachers, staff, or students. The school does not have an articulated vision or mission and the identified improvement goals do not address the school’s most significant weaknesses, such as poor student and staff attendance, low credit accumulation, low student achievement, and a low graduation rate. Without explicit expectations that the school will improve in these areas, the staff, parents, and students do not have an accurate understanding of the shortcomings that led to focus status, or the outcomes needed to overcome it.</li> <li>• The school leader has made decisions about personnel, the physical plant, and programs to increase opportunities for students to be successful. Challenged by a declining enrollment and budget, the school leader made decisions to excess, retain, and hire administrative and guidance staff to secure expertise in instructional leadership, collaboration, and transcript evaluation, and to develop positive relationships with students. These changes to the revised leadership and guidance staff have resulted in some increases in student attendance, credit accumulation, and graduation rate, as well as significant decreases in student incidents. Several calculated improvements to the physical plant, such as adding wireless passing bells to all classrooms, sirens on exit doors, room changes, and classroom renovations have all decreased student incidents, absenteeism in the afternoon classes, and increased time for learning. After reviewing the quality of the school’s curricula and the skills of the staff, the school leaders chose to make curriculum purchases in English language arts (ELA) and mathematics, to expedite the availability of Common Core Learning Standards (CCLS) aligned curricular materials for teachers. After reviewing student transcripts and course data, school leaders purchased and implemented the credit recovery program “Achieve Now,” which has contributed to a 15 percent increase in credit accumulation, and a three percent increase in graduation rate. School leaders have not adequately monitored and coordinated programs and services for students with disabilities and English language learners (ELLs) in order to provide them with high quality instruction based on the general education curriculum. A review of documents and teacher interviews demonstrated to the review team that an insufficient continuum of services, inadequate allocation of English as a new language (ENL) support, and lack of appropriate accommodations and differentiation in the general education classrooms have resulted in declining student performance.</li> <li>• The school leader uses a tracking system consisting of the dates for observations of individual teachers and assigned observers, and monitors the system to ensure that observations are completed in a timely manner. The school leader deployed leaders to conduct observations, offer support, and provide targeted instructional feedback to teachers. Through a review of observation documents and classroom visits with the school leaders, the review team found that leaders provide accurate and targeted feedback to teachers, with clearly defined action and improvement steps. Nearly 30 percent of the permanent teachers have received two classroom observations in 2015-16, and more than half have received improved ratings for at least one domain of the evaluation framework between the first and second observation. Even with these improvements, school leaders told the team that several</li> </ul>		

staff still has gaps in their knowledge, skill, and willingness to implement the feedback, resulting in low-quality instruction, and decreasing student achievement. School leaders regularly review teacher performance information from the Advance tracking system and walkthrough notes and use this information to plan targeted, weekly professional development (PD).

- School leaders use some structures to monitor student attendance, incidents, referrals, and teacher performance, but few procedures are in place to assess and monitor the extent of student learning. This has hindered the leaders and teachers in making targeted curricular and instructional decisions, resulting in little progress in academic achievement.

**Recommendation:**

- By November 15, the school leader should convene a team of administrators, teachers, and staff to plan collaboratively for data-driven PD to address the school SCEP goals for the remainder of the year. Representation from the content areas and subgroups of identification should be included.

**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**

**1**

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

- School leaders have purchased curricula and provided implementation support to the teachers. However, few teachers are able to independently develop, adjust, or deliver rigorous curricula that attend to the needs of their students. At the start of the 2014-15 and 2015-16 school years, school leaders distributed curricula to the English, mathematics, science, and social studies teachers to support the delivery of CCLS aligned instruction. School leaders have provided weekly PD to model the instructional planning and assessment processes, including the recently adopted framework, “Understanding by Design.” The school leader has also added daily common planning time meetings where school leaders facilitate a protocol for teachers to give feedback on each other’s lesson plans and analyze student work. Since this protocol has only been in place for a few weeks and planning skills are developing, the peer feedback is not adequate for ensuring CCLS aligned revisions. Reviewers observed team planning, analyzed written documents, and interviewed teachers and school leaders, and found that teachers demonstrate limited skills to develop units and lessons aligned to the CCLS. Most plans reviewed and lessons visited, did not have clear learning objectives for mastering the CCLS, challenging learning activities, or a variety of methods to assess the degree of student learning. When teachers enact lesson plans, observations indicate that they do not obtain adequate information about the learning needs of students. Therefore, the topics, pace, and techniques teachers use are universal and not customized to the strengths and weaknesses of their students.
- Although teachers have co-planning time available during daily meetings, they reported that they do not use this time to plan interdisciplinary experiences for students or to make specific connections across subjects. Due to the improvement needed in the planning skills of many teachers, school leaders have not prioritized cross-curricular integration. Students reported that they have had few opportunities to engage in the arts or use technology to enhance their understanding.

- Teachers in some departments, such as social studies and mathematics, have begun to look at trends in assessment data. However, teachers do not use a range of assessments to guide their curricular planning. Since the review team found that many units and lessons did not have clearly defined assessment criteria aligned with learning goals, the review team found that it is unclear to students exactly what they need to do to master the standards. School leaders have led sessions with teachers to practice looking at student work samples and giving feedback on how students could improve. Despite this practice, students do not receive feedback regularly in most of their classes. Most of the feedback examined by reviewers was generic, such as, “great job; we will work on this together later,” and “didn’t follow directions,” and did not provide students with specific directions on how to improve their work.

**Recommendation:**

- During the PD period on Monday, November 2, the school leaders will redistribute and formalize the expectation that all teachers will develop a CCLS aligned objective for each daily lesson using the school’s mastery objective template. All teachers should implement this expectation during the second quarter and school leaders should monitor the implementation weekly.

**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**

**1**

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

- School leaders have established a school-wide instructional focus on students using text-based evidence, but the review team found this focus has not addressed instructional deficiencies across classrooms, including limited CCLS aligned learning targets, low rigor, and little differentiation to accommodate diverse student needs. Further, in spite of the school-wide focus, most teachers do not provide lessons that engage students in using text to enhance their understanding, and classrooms do not reflect a text-rich environment. School leaders use common planning time to facilitate PD and peer feedback sessions for teachers on their lessons and student work. However, the review team found that during the mathematics feedback session, content area expertise was insufficient, which hindered the creation of appropriate action steps to meet student needs.
- Most teachers use practices that are not student-centered, and in many classes visited, teachers set and reinforced low expectations for student engagement and academic success. For example, teachers assigned tasks and asked students questions that were low level and did not require the use of complex text. When students asked questions in class, these questions were mostly clarification of the directions and procedures and did not indicate that students were thinking at high levels or making connections across subjects. Often, students were seated in groups, but these configurations were most often determined by student choice rather than by teachers and were not structured to enhance student collaboration and learning. In most classes, all students had the same work and were required to complete the same tasks without multiple entry points for diverse learners. This hindered learning for ELLs in the classrooms visited by the review team, as these students did not consistently understand the language or the content and teachers provided few supports to accommodate their

needs. While some high quality instruction was found in the Blazes Academy, one of the small learning communities where teachers challenged students with CCLS aligned learning targets and then students had to justify their claims and give feedback to each other in learner-centric, text-rich classrooms, this was not typical across the school.

- Teachers reported, and students confirmed, that the school leaders have significantly reduced the disruption to learning within the school, and this has resulted in increased instructional time in the classrooms. However, in most classes visited, teachers did not use instructional time efficiently and did not actively engage students in higher-order thinking within CCLS aligned tasks. Although most students were compliant with teacher directions, inadequate planning left students without structured activities as they digressed to their own social conversations. Although teachers did not clearly articulate classroom expectations or use procedures for including student voice, the relationships between teachers and students were positive.
- Teachers and school leaders stated that they analyzed some data from the 2014 Regents Comprehensive Examinations using a formal item analysis protocol, but there was no evidence of teachers using this information to create student groups, scaffold strategies, or create classroom checks for understanding. School leaders and some teachers reported using the New York State English as a Second Language Achievement Test (NYSESLAT) to meet ENL student needs, but the review team did not find evidence of this during classroom visits.

**Recommendation:**

- Beginning during the second quarter, all teachers should start each class by explicitly introducing the mastery objective in student-friendly language, as well as the agenda for the class that will help students accomplish the mastery objective. School leaders will monitor the implementation of this expectation weekly.

**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.

- Although, school leaders have established structures to improve attendance, counseling, and extracurricular activities to meet student needs, the school does not have a comprehensive vision for the social and emotional developmental health of students. While the school has a focus on decreasing suspensions by five percent, support staff stated that there is no over-arching school-wide plan to support student social and emotional developmental health. The review team found that the school leader has ensured that students have positive role models and mentors in the college admission process. Students reported there is at least one adult they can access in times of need, primarily in the guidance and social work office. The district has recently assigned a temporary assistant principal to the school with experience in the area of pupil personnel services, which has enabled preliminary planning for a social-emotional referral system and a child study team, but both of these ideas are still in the planning stages.
- The school staff has not developed curricula, programs, or materials to support a comprehensive vision

of student social emotional developmental health. Counselors, social workers, and school leaders meet periodically with students about academic, attendance, credit accumulation, and social-emotional issues, but this is not a proactive approach because there is limited monitoring to identify the at-risk students. Support staff establish and monitor intervention plans to help individual students, which include student meetings with counselors or enrollment in the Achieve Now credit recovery program that has resulted in increased attendance and credit accumulation rates that climbed from 46 percent in 2013-14 to 61 percent in 2015-16. Some staff have been trained in de-escalation techniques and select support staff participated in peer mediation training. However, these training efforts have limited influence in removing barriers for students since the school does not have a strategic or targeted PD program to increase the capacity of staff to support social and emotional developmental health, and is not developing one.

- Teachers and support staff have collaborated successfully to improve student attendance, achievement, credit accumulation, and behavior. Staff and teachers have volunteered to advise clubs and activities. Student government has become more active due to the support of the student support services staff. For example, the number of students who regularly attend student government meetings has increased from fewer than five in 2014-15 to more than twenty in 2015-16. However, Parent Association (PA) members stated, and school leadership team (SLT) members confirmed, that PA members have met only one time with the school leaders in 2015-16. According to interviewees, the PA and community partners do not participate in school planning for social emotional developmental health supports.
- The school has not developed appropriate methods for collecting relevant data to identify, diagnose, and address students’ social-emotional developmental health needs and the school leader has not coordinated the student support services program. Therefore, goals, procedures, and communications are inconsistent among staff.

**Recommendation:**

- By December 1, the student support staff team should collaboratively identify the desired characteristics of social and emotional developmental health for students. These characteristics should be shared with the entire school community by January 1, 2016.

**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.

- School leaders communicate school information to families via email, telephone, and mail to increase understanding of graduation expectations. However, not all parents are fully aware of the school’s academic requirements for students, or know how to track the progress of their children. The school does not have a vision for family and community engagement.
- Teachers use several outreach methods such as Skedula, a record-keeping tool, phone calls, and emails to provide parents with information about their children’s progress, but the school has little evidence that parents receive this information. Teachers and staff reported that the communication efforts are

constrained by incorrectly recorded, outdated, or missing family contact information. In compliance with the district mandate to establish parent engagement activities, school leaders directed teachers to use their professional period on Tuesdays to communicate with parents; however, the review team found that teachers generally use this time to plan interventions for individual students rather than to increase partnerships with families.

- School leaders have provided staff with PD on techniques to give positive and constructive feedback to parents regarding their children’s progress, but the school has not formally monitored the implementation of this training for staff or its effectiveness in supporting parental understanding of the learning standards. Parents stated that the school leaders presented the expectations of the CCLS and assessments during an open house. However, the school leader stated that only 38 parents attended this event in 2015-16, a 24 percent decrease from 2014-15. Parents reported that the school had not provided additional training to enhance their ability to collaborate with the school in support of their children’s achievement and social well-being.
- While students and parents received a student tracker document that support services staff stated is a student-friendly snapshot of student progress data, including credit accumulation, attendance, and course grades, there is no indication that the student tracker has empowered parents to advocate for their children since it has been issued only once. Twice each year, guidance counselors hold meetings with students to conduct a “readiness for graduation” review. Parents receive a student summary sheet containing information about attendance, credit accumulation, and course grades. Parents also have access to the internet-based portal, PupilPath, to access student data and information. Students reported that parents inconsistently used this tool and school leaders confirmed that the school did not monitor usage or satisfaction. Parents stated that they had difficulty using the portal and did not always understand the data provided.

**Recommendation:**

- By December 1, school leaders and the parent coordinator should collaboratively develop a targeted action plan for increasing partnerships between the school and families with 30, 60, and 90-day benchmarks and timelines.