



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	333200011545
School Name	EBC High School for Public Service
School Address	1155 DeKalb Avenue, Brooklyn, NY 11221
District Name	NYCDOE CSD 32
School Leader	Mr. Shawn Brown
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 EBC High School for Public Service

School Configuration (2015-16)					
Grade Configuration	09,10,11,12	Total Enrollment	432	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	4	# Drama	1
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2014-15)					
% Title I Population	95%	% Attendance Rate		85.98%	
% Free Lunch	92.3%	% Reduced Lunch		N/A	
% Limited English Proficient	21%	% Students with Disabilities		20.0%	
Racial/Ethnic Origin (2015-16)					
% American Indian or Alaska Native	1%	% Black or African American		7.8%	
% Hispanic or Latino	90.7%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	0.2%	% Multi-Racial		0%	
Personnel (2015-16)					
Years Principal Assigned to School	3.8	# of Assistant Principals		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		5.4%	
% Teaching with Fewer Than 3 Years of Experience	19.4%	Average Teacher Absences		11.1	
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	#VALU E!	Mathematics Performance at levels 3 & 4		31%	
Global History Performance at levels 3 & 4	63%	US History Performance at Levels 3 & 4		62%	
4 Year Graduation Rate	58.6%	6 Year Graduation Rate		74.8%	
Regents Diploma w/ Advanced Designation	2%	% ELA/Math Aspirational Performance Measures		5%	
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	N/A
Hispanic or Latino	N/A	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	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2014-15)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	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	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	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	N/A	ALL STUDENTS	N/A

High School

Met Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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
Met Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
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	N/A
Met Adequate Yearly Progress (AYP) in Graduation (2013-14)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	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	YES	ALL STUDENTS	N/A
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:			
<ol style="list-style-type: none"> 1. Collaboration and collaborative teacher planning. 2. Differentiated instruction. 3. Support of English language learners and students with disabilities. 			

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 64 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 473 (96 percent) completed.
- The school provided results of a staff survey that 23 (59 percent) completed.
- The school provided results of a parent survey that 189 (39 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 type="checkbox"/>	<input checked="" 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:					1

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

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 type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 4 OVERALL STAGE:					1

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
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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	1
<p>The school is at Stage One for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported that he created a vision for the school and shared his vision with staff. However, during interviews with the Integrated Intervention Team (IIT), staff were not able to articulate a clear vision for the school. The school leader reported that the school’s goals are to improve instruction, achieve a 70 percent Regents passing rate this year, and provide students with differentiated instruction and rigorous preparation for college. The IIT found little evidence that the school leader communicated a sense of urgency for school improvement and increased student achievement or that the school’s goals were formulated as specific, measureable, ambitious, results-oriented, and timely (SMART) goals. • The school leader stated that he implemented several programmatic and scheduling changes and allocated resources to support student success. However, the review team did not find evidence of a strategic plan for resource allocation to promote high quality teaching and improved achievement for all student subgroups. The school leader stated he met with assistant school leaders and surveyed teachers to get ideas to foster school improvement. He noted these conversations resulted in a decision to place students in different class tracks --foundational, on-track, honors, and Advanced Placement. He indicated that this was done with the intention of supporting teachers’ ability to develop targeted, differentiated instruction to address students’ varied achievement levels. However, the school leader and teachers reported that the curricular materials and assessment criteria were not fully developed to support effective teaching or differentiation. In addition, the review team found that the school leaders have not effectively mobilized resources to meet the needs of English language learners (ELLs). The school leader stated that double blocks for English language arts (ELA) and mathematics were introduced to provide increased learning time for students. Teachers of English as a second language (ESL) receive support through the provision of an ELA teacher to co-teach, and struggling students receive additional support through tutoring and Saturday programs. However, school leaders and staff were not able to cite evidence of the impact of these initiatives on increased student achievement. • Although school leaders reported they have established instructional priorities to guide teachers’ instructional practice, they have not developed systems to communicate uniform expectations for teacher practice, promote teacher collaboration, or provide consistent feedback to teachers. The school leader reported that they conduct daily walk-throughs and provide verbal and formal written feedback. However, school leaders stated that because each school leader has been trained differently, they vary their approach to supervision and feedback based on teachers’ learning styles and receptiveness. Observation reports reviewed by the IIT showed a lack of consistent feedback in terms of content, with different definitions of higher-order questions and high quality instructional practice. In addition, the review team did not find evidence of a system to ensure implementation of any feedback that school leaders provided. • School leaders stated that they collect some data to monitor discrete practices. However, they have not developed systems to evaluate school-wide practices to inform decisions to improve student achievement for all subgroups. School leaders stated they are preparing to look at school-wide 		

performance data, but staff shared that school leaders have not yet established a consistent mechanism to share data with school staff and parents. Several staff members acknowledged that they do not know how to use whatever assessment data is shared with them to improve student achievement. The lack of school-wide systems for data collection and analysis hinders the ability of school leaders to determine next steps for school improvement.

Recommendation:

- School leaders should develop a weekly schedule of informal walk-throughs. Each school leader should use a standard template to provide teachers two actionable recommendations related to student engagement and higher-order questioning to support student discussion and writing. School leaders should establish a formal weekly two-hour meeting in which they review the observation feedback for the week and make a plan to provide each teacher with follow-up support for the following week. The school leaders should define high expectations, student engagement, and higher-order questioning. These definitions should emphasize the same standard of excellence for every child in the school.

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

- The school leader stated that his priorities include alignment of curriculum with the Common Core Learning Standards (CCLS), student-centered learning, extended writing and annotation, and curriculum planning time. However, school leaders shared they have not ensured implementation of a rigorous curriculum that is differentiated to address the needs of all students. The review team found minimal evidence of the CCLS shifts in teachers’ lesson plans. Although the school leader has provided teachers with common planning time and some professional development (PD) on the CCLS, the school leader has not provided teachers clear protocols to use for curriculum improvement or methods to support students with disabilities. Teachers reported that they do not receive feedback on their curriculum plans.
- The review team found that some teachers’ lesson plans incorporate complex texts and student discussion, but the majority of plans do not include data-driven instruction or scaffolded activities to support students’ access to complex material. Most lesson plans reviewed by the IIT included low-level questions, and few plans included differentiation for struggling learners, students with disabilities, or ELLs. The IIT did not observe evidence of clear expectations for students’ mastery of English or Spanish or inclusion of content relative to the learning needs of ELLs. For example, the review team saw no evidence of an English text that was supported by a Spanish text or the use of Spanish-English dictionaries. The lesson plans for the Integrated Collaborative Teaching (ICT) classes examined by the review team did not include the respective roles of the general education and special education teachers.
- The review team did not find evidence of a school-wide expectation for interdisciplinary planning or targeted PD for such efforts. Teachers reported that they do not plan interdisciplinary curricula because their focus is on subject area planning. Teachers noted that they have weekly collaborative planning time but shared that many teachers have multiple courses for which to plan so they are not able to plan with their colleagues across all subject areas. The schedule does not include a regular time for special

education teachers and general education teachers to plan together. Although teachers stated that writing across the curriculum is a school-wide priority, classroom observations showed limited student writing.

- Teachers do not use a range of assessments to guide their planning and do not provide students with the feedback they need to improve. Although teachers reported they administer assessments such as predictives, they stated they do not use data to inform curriculum modification. For example, during a grade-level meeting observed by the IIT, teachers compared the quality of student work between honors students and students with disabilities, but this discussion did not inform immediate curricular changes. The student work reviewed by the IIT had limited feedback to students about next steps, and students were not able to articulate what the feedback on their work meant.

Recommendation:

- Within one week, school leaders should adopt a uniform school-wide curriculum modification and planning tool to support rigorous CCLS curriculum implementation to meet the needs of all students, including ELLs and students with disabilities, within each subject area and grade level. School leaders and teachers should use this tool to support year-long curriculum and lesson planning during the Monday time allotted for PD. School leaders should support teachers in the use of this tool and monitor implementation.

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.

- Although school leaders reported they have set priorities for teachers’ instructional practice that include student engagement, higher-order questioning, and purposeful grouping, school leaders have not ensured that all staff share a common understanding of these strategies or that teachers’ implement these practices with fidelity. School leaders stated they have not established priorities or protocols for their daily walk-throughs. Observation reports examined by the IIT contained inconsistent recommendations concerning the quality of questioning and student engagement. The review team did not find evidence of PD offered in the 2015-16 school year that was specifically focused on improving teachers’ instructional practices.
- Teachers reported that they understand the school’s expectations for instructional practice including posing higher-order questions and promoting student discussion. However, the IIT observed many teachers asking low-level questions. Most activities involved all students working on the same task and plans lacked subsequent learning tasks for students who finished early. Teachers typically did not provide scaffolded activities, checklists for students, or assistive technology, which limited engagement of students in subgroups in the majority of classrooms. During interviews, some students stated that the work is easy and that they are often bored.
- The review team found that in most classes, students were willing to ask and answer questions, although teachers’ practices did not often promote intellectual discovery and rigorous thinking. The IIT observed many teachers sharing the expectation that they wanted students to try and that it was not a problem if

students responded to a question incorrectly. However, the review team observed some teachers answering questions for students or providing them with clues that limited the opportunity for students to think through the answer on their own. Although students participated in discussions through activities such as turn and talk, students generally had minimal opportunities to express their perspectives in larger discussion groups.

- Teachers reported that although they administer a range of assessments, they are not ready to use assessment data to adjust their instructional practices because they do not understand the data. The review team observed classes where small student work groups were not purposeful, and teachers stated they do not use data to group students. The IIT did not observe teachers providing targeted feedback based on data to help students improve their learning. Samples of student work showed comments such as “nice” or “good conclusion” with minimal actionable feedback. Students interviewed by the IIT expressed limited understanding of what they need to do to improve their learning. The review team’s classroom visits showed limited use of formative assessments, checks for understanding, or peer-to-peer feedback.

Recommendation:

- Building upon the school’s beginning work on questioning, all staff members should incorporate higher order questions into each written and verbal activity in each class. Teachers and staff members should adopt one framework for rigorous questioning, such as the depth of knowledge (DOK) or the rigor and relevance framework, post the framework in their classrooms, and use it to frame planned and on-the-spot questions posed by both students and teachers. Teachers should ask a paraprofessional or a student to record all the questions posed during each class to support collective reflection on the quality of questions and the resulting student work. School leaders should provide daily feedback delineating the level of the questions posed in each class and specific suggestions for raising the level of questions.

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.

- Although the school leader reported that he has a vision for student social and emotional developmental health that is based on establishing a Rites of Passage program, he has not developed a plan to share or implement his vision. School leaders stated that they established an informal advisory program, but they have not established systems to identify all students’ social and emotional developmental health needs. The school support team reported that school leaders have not established formal structures or protocols to assist staff in creating action plans for support and follow-up of student referrals. Staff often rely on their own observations and communication with their peers to determine their actions.
- The school leader stated that the informal advisory program currently has no curriculum, and he relies on staff to volunteer for the program. However, the school leader reported that he plans to formalize the advisory program for next year, and it will include a curriculum. School support staff reported they support students’ needs through advisory classes, which meet for 15 to 20 minutes at lunchtime. Most students have advisory and individual staff members determine the focus for their advisory groups. The

school leader and the school support staff stated they have focused their efforts on students with long-term absences, and they noted they have met their current goal of a school-wide 86 percent attendance rate. Staff reported that guidance counselors periodically teach mini-lessons on social-emotional issues such as bullying, respect for others, and use of social media. However, school leaders shared, and student support staff confirmed, that school leaders have not developed a plan to provide PD for staff to enable them to better support students' social-emotional needs.

- During interviews with the IIT, the student support team and teachers expressed interest in supporting students' social-emotional health. However, the school has not developed a strategy to ensure that all stakeholders work collaboratively to support students' social-emotional needs. The student support team reported a need for better coordination with teachers including joint planning meetings to review student needs and develop action plans. The student support team and teachers also noted they were interested in supporting students through activities such as advisory, field trips, or a community service program. However, most of these programs are based on individual initiative and are not part of a formal plan. Teachers and support staff stated that ELLs often needed additional support but they were not sure how to provide this support.
- During interviews with the IIT, staff reported that the school does not have a strategic plan to collect, analyze, and use data to identify and support students' social-emotional needs. School leaders and teachers stated that although staff use different vehicles to collect and track data related to students' social-emotional health such as ClassDojo and Edmodo, the vehicles are not integrated and school leaders do not monitor use of these tools. The school's minimal efforts to collect and analyze data hinder the ability of the school to identify and address student needs.

Recommendation:

- Beginning Tuesday, the student support staff should meet with the school leader to discuss the materialization of an empowering Rites of Passage Program for every culture represented in the school. On Tuesday, they should develop a schedule for weekly planning meetings and a time frame to fully develop a plan in the 2016-17 academic year.
- By the following Tuesday, the school leader and student support team should determine an advisory focus for the remainder of this year focused on cultural identity.

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 and implemented a plan for family engagement and has not communicated high expectations for academic achievement for all students. The school leader noted he has established an informal communication structure by having an open door policy and hiring a bilingual parent coordinator and several Spanish-speaking teachers to support communication with students and families who speak Spanish. However, the review team did not find evidence of a plan for parental involvement or for communicating academic success for all students or that the open door policy and

hiring Spanish- speaking staff have translated into increased student achievement or high levels of parental involvement. Some parents interviewed by the review team expressed satisfaction with the informal communication network, noting that teachers or the school leader will call them as warranted, and there are staff members available to translate for them. However, parents of grade nine students stated they did not receive information to support their children as they transitioned to high school. The lack of a strategic plan for parental involvement and for communicating expectations for academic achievement of all students hinders efforts to promote student success.

- School leaders reported that in addition to the open door policy, the school uses several tools for communicating with parents including email, phone blasts, letters, and ClassDojo. However, the review team found no evidence of a clear plan to provide opportunities for reciprocal communication, especially between parents of ELLs and staff to discuss student achievement and progress in developing English language skills. Some parents and support staff reported that parental involvement has increased. However, the school does not collect data to monitor parent engagement, and school leaders did not provide the review team with evidence regarding an increase in parental involvement or reciprocal communication.
- School leaders have not developed a training plan to support parent and teacher collaboration to promote improved student achievement. Staff indicated the Parent Teacher Association (PTA) provided a few workshops this school year and is in the process of developing a new plan to engage parents. However, in their review of PD documentation, the IIT found no evidence that the school provided workshops for parents of incoming students to explain the new course tracking system or how to support struggling students. Although the school leader and staff stated the school has growing numbers of ELLs, students with interrupted formal learning, and students classified as emotionally disturbed, the IIT did not find evidence of specific PD for staff or parents to support these students and help prepare them to be college and career ready. Lack of training limits family support that results in improved student outcomes.
- The school does not share data with parents in a detailed, user-friendly manner that enables parents to advocate effectively for their children’s needs or to decipher any data reports. Teachers reported they use different mechanisms to share data with parents such as ClassDojo, phone calls, progress reports, and emails. Some parents stated they receive progress reports and report cards, and teachers call them if there is a concern about their child. In their review of parent meeting agendas for two dates this year, the IIT noted that the meetings focused on parents of grade 12 students with references to graduation requirements, credit recovery, and financial aid, but the review team did not find any agendas related to the sharing of academic information with parents of students in other grade levels.

Recommendation:

- Within two weeks, the school leader should decide on one tool such as ClassDojo to enable weekly two-way communication between parents, teachers, and students about students’ social and emotional developmental health and academic progress. School leaders should track teacher, parent, and student use of the tool and use these data to determine additional actions required to ensure that all parents are receiving necessary information related to student progress and performance.