



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

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



<b>BEDS Code</b>	261600010042
<b>School Name</b>	Abelard Reynolds School #42
<b>School Address</b>	3330 Lake Avenue, Rochester, NY 14612
<b>District Name</b>	Rochester City School District
<b>School Leader</b>	Dr. Beverley Pringle
<b>Dates of Review</b>	January 20-21, 2016
<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 Abelard Reynolds School 42**

School Configuration (2015-16 data)					
Grade Configuration	K-6	Total Enrollment	486	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	16	# SETSS		# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2015-16)					
# Visual Arts	92	# Music	34	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		76%	% Attendance Rate		94%
% Free Lunch		71%	% Reduced Lunch		4%
% Limited English Proficient		6%	% Students with Disabilities		19%
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0%	% Black or African American		44%
% Hispanic or Latino		23%	% Asian or Native Hawaiian/Pacific Islander		3%
% White		30%	% Multi-Racial		0%
Personnel (most recent data)					
Years School leader Assigned to School		4	# of Assistant School leaders		1
% of Teachers with No Valid Teaching Certificate		0%	% Teaching Out of Certification		0%
% Teaching with Fewer Than 3 Years of Experience		0%	Average Teacher Absences (School leader SPA Data)		5%
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		5%	Mathematics Performance at levels 3 & 4		9%
Science Performance at levels 3 & 4 (4th Grade)		75%	Science Performance at levels 3 & 4 (8th Grade)		n/a
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		n/a	Mathematics Performance at levels 3 & 4		n/a
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 (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)**

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

**SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:**

1. Implement process for a common formative assessment (CFA) for writing – RACE (Read and Re-state, Answer, Cite, and Explain).
2. Improve utilization of available data to inform teacher-driven instruction.
3. Improve positive student/teacher relationships as evidenced by increased participation in school-wide reward activities.

## 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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 53 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, school-wide data, teacher feedback, and student work.

### 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 type="checkbox"/>	<input checked="" 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"/>
<b>TENET 2 OVERALL STAGE:</b>					<b>1</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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<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 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 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>

**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"/>
<b>TENET 5 OVERALL STAGE:</b>					<b>1</b>

**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"/>
<b>TENET 6 OVERALL STAGE:</b>					<b>1</b>

<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>1</b>
<p>The school is at <b>Stage One</b> for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> <li>Although the school leader stated that her vision is to improve the quality of instruction across the school, the Integrated Intervention Team (IIT) found that she has not shared her vision with the school community or established clear goals to drive and focus school improvement efforts. The IIT learned in interviews that teachers, parents, and students are not aware of the school leader’s vision or the school’s goals for improvement. The goals identified in the School Comprehensive Educational Plan (SCEP) do not align with the school leader’s vision because most goals are focused on developing a Read and Re-state, Answer, Cite, Explain (RACE) common formative assessment for writing and do not directly address improvements in instruction. In addition, goals in the SCEP are not specific, measureable, ambitious, results-oriented, and timely (SMART). The school leader stated that she does not regularly monitor and evaluate progress toward achieving the goals.</li> <li>Although the school leader has made some resource decisions to support student learning, these efforts have not lead to increased student achievement. The school leader indicated that she provided interventions for some students identified as needing support based on data analysis, however, found no evidence that show how these supports have led to higher achievement for students. The school leader reported that she advocated for the retention of a school safety officer because of the school’s ongoing concerns about student behavior. However, she stated that her efforts were not successful, as the district did not approve her request. The school leader also stated that because she spends so much time dealing with behavior issues, she is not able to focus her time on making sure that teachers are delivering high quality instruction that will effectively support student learning. As a result, student achievement remains low.</li> <li>The school leader provides teachers with opportunities to collaborate through school-based planning team meetings and grade-level meetings. In addition, teachers have received district-led professional development (PD) about effective differentiation, and school leaders have provided teachers with opportunities to voluntarily work with an instructional coach. However, the school leader’s actions have not ensured that instruction across the school is of consistently high quality to support student learning and raise student achievement. The school leader reported that school leaders do not often complete the established walk-through schedule with fidelity and they do not regularly meet to discuss their findings. Teachers reported that when walk-throughs do take place, school leaders do not routinely provide formative feedback to help them improve their practice. Examination of teachers’ feedback forms showed that school leaders do not give teachers clear, specific, timely, and actionable guidance to help them improve instruction.</li> <li>Although staff reported that school leaders collect student behavior and attendance data, the review team found little evidence that school leaders use coherent and systematic strategies to monitor school-wide practices. The school leader and support staff stated that effective systems are not in place to monitor the implementation or impact of the School-Wide Positive Behavioral Interventions and Supports (SWPBIS) program. A review of documents indicated that school leaders do not sufficiently collect or analyze behavioral data carefully enough to inform revised strategies to support</li> </ul>		

improved student behavior. For example, the review team found that some data were listed under broad headings without details about trends and patterns. As a result, school leaders do not always have sufficient information to inform their decisions and identify strategies to promote school improvement.

**Recommendation:**

- Beginning January 25, 2016, school leaders should use the established walk-through schedule and complete it with fidelity. Each month the walk-throughs should focus on one clearly identified aspect of instruction, such as sharing learning objectives with students, to be included in lesson plans. School leaders should immediately provide teachers with clear and actionable feedback.

**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.

- The school leader stated that she has communicated her vision for a curriculum that is aligned with the Common Core Learning Standards (CCLS) and is modified to meet the learning needs of all students to teachers. However, the school leader acknowledged that she has not been able to establish agreed-upon lesson plan expectations. In addition, she does not visit classrooms often enough to know whether teachers’ lessons align with the CCLS and the instructional shifts. Teachers reported that school leaders do not regularly review lesson plans, and school leaders have not clearly articulated their expectations for lesson planning. Although the district has provided teachers with PD on differentiating curriculum, the review team found minimal evidence that teachers’ plan and implement lessons to address students’ varying needs. In addition, the IIT did not find evidence to show that school leaders closely monitor teachers’ implementation of the curriculum to ensure they regularly adapt the curriculum to meet varied student learning needs. In most lessons observed, all students experienced the same curriculum with no adaptations made to address the range of student abilities.
- A review of lesson plans and the school leader interview demonstrated that teachers do not consistently plan lessons that meet a range of student learning needs. Lesson plans examined by the IIT often included a list of content and standards without clearly identifying specific instructional strategies to use. Lesson plans did not typically include data-driven instruction (DDI) protocols, incorporate complex materials, or contain higher-order questioning. Some lesson plans were very sparse, such as the ones that consisted of a few words written in a diary. Many lesson plans did not include scaffolding or different learning activities for groups of students.
- Although the school leader and teachers reported that no formal structure is in place to support interdisciplinary planning, teachers stated they frequently collaborate informally to discuss and plan interdisciplinary learning opportunities for students. The review team observed an example of teachers’ collaboration in an art lesson planned by the art, science, and English language arts (ELA) teachers in which students explained the concept of electrical resistance using ELA skills such as description, analysis, and interpretation.

- Teachers have access to assessments including aimsweb, Northwest Education Association (NWEA) assessments, Lexia, and teacher-generated assessments to gather data on student performance to inform student groupings. However, the review team found little evidence in lesson plans reviewed or classrooms observed that teachers use data to modify their lessons to meet the different learning needs of students. During a grade-level meeting observed by the IIT, teachers discussed student assessment results but did not identify specific curricular modifications to address students' varied learning needs. Student work reviewed by the IIT typically did not include specific feedback to help students understand the next steps in their learning. Students interviewed by the review team stated that teachers often provide a grade or a general comment such as "Well Done" on their work without an explanation of what the grade means or what they can do to improve.

**Recommendation:**

- Beginning immediately, school leaders should work with teachers in grade-level meetings to establish elements of instruction they expect to be included in all teachers' lesson plans. At the school based planning meeting scheduled to take place February 11, 2016, school leaders should share their expectations that all teachers should immediately begin to implement in their lesson planning.

**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.

- The school leader has not established a clear vision for instruction that is shared and understood by teachers. The IIT found minimal evidence that shows the school leader provides sufficient support and guidance to teachers to ensure that instruction across the school is of consistently high quality to meet the needs of all students and promote student engagement. Teachers reported that school leaders rarely visit their classrooms or provide formative feedback that helps them improve their instructional practice. The school leader stated she does not have the capacity to focus on supporting improved instruction because dealing with behavior referrals takes up much of her time. School leaders shared that they do not regularly monitor teachers' lesson plans and instruction to ensure teachers use data to adapt their teaching strategies to match the learning needs of all students.
- During classroom visits, the IIT found that teachers' lessons typically did not align with the CCLS, include higher-order questions, or provide a variety of learning opportunities matched to students' needs and abilities to engage and challenge them. In most lessons, teachers asked questions that required low-level factual responses and provided few opportunities for students to deepen their learning or develop higher-order skills. Students typically worked on the same tasks at the same level using the same materials. For example, in some grade two lessons all students traced and copied simple four-letter words. The review team found that most students did not experience appropriate grade-level work and often did not demonstrate enjoyment or enthusiasm for their learning. In addition, the IIT found that most teachers' instruction did address the needs of all students, particularly higher achieving students. For example, the review team saw very few challenging activities in lessons,

and some students reported that class work is usually easy and they often have to wait for other students to complete tasks before they are able to continue with their learning.

- Although school leaders have set school-wide expectations about positive student behavior and attitudes through the Safety first, Take responsibility, Act as a team, Respect, Show kindness (STARS) program, during class visits, the IIT noted that teachers’ inconsistently implemented this program. As a result, many students did not regularly benefit from encouragement, rewards, and incentives to recognize their generally good behavior and to encourage positive attitudes. Staff interviews and the review team observations in classrooms and hallways, reflected that relationships between members of the school community appeared to be mostly positive. Students reported that they usually feel comfortable asking questions and seeking help from teachers, and they stated that teachers are willing to support them with their learning. However, the IIT found that teachers’ lessons did not promote high levels of intellectual discovery and rigorous thinking and did not sufficiently challenge and support all students’ learning needs.
- Teachers reported that they use student performance data from assessments such as aimsweb and NWEA assessments to plan student groupings. However, during class visits, the IIT found that while a few teachers used data to design student groupings, they did not consistently use data to modify instruction to meet the learning needs of all students. For example, the review team noted that in many lessons teachers did not provide students with opportunities to work on different learning tasks in groups or collaborate with other students to share their learning. In addition, in many lessons observed students did not engage in self-evaluation because teachers provided very little timely learning feedback.

**Recommendation:**

- By February 12, 2016, school leaders and teachers should identify three key elements of student engagement that all teachers should implement with fidelity in all lessons. School leaders should monitor implementation thematically each month.

<p><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.</p>	<p><b>Tenet Stage</b></p>	<p><b>1</b></p>
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The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health.

- The school leader has not articulated or shared a vision for student social and emotional developmental health, and parents and support staff reported they are not aware of any vision or plan focused on supporting students’ social-emotional needs. The school leader reported that the school does not have a coherent system to enable staff to identify and support all students’ social and emotional developmental health needs. School leaders and support staff stated that although the school has some systems in place such as behavior referral tracking to respond to concerns about students’ social-emotional health, the school does not have clear strategies to develop a school-wide culture that is supportive of all students’ social-emotional health needs. For example, while some grade six students act as mentors to younger students in the school, this initiative is not school-wide; therefore, not all students have opportunities to participate in and benefit from mentoring relationships.

- The IIT found that the school staff have not effectively implemented a program/curriculum to support students’ social-emotional needs or their personal development. In addition, the school does provide PD designed to build staff’s capacity to support students’ social and emotional developmental health needs. During class visits, teachers did not use the SWPBIS program consistently. The IIT saw few examples of teachers providing positive reinforcement or rewards to encourage students’ social and emotional development. Although students reported they feel safe and cared for in school, they were not able to describe behavioral expectations related to the school’s STARS program. The school leader and support staff reported that the school does not have a formal PD plan to support staff in identifying and addressing students’ social-emotional needs. While some staff choose to attend district-provided PD on student social-emotional health, they stated they often do not have opportunities to share what they learned with other staff.
- The school leader stated that the school does not have a strategic plan to ensure a coherent school-wide approach to supporting students’ personal development and social-emotional health. As a result, formal procedures are not in place to help school stakeholders understand and support students’ social-emotional needs, and the school leader has not developed systems to monitor how groups work together. Support staff reported that recent changes to the process for teachers to refer concerns about student behavior or social-emotional health caused some uncertainty among teachers about how the referral process works. Parents and the school leader stated that although the school holds events such as “STARS Book of the Month” and monthly character theme awards to celebrate student achievement, parents are not usually invited to these events. Staff reported that save for band and chorus, the school provides few after-school activities that allow students to experience a wide range of learning and development opportunities.
- The review team found little evidence that the school leader has established systems to routinely collect and analyze data to identify and address the social-emotional needs of all students. The school leader and support staff reported that, while they regularly collect data to monitor attendance and behavior referrals, they do not collect data to monitor the implementation or evaluate the impact of the SWPBIS program. The review team learned through document review that school leaders do not always collect data with sufficient attention to detail or analyze data carefully enough to identify patterns and trends related to student social-emotional health to guide their actions or revise their strategies. For example, behavior referral data reviewed by the IIT included a number of incidents labelled as “Other,” which does not provide adequate information to support analysis and decision-making.

**Recommendation:**

- By March 31, 2016, school leaders and the support team should survey staff to identify PD needs related to supporting student social and emotional needs. School leaders should use outcomes from the survey to continue and further develop specific PD activities that will develop staff’s ability to identify and support student social and emotional needs.

**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

**Tenet Stage**

**1**

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

- The review team learned in interviews that the school leader does not have a clear vision for family engagement and has not communicated high expectations for student success to parents. Some parents told the review team they are not sure the school has high enough expectations for their children’s learning, and they are not confident that teachers’ instruction provides enough challenge and support for learning. Some parents stated that their children were bored in lessons. The IIT’s classroom observations confirmed parents’ sentiment that teachers’ instruction reflects low expectations, as teachers’ lessons often included below grade-level tasks that did not challenge students.
- The school leader and parents reported that the school uses a range of strategies to communicate with parents including robocalls, newsletters, and email, but parents shared that not all staff regularly use these communication tools. Parents stated they are able to contact the school through the parent liaison officer and teachers, who parents said are mostly responsive and helpful. Document reviews and parent interviews demonstrated that the school does not routinely translate newsletters and other written communications into other languages to assist non-English speaking families. Parents stated they are not aware the school has a Title I funded Parental Involvement Plan that outlines how the school plans to engage parents and families as partners in their children’s learning and development.
- Parents and teachers reported, and a review of documents confirmed that the school leader provides little training to staff and parents to help them develop home school partnerships to support student learning. For example, parents in interviews shared that they were confused about new developments in math teaching and the requirements of the CCLS, and the school has not provided training or guidance to help them support their children’s learning. Parents also stated that a math evening supported by the district was recently cancelled. The school leader acknowledged that she has not surveyed parents to identify their needs or learn their views on how the school can support families in raising student achievement. Teachers stated that the school’s PD program does not provide PD that supports them in building home-school partnerships.
- The review team found that the school does not share data with parents in ways that support them as partners in their children’s learning and development. The school leader stated that the school holds only one event each school year at which parents can receive information about overall school performance, and parents who do not attend this event do not receive such information. Some parents reported that they receive report cards four times per year but stated that they do not routinely receive other information unless they request it.

**Recommendation:**

- The parent liaison, working with school leaders, should develop a parent survey to distribute to all parents by the end of February 2016. The survey should be in multiple formats and shared with parents through multiple media. The parent liaison and school leaders should use the survey results to develop a plan to encourage and support parental engagement.