



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	260600010028
School Name	Henry Hudson School 28
School Address	450 Humboldt Street, Rochester, NY 14610
District Name	Rochester City School District
School Leader	Susan Ladd
Dates of Review	February 2-3, 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 Henry Hudson School 28

School Configuration (2015-16 data)					
Grade Configuration	K-8	Total Enrollment	697	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	7	# Dual Language	0	# Self-Contained English as a Second Language	12
Types and Number of Special Education Classes (2015-16)					
# Special Classes	5	# SETSS	32	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2015-16)					
# Visual Arts	110	# Music	50	# Drama	0
# Foreign Language	5	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	87	% Attendance Rate	93		
% Free Lunch	83	% Reduced Lunch	4		
% Limited English Proficient	30	% Students with Disabilities	18		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	1	% Black or African American	35		
% Hispanic or Latino	59	% Asian or Native Hawaiian/Pacific Islander	1		
% White	6	% Multi-Racial	0		
Personnel (most recent data)					
Years Principal Assigned to School	10	# of Assistant Principals	2		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	2		
% Teaching with Fewer Than 3 Years of Experience	4	Average Teacher Absences	8		
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	5	Mathematics Performance at levels 3 & 4	6		
Science Performance at levels 3 & 4 (4th Grade)	72	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		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	X
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		Multi-Racial	
Students with Disabilities	X	Limited English Proficient	X
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. Improvement of writing
2. Improvement of school culture with the addition of grade 8
3. Improvement of social/emotional resources to support our students
4. Improvement of NYS assessment results, especially for the English language learner (ELL) and students with disabilities subgroups

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 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.
- There were no student, staff, or parent surveys submitted.

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"/>
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,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	technology, and other enrichment opportunities.				
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 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"/>
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
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 checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 6 OVERALL STAGE:				2	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Stage	1
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The school is at **One** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that she and the school-based leadership team worked together to develop a vision and school goals focused on meeting the needs of all students. However, the Integrated Intervention Team(IIT) found that the goals are not specific, measurable, ambitious, results-oriented, and timely (SMART), which limit school leaders’ capacity to measure progress toward attaining the goals and to improve student achievement. During discussions with the IIT, parents, staff, and students reported that school leaders have shared the goals with them; however, teachers and parents were unable to articulate a clear vision or a focus for identified school goals. Although school leaders indicated that the vision focuses on meeting the individual needs of students, class visits showed that most teachers do not use student assessment data to inform their instruction, which results in unmet student need.
- The school leader has not developed a strategic plan to allocate resources and monitor their impact on improving student success. The school self-reflection document included details on funds the school spent on school improvement initiatives, but did not include evidence of the impact these initiatives had on student achievement. Based on analysis of student aimsweb data, the school leader provided additional reading support to approximately 60 students during class time; however, data reviewed by the IIT showed that this initiative has had limited impact so far. The review team found that the school leaders’ do not sufficiently focus on student learning and acceptable behavior in classrooms, which hinders efforts to improve student achievement. Student support staff stated that a lack of specialist staff limit staff in their ability to adequately meet students’ needs. The school leader stated that she advocated for a behavior specialist but was unsuccessful in securing this position. During the review, the IIT observed numerous incidents of poor behavior that interfered with learning.
- School leaders do not effectively monitor instruction to support improved teacher practice and ensure that high quality instruction exists throughout the school. Although school leaders conduct walkthroughs and provide feedback, the IIT found in their document review that the feedback provided is typically general in nature rather than targeted and actionable. Feedback did not sufficiently focus on improving student learning or identify necessary improvements, such as the need for all teachers to establish and identify learning objectives in all lessons. Teachers interviewed by the IIT were unable to describe how the feedback they received helped them improve their practice. The review team found little evidence that leaders re-visit classrooms to follow up on their feedback. During class visits, reviewers observed instructional practice to be inconsistent across the school.
- Although staff collect academic and social-emotional data, the review team found little evidence that staff deeply analyzed the data to monitor student progress or the impact of school improvement efforts. Student achievement data displayed on a data wall show that many students perform below grade level with some falling further behind as they moved up in grades. However, the IIT found limited evidence that school leaders analyze this data deeply enough to examine the reasons for low achievement including that of subgroups. In addition, while staff collect behavior and attendance data, school leaders do not sufficiently analyze the data to identify trends and patterns and to devise

strategies meet the needs of all students, particularly subgroups. The lack of specific, measureable goals and effective monitoring systems hinders school leaders from making informed decisions about where improvement is needed.

Recommendation:

- School leaders should organize a calendar of walkthroughs and clearly communicate expectations to teachers regarding a focus on:
 - the need for a clear learning objective;
 - the promotion of higher-order thinking skills; and
 - the use of support materials to scaffold instruction for students with disabilities and English language learners (ELLs).

School leaders should then re-visit teachers to check that these practices become incorporated in day-to-day planning and delivery of instruction throughout 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

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

- The review team found that although the school leader has identified ideas that focus on improving the curriculum, such as providing teachers with additional resources to promote higher-order thinking skills, she has not established a clear vision for translating these ideas into curricular improvement. The school leader stated that teachers work with coaches and collaborate in grade-level meetings to plan curricula, and teachers are beginning to modify curricula to match students’ needs. The IIT’s classroom visits and teachers’ planning showed, however, that meeting the needs of students was better in some parts of the school, such as bilingual and autism classes, than in others. In addition, although there was alignment to the Common Core Learning Standards (CCLS), the modules were not typically extended to meet the needs of all students. School leaders have not sufficiently established protocols to monitor and adjust curricula to ensure that all students, particularly subgroups receive a curriculum that leads to college and career readiness.
- Although most teachers’ lesson plans aligned to the CCLS, they do not consistently use data they collect on individuals to inform their planning or instruction. The IIT found that teachers typically did not account for student needs and incorporate complex materials or higher-order questioning to deepen student understanding. Learning objectives were often non-existent or not specific enough, focusing on an activity rather than a learning outcome. Teachers seldom adjusted the modules to support English language learners (ELLs) and students with disabilities. The school self-reflection document stated that the school based planning team provided teachers with materials to promote higher-order thinking. However, reviewers found that teachers asked many low-level questions that required a one- or two-word answer.
- The school does not have a formal plan to link subjects within the curriculum to deepen students’

understanding of subject matter. The school self-reflection document states that teachers provide pacing guides and curricular themes to specialist teachers to connect art, music, and technology lessons with English language arts (ELA), science, and social studies. Although the review team observed two teachers linking different subjects in their lessons, this was not a school-wide practice.

- School leader and teacher interviews indicated that teachers do not regularly use data to inform their curricular planning or provide feedback to students. Teachers administer a range of assessments to measure student learning, particularly for ELA and math; these include common formative assessments, aimsweb, Northwest Evaluation Association (NWEA) assessments, and assessments to benchmark reading levels in Spanish and English. An examination of teachers’ planning and visits to classroom showed that some teachers use data to form student groups and identify students in need of additional support. However, most teachers do not analyze data to modify their planning to address the needs of subgroups, including ELLs and students with disabilities. A review of student work demonstrated that most teachers did not provide feedback to students to improve their learning. Students reported that they receive helpful feedback related to writing tasks; however, the feedback examined by the review team was not specific enough to help the students develop their writing skills.

Recommendation:

- School leaders should immediately start to check that in their curricular planning for ELA and math, teachers include an activity that focuses on the learning objective for:
 - the lower-performing group of students in their class, including any students with disabilities; and
 - the students who need additional support because they are at the early stages of learning English.

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 stated that coaches work with teachers to improve the quality of their instructional practices by analyzing data and reviewing student work. Teachers reported that school leaders provide them opportunities during grade-level meetings to analyze student data. However, the IIT found that school leaders do not effectively monitor instruction to ensure that teachers sufficiently analyze performance data, particularly for students with disabilities and ELLs, to modify instruction to match their learning needs. The review team’s class visits showed that only a few teachers used data to inform their instructional practice. As a result, the needs of all students are not being met.
- The review team found that few teachers provide multiple opportunities for students to learn. Although the school self-reflection document states that student engagement is a school-wide focus, reviewers found that teachers did not use a variety of materials and strategies to promote high levels of engagement. In some lessons, particularly in the upper grades, many students became off task when teachers did not question them to check their understanding. The IIT observed a few teachers, particularly in the lower grades, incorporate higher-order questions to reinforce learning and deepen student understanding. However, this was not apparent in most classes, where teachers typically

asked students questions that required one- or two-word answers. Reviewers also noted that teachers often did not provide ELLs and students with disabilities access to the curriculum to enable them to improve their language development.

- Classroom visits and student interviews indicated that teachers do not consistently ensure that their classrooms are intellectually safe. Students expressed concerns about the disruption of their learning because of the behavior of other students. In addition, some students reported being ridiculed by other students when they asked for clarification during lessons. Reviewers saw little evidence that teachers’ instructional practices promote student voice. In addition, most instruction observed by the IIT did not promote intellectual discovery and rigorous thinking. The review team did note that in classes where students with autism were taught, adults effectively supported students and provided a personalized curriculum to address their academic and personal needs. However, the IIT found that instruction in most classes did not adequately address the needs of ELLs and students with disabilities.
- Although teachers maintain binders with data on student achievement in ELA and mathematics, they typically do not use the data to inform their instructional practices. Classroom visits showed that although teachers use data to create instructional groups, they rarely use data to inform instruction and match activities to student needs. In most classes, students did the same activities despite their different strengths and needs. In addition, teachers did not check for student understanding as the lesson progressed and that students were rarely engaged in self-evaluation. Students stated they were aware of the need to improve their test scores, but they said that most of the feedback they receive from teachers did not show them how to improve.

Recommendation:

- Beginning immediately, school leaders should ensure that all instructional practices for ELA and mathematics contain:
 - a learning objective that is shared with all students at the start of each lesson;
 - at least two stops to check students’ understanding of the learning objective; and
 - a re-visit to the learning objective at the end of the lesson to re-check student understanding.

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.

- The school leader and student support team stated that the school leader has not put a system in place to proactively identify student social and emotional developmental health needs and provide all students with support prior to reaching a crisis level. The school leader indicated in the school self-reflection document that a lack of human resources is one of the reasons why students’ social and emotional developmental health needs are not being met. The student support team reported and a document review confirmed that the referral system focuses on a small number of students who display the most intensive needs. Although the data wall displayed academic performance data, the school leader had not prioritized the need to focus on data connected to students’ social-emotional

health.

- School leaders reported they have implemented part of the Six Pillars of Character program to support the teaching of student social and emotional developmental health skills. However, the IIT found in their document review that the program lacks structure, has no established timetable for implementation, and does not identify the curriculum to be taught from grade to grade. In addition, school leaders do not use data to monitor the program and therefore have no concrete evidence of the success of the program. School leaders have made PD available to help staff support students' social and emotional developmental health needs, but school leaders and support staff stated it is voluntary and attendance was usually low.
- The IIT found that the school's lack of a clear vision and a plan to proactively target student social and emotional developmental health needs hinders stakeholders from working together to remove barriers to student success. Staff indicated that beyond the referral process for students in crisis, they do not have an established system to monitor and respond to all students social and emotional development health needs. School leaders and student support staff stated that the Response to Intervention (RtI) team meets weekly with teachers to discuss concerns about some individual students. Support staff stated that students regularly exhibit physical symptoms to avoid being in the classroom. Students reported that the behavior of some of their classmates interferes with learning, and during class visits, the review team noticed students exhibiting disruptive behavior, particularly in the upper grades. Reviewers also noted that teachers did not always appropriately monitor or respond to students' disruptive behaviors in their classes or during transition time.
- The school does not have a system or plan to use data to support student social and emotional developmental health needs. The student support team reported that although they collect data on students who continue to misbehave, they do not analyze the data to determine the effectiveness of the interventions in deterring repeat behaviors. Staff do not collect data on students who display low levels of need or who have not been identified for referral. Staff analysis of disciplinary referrals led to behavioral coaching support for specific teachers and external referrals for some students. However, the school lacks a system to use data to monitor and respond to all students' need. As a result, students' needs remain unmet.

Recommendation:

- By mid-March, school leaders should consult with the District Behavior Support Team to:
 - develop a vision for student social and emotional developmental health with particular reference to student behavior;
 - identify two SMART goals linked to student behavior;
 - survey staff about how they can be supported to better cope with students in crisis, and subsequently analyze the results; and
 - develop a team of staff who can focus on students in crisis.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Stage

2

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

- School leaders reported that they communicate their high expectations to parents, including the importance of developing home-school connections, during all organized events and via electronic systems and newsletters; however, parent attendance at events and participation in school activities is low. The school staff indicated that they chose the open house at the beginning of the school year to share information because this event draws a large number of parents. Parents interviewed by the review team stated that the school uses some channels of communication, such as sending newsletters and inviting parents to Star assemblies, a program to recognize students who have done well. However, the school leader and staff acknowledged that not all families are always as involved, as they would like, despite efforts to communicate with them. The review team found limited evidence to show that school leaders analyze data collected during organized events to monitor their communication efforts or to develop strategies to increase parents' engagement in their children's education.
- The school has two electronic systems that allow teachers and parents to communicate with each other. Although parents and teachers interviewed by the IIT stated they find the electronic system helpful and informative, the school leader reported that not all teachers use an electronic system to communicate with parents. Parents stated that they like communicating with teachers through the electronic system, but not all teachers use it. Parents also stated that they appreciate the use of home-school agenda books by some teachers. Teachers and staff reported that both teachers and students use the home-school agenda books, but the teachers in the lower grades use them with more fidelity. The teachers in the autism spectrum disorder (ASD) program use a daily communication book to communicate the needs and progress of the students with parents. Some parents said that they appreciate that the school translates most of the main documents into Spanish, a prevalent language at the school. Parents also stated that they are pleased to have access to the bilingual parent liaison.
- School leaders stated that staff are offered limited opportunities to learn how to develop home-school partnerships, and the IIT found little evidence that school provided PD to support home-school connections. The school self-reflection document indicated that home-school connection is an area in need of improvement. Although the school has held a few workshops to inform parents about the school's curriculum, most parents did not attend these workshops. Parents stated that they do not feel equipped to help their children at home, and they need more support.
- The school shares data with families regarding their children's academic progress, and parents interviewed by the IIT reported that they understand the data provided. All families receive data in report cards and have opportunities to come into school and meet with their child's teacher. The school self-reflection document stated that staff organized events such as The Saturday Event that included activities to teach parents about data, but few parents attended. Although some parents stated they use the school referral system to access support for their children, reviewers found no evidence of any analysis of this information. The review team found that the school has not established systems to collect and analyze data to identify and support family needs.

Recommendation:

- School leaders should work with teachers and parents to further develop the electronic two-way

communication system that is currently in place so that all parents are involved in their children's learning and achievement. School leaders should analyze how successful this system is on a monthly basis.