



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	421800010010
School Name	J.T. Roberts K-8 School
School Address	715 Glenwood Avenue, Syracuse, NY 13207
District Name	Syracuse City School District
School Leader	Ann Sherwood
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 J.T. Roberts K-8 School

School Configuration (2015-16 data)					
Grade Configuration	K-8	Total Enrollment	722	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	0	# SETSS	0	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2015-16)					
# Visual Arts	26	# Music	24	# Drama	0
# Foreign Language	3	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		64.8	% Attendance Rate		94.7
% Free Lunch		62.7	% Reduced Lunch		2.1
% Limited English Proficient		6.1	% Students with Disabilities		21.3
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		1.0	% Black or African American		50.8
% Hispanic or Latino		8.6	% Asian or Native Hawaiian/Pacific Islander		1.8
% White		29.8	% Multi-Racial		8.0
Personnel (most recent data)					
Years Principal Assigned to School		1.5	# of Assistant Principals		1
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		3.6	Average Teacher Absences		2.92
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		18	Mathematics Performance at levels 3 & 4		16
Science Performance at levels 3 & 4 (4th Grade)		71	Science Performance at levels 3 & 4 (8th Grade)		54
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at levels 3 & 4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA	% ELA/Math Aspirational Performance Measures		NA
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	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
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	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Use data to assess student progress and to plan instruction to ensure that the needs of all students are met.
2. Develop a clear system to track students' social and emotional growth based on at-risk referrals
3. Continue to provide professional development to all teachers in order to increase the level of rigorous instruction focused on accountable talk and close reads.

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 district-selected Outside Educational Expert, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of 56 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.
- The school did not provide the results of parent, teacher, or student surveys.
- There have been a number of significant changes over the last five years. In 2012, students from a neighboring school that closed were added to the school. A new principal was appointed in 2014 and a new mathematics coach in 2015. In January 2016, the middle school schedule was redesigned to accommodate increased enrollment and to better support focused teaching time.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 2 OVERALL STAGE:				2	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 3 OVERALL STAGE:				2	

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

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 4 OVERALL STAGE:				2	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TENET 5 OVERALL STAGE:				2	

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

2

The school is at **Stage Two** for Tenet 2 – School Leader Practices and Decisions.

- The school leader has shared her vision for school improvement with students, staff, parents, and other stakeholders, and all stakeholders interviewed by the Integrated Intervention Team (ITT) expressed an awareness of the school’s vision. The review team examined written plans that cover all aspects of the school’s work. The School Comprehensive Educational Plan (SCEP) identifies goals that are specific, measurable, ambitious, results-focused, and timely (SMART) that cover key aspects of school improvement. Although many of the initiatives have been in place for only a semester, interim test results show that student achievement is improving. For example, reading scores have improved by three percent overall and by ten percent in some lower grades. However, the school has not revised its vision or mission statement since the new school leader arrived, and the school leader stated it does not reflect the school’s current vision or educational philosophy.
- The IIT found that school leaders are beginning to strategically use resources to positively impact student achievement. Resources are allocated to address the underachievement of the white student subgroup whose achievement led to the school’s Focus status, but these resources also benefit other students. The use of the Core Knowledge Language Arts (CKLA) program in grades one to three, supported by the reading coaches, has resulted in improved student reading scores in these grades. The Advancement Via Individual Determination (AVID) program, supported by the school counselor, was implemented in the middle school to increase students’ college- and career-readiness through tutorials for résumé writing and interviewing techniques; grade eight students reported that they feel they are benefitting from the program. However, in the middle school, resources have only very recently begun to be aligned to student needs, or to expanding the the learning time to increase achievement.
- School leaders have established a system for monitoring the quality of teaching in the school. Leaders conduct formal observations and walkthroughs and provide teachers with targeted feedback based on rubrics to help them improve their instructional practices. Much of the written feedback reviewed by the IIT aligned with classroom observations; however, the school leader acknowledged that school leaders do not carry out observations and walkthroughs frequently enough to ensure the consistency of teaching throughout the the school. In their class visits, the review team observed teachers’ instructional practices to be inconsistent, with the quality of teaching generally higher in the elementary grades. For example, reviewers noted that teachers in the middle grades did not consistently use higher-order questions despite the fact that school leaders stressed the importance of doing so in their written feedback.
- Over the last two semesters, school leaders have established effective systems including running records, benchmarking data, and online systems that are closely connected to the school’s priorities to track and monitor what is going on in the school. School leaders analyzed data to identify underachieving subgroups and put suitable supports in place. However, the review team found inconsistencies in the way data are used, and supports have only just begun to have a positive effect on student achievement, particularly in the middle school.

Recommendation:

- The school leader should immediately begin to work with students, staff, and parents to rewrite the school’s vision and mission statements to better reflect the school’s current priorities and philosophy of education. These statements should be completed by June 30, 2016.

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

Tenet Stage

2

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

- The review team found that school leaders are working to establish curriculum aligned to the Common Core Learning Standards (CCLS) and the CCLS instructional shifts. However, the IIT’s classroom observations and lesson plan review revealed that the curriculum is not yet being consistently implemented by all teachers. For example, many teachers’ plans did not make explicit reference to how the curriculum would be adjusted to meet individual students’ needs, especially in the middle school. School leaders have provided teachers in the elementary grades with support materials to help align the curriculum with the needs of students with disabilities. In the middle school, school leaders have introduced the AVID program, which is linked to curricula, and this is beginning to having a positive effect on students’ readiness for college and career.
- The IIT found great variation in the quality of teachers’ lesson plans. Most plans aligned to the CCLS, and many included data-driven instruction and were adjusted to meet varied student needs. However, teachers’ plans typically did not include higher-order questioning or complex materials. Lesson plans reflected great variation in the way teachers used assessment data to inform their planning, and many teachers’ plans gave insufficient attention to providing multiple access points to the curriculum for students. While in the elementary grades several teachers were observed adjusting their plans as the lesson progressed and as they assessed student responses, this was not consistent across the school. During a grade four mathematics planning meeting, teachers adjusted the curriculum by designing mathematical problems at the different reading levels of students to support students with disabilities and English language learners (ELLs).
- School leaders and teachers reported, and the IIT’s classroom visits confirmed, that teachers typically do not provide interdisciplinary curricula to connect the curriculum across subjects. Although school leaders and teachers expressed awareness of the need to create interdisciplinary curricula, they currently have no plans in place to do so. Reviewers observed a grade five lesson in which students read informational texts in English language arts (ELA) to extract information for their writing in social studies on the settlement of the Louisiana Purchase. However, this practice was not typical across the school, and the review team saw almost no links made between subjects in grades six to eight.
- School leaders and teachers have implemented assessment systems to inform their curriculum planning, and although teachers are beginning to use assessment data to adjust their planning and provide feedback to students, the IIT found in their class visits and lesson plan review that these practices are inconsistent across the school. This was especially the case in the middle grades, where reviewers seldom observed teachers using data to adjust the curriculum or to engage students in discussions to promote their ownership of learning. However, reviewers found teachers’ use of

assessment data to be more prevalent in the lower grades. For example, grade four teachers administer interim assessments in reading fluency, and most students stated they know their reading fluency levels and have used this information to set their own challenging goals for reading.

Recommendation:

- Starting February 22, 2016, the school and instructional leaders should take steps to review all teachers’ planning biweekly to ensure they make explicit references to how they will modify curricular materials to account for students’ individual needs to increase their achievement. The school and instructional leaders should carry out weekly walkthroughs to ensure that these modifications are taking place.

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

Tenet Stage

2

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

- Documents and teacher interviews demonstrated for the IIT that the school leader has communicated clear expectations about teachers’ instructional practice and has set a goal for improving the use of data to ensure that teaching reflects student needs and leads to high levels of student engagement. However, classroom observations and teacher interviews revealed that the school leader has not ensured that the quality of instruction is consistent across the school because she does not conduct walkthroughs and informal observations frequently enough to effectively monitor teachers’ practice.
- The review team’s classroom visits demonstrated that teachers’ instructional practice varies greatly across the school. The quality of instruction and the level of student engagement was observed to be generally higher in the elementary grades. For example, teachers in grades three to five used complex texts to give students several ways in which to learn by providing them in different formats. Teachers in the elementary grades also provided students with multiple opportunities to learn by having them do research on their own, work in pairs, and use computers. In only a minority of classes visited did teachers routinely use higher-order questions to extend students’ thinking skills, and this was more prevalent in the elementary grades. Teaching in the middle grades was primarily teacher-directed and students were not routinely engaged in the lesson.
- Students reported they feel physically and intellectually safe in school, and most students stated they feel comfortable asking questions in class. In several classes visited, reviewers observed students asking and answering questions and sharing with each other in groups, and in some elementary classes, teachers encouraged students to do their own research, leading to greater intellectual inquiry. However, in other classes visited, especially in the middle grades, students sat passively and did not ask questions, and on several occasions teachers answered their own questions. The IIT noted that teachers provided students insufficient opportunities to discuss diversity.
- The review team found that although teachers use assessment data to adjust their instructional strategies, this practice is more prevalent in the elementary grades. In grade four, inclusion teachers keep data binders that contain ongoing assessments of students’ reading fluency, and they use this information to reteach any aspects of reading that have been missed by students. In their examination of student work, reviewers found that some teachers provided feedback to students based on

assessment data, but this was not routine practice in the middle grades.

Recommendation:

- The school leader should immediately reorganize her calendar to provide time for daily classroom visitations, with a specific focus each month, starting with the use of higher-order questioning to extend students' ability to think rigorously. The school leader should provide each teacher visited with feedback about the focus of the month within 24 hours.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Stage

2

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

- The school leaders and student support team have introduced systems to identify student social and emotional developmental health needs, and the IIT found that the referral and support systems in place are being used to support student needs. For example, support staff monitor referrals to identify those students who are most at risk of presenting challenging behavior. The student support team is divided up into specific grade levels to better support individual students. The school leader has shared her new plan for supporting students' social and emotional developmental health, which replaced the previous one, with parents and teachers. However, new plans, which are based on the analysis of data from the Educators' Handbook, are at an early stage of development.
- School leaders have implemented the Positive Behavioral Interventions and Supports (PBIS) system to address students' social-emotional needs, and there are curricular programs and teaching practices to support this. For example, "Roberts Rewards" are given for both academic achievement and good behavior. Students in the middle school, supported by the student council, are thinking of ways that these rewards can be made more attractive for older students. Staff use the student referral form to monitor students at risk, and support staff have protocols in place for dealing with students in crisis. Several programs, such as Engaging Schools and Responsive Classrooms, have been introduced to support the curriculum to meet students' social-emotional needs, but they have not been fully successful in removing all barriers to learning because they have not yet had time to have a full impact. A positive feature of the school is the way in which students support one another. For example, older students have attended kindergarten classes to read to students. However, there are few additional opportunities for older students to develop leadership qualities that will improve their social-emotional skills. Students stated they would welcome the opportunity to be more responsible and engage in helping others in the school community.
- School leaders and staff have been developing processes with stakeholders to provide support for students' social-emotional health, but these have not yet been entirely successful in removing barriers to learning for all students. Although school leaders and staff have established links with families and other stakeholders, these are informal and need better organization to be fully effective. The student support team reported that they are not strategically organized, and as a result their strategies for dealing with students in crisis tend to be reactive rather than proactive.
- The school leader is implementing a strategic plan to collect and analyze data to identify and address the social and emotional developmental health needs of students. For example, as a result of the

analysis of referrals using the Educator Handbook, the school leaders reorganized the middle school schedule and restructured lunchtime, which has led to a reduction in referrals, but support staff stated that the changes need further adjustments to be fully effective. Support staff reported that although data are collected, the use of data to identify students' social-emotional needs is not yet fully coordinated.

Recommendation:

- The school leaders and staff should use available data, programs, and resources, including the student council, to create leadership opportunities for all middle school students. This planning should begin no later than February 22, 2016 and the plan should be introduced to students by March 22, 2016.

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

Tenet Stage

2

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

- All stakeholders reported that the school is effective at communicating information about school events and programs with families. The school leader has a well articulated plan for family engagement that she has effectively communicated to staff and families. While some parents who spoke to reviewers reported that they are aware of the school leaders' high expectations for their children's academic achievement and social-emotional skills, these parents also reported that discussions at Parent Teacher Organization (PTO) meetings showed that this was not the case with all parents.
- The school uses a range of methods to communicate with families including newsletters, a website, and emails, and some methods allow for reciprocal communication. The school uses a communications journal that students take home to inform parents of what their children are learning. Parents stated they regularly use the journal to send notes to teachers. The school also has an electronic system for teachers and families to communicate, although the degree to which both teachers and parents use it is variable, and reciprocal communication is much lower with parents of students in the middle grades. Communications are translated for families who do not speak English as their native language, and translators are provided for school meetings. However, the school leader reported that the school does not currently have a process to discuss the effectiveness of their strategies for communicating with parents.
- School leaders and parents reported that the school provides a range of training opportunities for families, including a Parent University that is provided by the school at the district's direction. Also, the school recently held a curriculum night to inform families about curricular developments. The school leader appointed two parents to the school leadership team, and they provide feedback to the PTO on school professional development (PD) initiatives for staff, such as the Responsive Classroom. However, the review team found that not all teachers are fostering home-school partnerships with families in order to support student success, especially in the middle school. The PTO is actively involved in creating and building home-school partnerships through social events. A number of agencies provided by the district have offices located in the school, and staff direct families to appropriate agencies to enable them to better to meet their children's needs.

- Parents reported that the school provides informative report cards that give data about their children's achievement and social-emotional development. They also referred to the online system that enables them to access their children's scores and grades and communicate with teachers about their children's achievement. However, the review team found that staff use of this system was not consistent. The student support team reported that they share and explain collected data with families to enable them to advocate for support services. Parents stated to the review team that data is not consistently shared with parents especially in the middle school grades.

Recommendation:

- The school leader should form a diverse consultative group comprised of students, parents, staff, and other stakeholders to discuss and implement strategies to increase family engagement in the school and to promote community cohesion. Meetings should begin no later than March 22, 2016.