

**New York State Education Department  
Audit of the Written, Taught, and  
Tested Curriculum**

**Community School District 9  
Final Report**

**June 2007**

**Submitted to  
District 9**

**Submitted by  
Learning Point Associates**



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## **Introduction**

This final report is the result of an audit of the written, taught, and tested curriculum of Community School District 9 by Learning Point Associates. In 2006, 10 school districts and the New York State Education Department (NYSED) commissioned this audit to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for local education agencies (LEAs) identified as districts in need of corrective action. These LEAs agreed, with the consent of NYSED, to collaborate on the implementation of this audit, which was intended to identify areas of concern and make recommendations to assist districts in their improvement efforts.

The focus of the audit was on the English Language Arts (ELA) and/or mathematics curricula for all students, including Students with Disabilities (SWDs) and English Language Learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. These findings acted as a starting point to facilitate conversations in the district in order to identify areas for improvement, probable causes, and ways to generate plans for improvement.

This report contains an outline of the process, data, and methods used as well as the key findings from the data collection. Finally, the Recommendations for Action Planning section provides suggestions as well as more specific advice to consider in the action planning process. Districts are required to incorporate recommendations from the audit in their District Comprehensive Education Plan.

# District Background

## Overview

### Geographic Background

Community School District 9<sup>1</sup> is located in the western section of the borough of the Bronx. The Bronx is one of the five boroughs of New York City. District 9 is part of Region 1.

### Student Population

Data from 2005 indicate that District 9 served a total of 34,514 students, with 452 prekindergarten students; 32,138 K–12 students; and 1,924 ungraded students.<sup>2</sup> Of those students enrolled, 1 percent was white; 34 percent were black; 63 percent were Hispanic; and 2 percent were Asian, Pacific Islanders, Alaskan Natives, or Native Americans. The *2004–05 Annual District Report: District 9* is based on 56 schools: two early childhood elementary schools (none above Grade 2), 22 elementary schools, two elementary through middle schools, 17 middle schools, one elementary through high school, and 12 high schools.

### Demographics

Data from 2002–03, 2003–04, and 2004–05 school years indicate that the majority of students were eligible for free or reduced-price lunch—94 percent, 90 percent, and 88 percent, respectively. District data also indicate that the percentage of ELLs was 21 percent, 23 percent, and 23 percent, respectively. The percentage of special education students enrolled during these years was steady at 12 percent, 11 percent, and 11 percent, respectively.

In 2002–03, the district’s average spending per student (direct services only) was \$11,593 while in 2003–04, this amount per student rose to \$12,285.

### Student Academic Performance

As of 2005–06, District 9 has been designated as a district *in need of improvement—Year 3*. The state accountability status of District 9 in all levels of ELA has been designated as *requiring academic progress—Year 4*. In 2004–05, SWDs and ELLs were the two student accountability groups that did not make adequate yearly progress (AYP) in elementary-level language arts. Of groups for which there are data, the following groups did not make AYP in middle-level ELA that year: SWDs, black, Hispanic, ELLs, and low-income. The only group to make AYP in middle-level ELA in 2004–05 was the group designated as Asian or Pacific Islander. None of

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<sup>1</sup> This is “one of the subdivisions of the New York Public school system. There are 32 community school districts, which are defined by their geographic boundaries. Each community school district resides within one of the ten different regions, which have taken over many of the functions that these districts used to perform.” This information was retrieved on April 19, 2007, from the glossary contained in *Parent Guides to the Annual School Reports* at <http://schools.nyc.gov/daa/SchoolReports/>.

<sup>2</sup> District data were obtained from the *2004–2005 Annual District Report, District 9*, produced by New York City Public Schools and available online at <http://schools.nyc.gov/daa/SchoolReports/05asr/909999.PDF>.

the following groups made AYP in secondary-level ELA in 2004–05: SWDs, black, Hispanic, ELLs, and low-income.

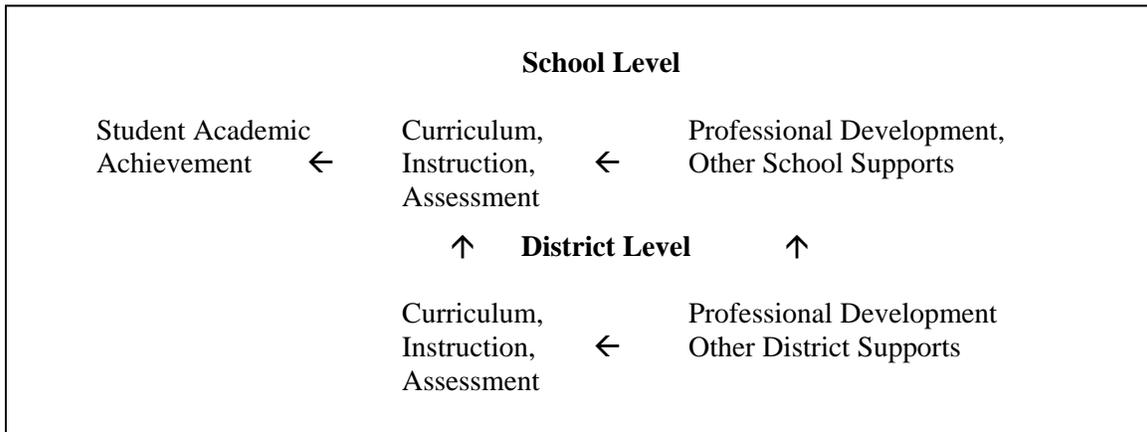
The state accountability status for District 9 in all levels of mathematics has been designated as *requiring academic progress—Year 4*. In 2004–05, SWDs was the only student accountability group that did not make AYP in elementary-level mathematics. The groups that did not make AYP in middle-level mathematics that year were the following: SWDs, black, and ELLs. The student accountability groups designated as Hispanic and Asian or Pacific Islander made AYP in middle-level mathematics that year. There were no groups that made AYP in secondary-level mathematics in 2004–05.

## Theory of Action

The theory of action starts from student academic achievement in relation to the New York State Learning Standards of the audited districts and their schools. Specifically, student academic achievement outcomes are related directly to curriculum, instruction, and assessment activities within the classroom. Curriculum, instruction, and assessment at the school level are supported and influenced by professional development and other supports at the school level and by curriculum, instruction, and assessment at the district level. Finally, school-level professional development and other supports are supported and influenced by their district-level counterparts.

The theory of action reviewed in the co-interpretation<sup>sm</sup> meeting indicates that change (i.e., actions needed to improve student achievement) occurs at both the school and the district levels. Therefore, the audit gathered information at both levels. A graphic representation of the theory of action dynamic is shown in Figure 1.

**Figure 1. Theory of Action**



## Guiding Questions for the Audit

To address both the needs of individual districts and the requirements of the audit, Learning Point Associates identified the following 16 essential questions for the focus of the audit:

1. Where is the district struggling most in terms of content areas and demographic groups over time?
2. Are teachers teaching the written curriculum in their classrooms?
3. Does the district provide materials that support the implementation of the written curriculum, and are the materials used?
4. Are the teachers teaching to the state standards?
5. Is the taught curriculum aligned with the state assessments?
6. Is the written curriculum aligned with the state standards?
7. Do all students have access to a rigorous and challenging curriculum?
8. What does the district/school do for students who are not scoring at proficient levels according to NCLB (within and outside the school day)?
9. Does classroom instruction maximize the use of best practices and research-based practices?
10. Do teachers identify and provide appropriate additional instruction for students who are not proficient?
11. Do teachers use assessment data to inform instruction (monitoring, diagnosis, reteaching)? Are data accessible?
12. Is there a process in place within the district to monitor the effectiveness of instructional programs?
13. Is the professional development (regional, district, school) of high quality and focused on the content/pedagogical areas of need?
14. Are teachers translating professional development into effective classroom practice?
15. Are there sufficient supports in place for new teachers?
16. Do district and school plans prioritize the needs identified by NCLB?

## **Audit Process Overview**

The audit process follows four phases, as outlined in the Learning Point Associates proposal application: planning, data collection and analysis, co-interpretation of findings, and action planning. This report comes at or near the end of the co-interpretation phase. A description of each phase follows.

### **Phase 1: Planning**

The purpose of planning was to develop a shared understanding of the theory of action and guiding questions for the audit. This phase also included reviewing the project plan, timeline, and expectations, and planning and delivering communications about the audit to the district's key stakeholders.

### **Phase 2: Data Collection and Analysis**

To conduct this audit, Learning Point Associates examined district issues from multiple angles, gathering a wide range of data and using the guiding questions to focus on factors that affect curriculum, instruction, assessment, and other school supports. All of these data sources work together to bring focus and clarity to the main factors contributing to the districts' corrective-action status. Broadly categorized, information sources include student achievement data, the *Surveys of Enacted Curriculum*, observations of instruction, interviews, review of key district documents, and curriculum alignment. Parent and community focus groups also were included in the Special Education and English Language Learner audits.

#### **Student Achievement Data**

Current student achievement data was not available to Learning Point Associates at the time of co-interpretation. As such, we compiled NCLB accountability data for the most recent three years available to provide the district with an overview of student achievement trends.

#### **Surveys of Enacted Curriculum**

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

#### **Observations of Instruction**

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center

for Research in Educational Policy at the University of Memphis. It groups 24 classroom strategies into six categories: instructional orientation, classroom organization, instructional strategies, student activities, technology use, and assessment.

The observations were collected from a representative sample of schools in the district to get a “snapshot” of the instructional practices being used. These observations were not individually prescheduled but instead involved observing multiple classes, primarily in the identified subject areas (ELA, mathematics, or both), during a three-hour block of time for each subject. The observations were conducted on three different days for each school during the 2006–07 school year. While in schools, observers visited eight to 12 classrooms within this block of time, spending 15 minutes observing each classroom. This approach resulted in conducting approximately 300 classroom observations across the district.

## **Interviews**

To garner additional data concerning the alignment of the written, taught, and tested curriculum, Learning Point Associates engaged school and district personnel in semi structured interviews. These interviews were based on predeveloped protocols that were designed to be approximately 60 minutes in length. The protocols were developed to specifically address the guiding questions and to be comparable across the different types of interviews. As a result, the protocols covered the same topics; when appropriate, the same questions were asked on teacher, principal, content coach, and district personnel protocols.

The teacher interviews were tightly structured, primarily to elicit short responses that could be readily compared within schools and between schools. Principal and coach interviews had more questions designed to elicit longer, more elaborate responses. District personnel interviews were even more open-ended. When agreed to by the interviewee, interviews were taped and transcribed. Interview records, both notes and transcriptions, were imported into NVivo software, which supports the coding and analysis of interview data.

## **District Document Review**

A district’s formal documents (e.g., district improvement plan, professional development plan) demonstrate its official goals and priorities. To identify the priorities and strategies to which the district has committed, a structured analysis of key district documents was completed.

A document review scoring rubric was developed and used to synthesize document information against a subset of the audit’s guiding questions. The rubric was designed to measure whether each submitted group of documents contained sufficient evidence of district plans and/or policies, implementation of those plans/policies, and evaluation of the implementation in support of each identified question. The degree to which each respective document addressed the relevant question was evaluated by four Learning Point Associates analysts to ensure multiple perspectives during the process. The district was given a 0–3 rating on each question, based on the depth of coverage within the documents provided. After ratings were completed, a consensus meeting was held and a report was generated by all reviewers.

## **Curriculum Alignment**

A district's written curriculum demonstrates its program of ELA and/or mathematics studies for students. The curriculum alignment process was used to examine both the vertical and horizontal alignment of the written curriculum to the New York state standards. *Vertical alignment* examines the match of curriculum and standards between grade levels. *Horizontal alignment* is defined as the breadth and depth of the curriculum. In addition, it is important to examine the depth of understanding for the topics addressed each subject. Cognitive demand categories provide a structure to measure the depth of understanding for each topic.

The ELA curriculum alignment process was developed using the literacy competencies from the New York state standards. All written curriculum materials submitted at Grades 2, 4, 6, 8, and 10 were scored by looking for a match to the content topic and cognitive demand level.

The mathematics curriculum alignment process was developed using the mathematics performance indicators that the New York state standards expect students to master (e.g., content topics, cognitive demands). All written curriculum materials submitted by the district were examined at Grades 2, 4, 6, and 8 and the high school level for their alignment with both process and content strands.

## **Special Education Review**

The purpose of the special education review was to provide information to districts regarding the curriculum, instruction, assessment, and improvement planning practices related to their special education program. Data collection activities that informed the special education review included district and regional staff interviews; teacher interviews (including self-contained, Collaborative Team Teaching (CTT), Special Education Teacher Support Services (SETSS), and general education teachers who serve SWDs; school administrator interviews (including principals, assistant principals, and individualized education program [IEP] teachers); classroom observations utilizing the Total School Environment Protocol; focus groups with parents of SWDs; a review of approximately 50 redacted IEPs; and a review of formal district documents to provide insight into the policies, plans, and procedures the district has developed to ensure services to SWDs, as identified under the 16 guiding questions developed for the audit.

The sample of schools for this portion of the audit was drawn by Learning Point Associates using a stratified random sampling procedure. This sample was drawn to include district schools with low, moderate, and high levels of student achievement and to ensure the inclusion of at least one intermediate and one high school.

## **English Language Learner Review**

The purpose of the ELL review was to provide a districtwide synthesis of data from multiple perspectives on the district's curriculum, instruction, assessment, and student supports as they impact ELLs. Data collection activities that informed the ELL review included district and regional staff interviews; teacher interviews—including ELL teachers (English as a Second Language, Transitional Bilingual Education, and/or dual language) and monolingual general

education teachers who serve ELLs; classroom observations; focus groups with parents of ELLs and members of community-based organizations serving ELLs; and a review of formal district documents to provide insight into the policies, plans, and procedures the district has developed to ensure services to ELLs, as identified under the 16 guiding questions developed for the audit.

The sample of schools for this portion of the audit was drawn by Learning Point Associates using a stratified random sampling procedure. This sample was drawn to include district schools with low, moderate, and high proportions of English Language Learner enrollments as well as low, moderate, and high levels of student achievement and to ensure the inclusion of at least one intermediate and one high school.

Table 1 lists the key data sources and how they were used to review the district during the co-interpretation process.

**Table 1. Alignment of Data Sources With Guiding Questions**

Guiding Questions	Student Achievement Data	Surveys of Enacted Curriculum	Observations	Interviews	Document Review	Curriculum Alignment	Special Education Review	English Language Learner Review
1. Where is the district struggling most in terms of content areas and demographic groups over time?	X							
2. Are teachers teaching the written curriculum in their classrooms?		X		X	X		X	X
3. Does the district provide materials that support the implementation of the written curriculum, and are they used?				X	X	X	X	X
4. Are the teachers teaching to the state standards?		X				X		
5. Is the taught curriculum aligned with the state assessments?		X						
6. Is the written curriculum aligned with the state standards?					X	X	X	X
7. Do all students have access to a rigorous and challenging curriculum?			X	X		X	X	X
8. What does the district or school do for students who are not scoring at proficient levels according to NCLB (within and outside the school day)?				X	X	X	X	X
9. Does classroom instruction maximize the use of best practices and research-based practices?		X	X	X	X		X	X

<b>Guiding Questions</b>	<b>Student Achievement Data</b>	<b>Surveys of Enacted Curriculum</b>	<b>Observations</b>	<b>Interviews</b>	<b>Document Review</b>	<b>Curriculum Alignment</b>	<b>Special Education Review</b>	<b>English Language Learner Review</b>
10. Do teachers identify and provide appropriate additional instruction for students who are not proficient?			X	X			X	X
11. Do teachers use assessment data to inform instruction (monitoring, diagnosis, reteaching)? Are data accessible?				X	X		X	X
12. Is there a process in place within the district to monitor the effectiveness of instructional programs?				X	X			
13. Is the professional development (regional, district, school) of high quality and focused on the content or pedagogical areas of need?		X		X	X		X	X
14. Are teachers translating professional development into effective classroom practice?		X		X				
15. Are there sufficient supports in place for new teachers?				X				
16. Do district and school plans prioritize the needs identified by NCLB?				X	X		X	X

### **Phase 3: Co-Interpretation of Findings**

The purpose of co-interpretation is to interpret the data collected, which were grouped into four priority areas: standards and curriculum, instruction and assessment, planning and accountability, and professional development.

The co-interpretation process has several steps, starting with the interpretation of the data, followed by the identification of key findings, and concluding with the identification of hypotheses specific to each key finding. These steps occurred in a two-day meeting with key school and district staff. Because this process was critical in identifying the priority areas for district improvement, the detailed approach is outlined here.

#### **Interpretation of the Data**

The co-interpretation process began with the study of the individual data reports (i.e., student achievement, document review, curriculum alignment, interview data, SEC data, classroom observation, and special populations) to do the following:

- Select findings.
- Categorize or cluster and agree upon the critical findings.
- Group findings across reports according to guiding question or focus area.
- Present and defend key findings.
- Respond to clarifying questions.
- Refine and reach consensus on key findings.

### **Identification of Key Findings**

As the investigative groups presented their findings to the whole group during the co-interpretation meeting for District 9, some natural combining and winnowing of results occurred. From various data sources, the participants used the method of triangulation to provide support for combining and subsuming some of the findings. The group then used a rating process to prioritize the findings. Participants were instructed to rate the findings based on the following criteria:

- Is the key finding identified one of the most critical problems faced by the district and addressed by the audit?
- If resolved, would student achievement improve sufficiently to move the district out of corrective action?
- If resolved, will there be a measurable, positive impact system wide?

From this process, which required considerable thought and discussion, key findings emerged. These findings are discussed in the Key Findings section of this report.

### **Identification of Hypotheses**

Identification of hypotheses occurred next. In this stage, participants performed the following steps:

- Identify a set of hypotheses supported by evidence for each high-priority finding.
- Reach consensus on a set of hypotheses for each high-priority finding.

### **Phase 4: Action Planning**

The last step in the audit process was action planning. This process resulted in an action plan focused on the areas identified in the audit. The actions will be integrated into the District Comprehensive Education Plan and eventually at the school level in the Comprehensive Education Plan.

The process entails initial goal and strategy setting by a core district team, followed by planning meetings with groups or departments in the district to determine action steps and associated financial implications and timelines for implementation. Learning Point Associates also will assist districts in communicating the audit action plan to the school community.

## Key Findings

As illustrated in the description process for Phase 3 (co-interpretation of findings), each key finding statement was generated through the co-interpretation process. In a facilitated process, groups of district administrators and staff identified key findings across multiple data sets. The supporting findings and hypotheses, which also can be mapped back to the original data sets, are included in the data map in the appendix.

After a review of multiple data documents, participants in the co-interpretation meetings in District 9 generated a list of key findings. These were prioritized and are included below, along with district-generated hypotheses

### Key Finding 1

**General education teachers do not feel adequately prepared to support the needs of ELLs, SWDs, and low-performing students, including those with linguistic needs, nor are they familiar with the IEPs of the SWDs in their classrooms.**

In looking at interview data, teacher respondents consistently reported that the needs of ELLs, SWDs, or low-achieving students rarely are being met at a high level. Curriculum effectiveness was found to inconsistently meet the needs of certain student groups—specifically, low achievers, ELLs, and SWD.

In addition, the special education review found that general education teachers were not familiar enough with IEPs of students in their rooms. Special education teachers were familiar with IEPs, but felt that their colleagues in general education were not.

In reviewing data around professional development, most teachers report receiving professional development in content-specific areas and also receiving help through coaches and common planning time. However, the review of documents indicated that no documentation was submitted that directly addressed whether the district requires the degree to which staff members participate in professional development to show growth in needed areas; and there was little evidence of professional development being implemented at the school. There also was variance in the perception of the effectiveness of coaches—90 percent of teachers reported high effectiveness of mathematics coaches, but that number drops to 50 percent when reporting on ELA coaches. While professional development largely is driven by the needs of the district, and therefore is focused mainly on ELA and mathematics, there is very little evidence to suggest that there is sufficient professional development for general education teachers working with special populations.

In interviews with teachers from District 9, new teachers indicated that they feel they are receiving adequate support, and district-level respondents indicated that they have confidence in the new-teacher mentoring program. However, most building-level respondents believed that more content-area support was needed for new teachers. Furthermore, building-level respondents indicated that better organization of teacher support programs is needed in content-specific areas. Because new teachers receive the majority of their support from their mentor, lead teachers in the

building, and ELA and mathematics coaches, it is evident that they are receiving little support in working with special populations.

## **Hypotheses**

Participants at the co-interpretation suggested a few possible hypotheses for this finding. The highest ranking hypothesis was that professional development that targets ELLs and SWDs should include all members of the school community. Two other hypotheses with high votes were that (1) general education teachers do not have adequate training to meet the instructional needs of ELLs, SWDs, and low-performing students; and (2) there is a lack of follow-up and implementation of the professional development that teachers do receive in these areas. The remaining hypotheses were not ranked as highly and included (1) there is not enough personnel to support schools and teachers; (2) teachers are not attending provided professional development because they are not being released from their classrooms; (3) general education teachers are not required to be certified with bilingual and special education extensions; and (4) teachers may not be aware that they have some students in their class who have IEPs.

## **Key Finding 2**

**Although there is a conceptual understanding of what is considered to be best practice in instruction, there was inconsistent evidence of use or implementation of these strategies in classrooms.**

The School Observation Measure showed that across all grades and content areas direct instruction is the most prevalent instructional orientation. Some best practices, such as higher-level questioning, are evident, whereas other strategies, such as cooperative learning, performance assessments, student self-assessment, project-based learning, integration of subject areas, and integration of technology to enhance learning, were not observed or rarely observed the majority of the time. Classroom orientations, such as team teaching, ability grouping, multiage grouping, work centers, or individual instruction, rarely were observed. Student activities focus highly on independent seatwork, and low on experimental hands-on learning, sustained writing, sustained reading, independent inquiry, research, or student discussion. In addition, in interviews teachers of SWDs reported that they struggle with interruptions to instructional time.

A majority of ELA teachers across grades reported on the SEC that teaching literature at the assigned level is believed to have significant impact on instruction and that more than 50 percent of their time is spent on the writing process. There were several variances noted across grades. Strategies that decrease in frequency of use as grade levels increase include engaging in listening and responding, silently reading books, and using hands-on materials in literacy. There is inconsistency across the grades in the maintenance of language arts portfolios and demonstrating or modeling ELA processes.

The ELL review concluded that best practices were more consistent in ELL classes. For example, ELL classes use both whole-class and individualized instruction more than general education; ELL classrooms exceed others in use of materials, technology, and other resources;

ELL teachers adapt and vary instructional practices to meet ELL needs; and differentiated instructional practices are used by teachers based on student achievement levels.

Despite the lack of variance in the instructional techniques observed, 85 percent of mathematics teachers reported on the *Surveys of Enacted Curriculum* (SEC) feeling *well* or *very well* prepared to teach students with diverse abilities. A majority of mathematics teachers also reported that students spend *moderate* to *considerable* time on the following activities: applying mathematics concepts to real-world problems; spending time using computers, calculators, or other technology to learn mathematics; working in pairs or small groups; working individually on exercises, problems, investigations, or tasks; and explaining their reasoning or thinking in solving a problem in written form or orally. A minority of teachers reported on the SEC that students spend *moderate* to *considerable* time on the following activities: watching the teacher demonstrate how to do a procedure or solve a problem; maintaining and reflecting on a mathematics portfolio of their own work; using manipulatives, measurement instruments, or data collection devices; solving word problems from a textbook or worksheet; or explaining their reasoning. A minority of teachers report that students spent *little* or *no time* engaging in the following activities: doing mathematics activities with the class outside the classroom; reading about mathematics in books, magazines, or articles; or working on problems that take at least 45 minutes to solve. Half of teachers reported that students spend *little* or *no time* taking notes from lectures or the textbooks.

Provided written documents in the area of mathematics show evidence of maximizing the use of best practices and research-based instruction; however, there was limited evidence of implementation and monitoring.

## Hypotheses

Participants at the co-interpretation suggested five possible hypotheses for this key finding. The following four highest ranking hypotheses were focused on implementation, translation of professional development, and support:

- While teachers may have attended professional development, they may not be engaging in school-level (grade-level) planning.
- There is a lack of connection between professional development for teacher, principal, and school community.
- Conceptual understanding needs to translate into instructional practices (i.e., lab sites, model lessons, demonstration lessons, coteaching).
- Support and/or follow-up for implementation is inconsistent.

The lowest ranking hypothesis was that the key finding was due to misunderstandings or misconceptions of lessons by the administrator viewing the lesson.

## Key Finding 3

**Teachers are not consistently providing instruction that follows New York state standards and assessments.**

Data gathered through the SEC indicate that teachers are not consistently providing instruction that aligns with New York state standards and assessments.

ELA data indicate that there is little correlation between state standards and instruction in Grade 1 regarding speaking and presenting through creation; in Grade 3 regarding speaking and presenting at the Demonstrate and Explain cognitive level; and in Grade 4 regarding comprehension through investigation and speaking and presenting through creation.

SEC data also reveal a discrepancy in ELA between instruction and assessment in Grade 4 regarding critical reading through investigation; in Grade 6 regarding comprehension through investigation; and in Grade 7 regarding comprehension through investigation. General areas of discrepancy include critical reading and comprehension through investigation.

In mathematics at the fourth-grade level, the state standards emphasize number sense at the Perform and Demonstrate cognitive levels; however, teachers report teaching this skill to a lesser degree.

SEC data regarding the inconsistency of instruction that follows state standards and assessments are substantiated by data collected through the special education audit. Teacher interviews suggested that fewer teachers knew if what they were teaching was aligned to the state assessments.

## **Hypotheses**

Participants at the District 9 co-interpretation meeting suggested possible hypotheses for this finding, including the high possibility that there are time constraints for planning and professional development, poor teacher planning, and a lack of a deep understanding of the standards as an instructional tool (e.g., skills, tools, benchmarks, performance indicators). Other hypotheses considered included little training on how to use the standards, lack of core knowledge of standards by administrators, and focus being placed on aspects of the standards (i.e., reading and writing) while ignoring other aspects of the standards (i.e., listening and speaking).

Hypotheses also were generated that acknowledged no access to standards and insufficient monitoring by administrators, but these hypotheses were not supported by the group as probable root causes.

## **Key Finding 4**

**There is evidence that monitoring and use of data to inform instruction and determine effectiveness of instructional programs is occurring throughout the district; however, this monitoring is inconsistent.**

During co-interpretation conflicting data were discussed in terms of the consistency of monitoring both teachers' use of data to inform instruction and the effectiveness of instructional

programs. For instance, there is documentation of policies and plans for monitoring student progress, and both the ELL review and interview respondents indicated that monitoring is done by principals and assistant principals. However, this monitoring occurred mostly by observation and little positive impact was seen by the respondents. Although there was some evidence of monitoring of student progress, there was little evidence that monitoring of teachers' use of data to inform instruction, programs, literacy plans, or mathematics took place. ELL high school teachers say that they have had no professional development on assessment or instruction despite evidence that professional development on how to analyze student data to inform instruction has occurred. While some monitoring policies and practices are in place, these are inconsistent and do not represent a comprehensive monitoring approach in the district.

## **Hypotheses**

Hypotheses regarding the inconsistency of monitoring of student progress and program effectiveness centered on clarity of priorities and definitions in terms of data use. For instance, co-interpretation participants noted that there is a lack of deep understanding by each of the constituents of what their data sets mean and how to use them effectively as well as the lack of prioritization of data use for analysis. Time was listed as another factor in terms of the turnaround time between data collection to data analysis at the district, network, and central levels. The lack of time allocated for teachers and administrators to collaboratively analyze data for strategic and action planning also was cited.

## **Key Finding 5**

**A comprehensive bilingual program is needed especially to address the need of Students with Interrupted Formal Education (SIFE), increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.**

On one hand, the data from the ELL review illustrate that the district is addressing the needs of this subpopulation. However, data sources also illustrate that there are areas of concern when it comes to addressing the needs of these students.

In terms of some district practices that serve these students well, the ELL review states that ELLs receive same rigorous curriculum as general education students, and teachers claimed to hold students to the same standards. ELLs also receive support services (e.g., services through Academic Intervention Services), such as teachers adapting instruction and setting language learning goals to meet their students' needs. All students receive the same core curriculum, and at the secondary level most teachers reveal the use of accommodations while testing this subpopulation. Data from the ELL review also indicate that the parent community has many positive views of the ELL programs the district has to offer. For instance, parents say that afterschool and tutoring programs are available for their children and are implemented appropriately. The parent focus groups also illustrate that the information on ELL programs and placement processes are clear.

As previously stated, data sources also illustrate areas for improvement in terms of serving ELLs. The ELL review states that the district needs a stronger bilingual program. Interviewees say that the district needs to make a greater effort to provide others with information about ELLs as well

as always be aware of the cultural differences that are present in classrooms. Interview data indicate that the needs of SIFEs, ELLs, SWDs, and low-achieving students are not being met at a high level. In addition, a few interviewees state that the curriculum effectiveness, inconsistently meets the needs of certain student groups (e.g., ELLs, low-achieving students, and SWDs). In the ELL review, it is stated that curriculum choices for SIFEs are rather limited. The interviews and ELL review both state that for secondary-level respondents, the materials for this subpopulation are inadequate.

## **Hypotheses**

Participants at the co-interpretation suggested a few possible hypotheses for the prioritized key finding that there is a need for a comprehensive program, more materials, and dissemination of information regarding ELLs. Most participants agreed that the likeliest cause for the need for a comprehensive bilingual program to address the needs of students is a lack of a clear understanding of ELLs and SIFEs. Furthermore, these participants believe that this lack of understanding impacts instruction and transition to a new class. Many believe that there are not enough highly trained bilingual teachers, and there is a lack of ELL resources and staff. Staff also said that there is a need for more specialized programs for this subpopulation and professional development and accountability for administrators on the topic of ELLs.

## **Additional Key Findings**

Additional findings were identified as key by the district co-interpretation participants, but were not prioritized for action planning. Because these findings were not chosen for action planning, hypotheses were not generated. These findings include the following:

- Data sources suggest that most elementary and some secondary teachers have access to adequate materials, but there is no evidence that the materials are being used.
- Teacher turnover provides a challenge for ongoing differentiated professional development.
- Some teachers reported inconsistencies in mathematics professional development.
- Teachers were not informed or involved in district plans for special education and ELLs.

## **Positive Findings**

A series of positive findings also emerged from the co-interpretation process in the District 9. These findings were prioritized by district participants as follows:

- Teachers understand the importance of assessment to inform instruction and use assessment data in various ways.
- Overall, teachers feel that they are receiving quality, ongoing professional development with follow-up and supports from Instructional Support Specialists (ISSs) and coaches.
- Teachers have some degree of discretion to modify the written curriculum, especially to meet the needs of ELLs and SWDs.
- Parents of ELLs were positive about the programs and services being offered.

- Elementary, middle, and high schools all agree that there is evidence of alignment between curriculum and state standards in mathematics.
- There is evidence of ensuring equal access and opportunity to ELLs and SWDs, including accommodations for standardized tests.

## Recommendations for Action Planning

In this section, the key findings—along with research and best practice in the appropriate areas—are used to make recommendations for the district’s efforts during the next three years.

The key findings that arose out of co-interpretation with District 9 led Learning Point Associates to make two recommendations.

It is important to note that a one-to-one connection between key findings and recommendations does not exist. Rather, Learning Point Associates has identified the areas that are believed to be the most critical for the district. Further, the order of listing does not reflect a ranking or prioritization of the recommendations. For each recommendation, additional information is provided on specific actions the district may consider during the action planning process. The diversity and complexity of each recommendation places limits on the extent to which Learning Point Associates can discern its relative impact on the district’s improvement process. For this reason, recommendations are firm, but the associated actions or strategies to implement the recommendations should be considered points of reference for consideration.

### Recommendation 1

**Develop a districtwide system to effectively support the academic achievement of ELL by doing the following:**

- 1. Creating and implementing a communication system that effectively reaches District 9 teachers and administrators. The system explicitly and effectively would convey information about ELL policy (e.g., Language Allocation Policy, ELL placement policy) and services (e.g., supplemental educational services for ELLs informed by student performance data).**
- 2. Ensuring that curriculum maps that differentiate instruction specifically for ELLs are developed at the school level. These maps will address teacher responsibility for building essential content knowledge to fill gaps.**

#### **Link to Findings: Communication**

The ELL review indicated that the parent community shares positive views regarding the support services for ELLs in District 9. The same data source revealed concerns regarding the district’s current communication practices used to disseminate information to best serve this subpopulation. Interviewees believe that the district needs to make a greater effort to provide all stakeholders with information about ELLs as well as always be aware of the cultural differences that are present in classrooms across the district. Co-interpretation meeting participants also expressed that there is a lack of understanding about the district’s ELL population.

#### **Link to Research: Communication**

Research on comprehensive school reform suggests that it is important for districts to work with individual schools to ensure that programs specifically address the needs of ELLs. At

schools labeled as exemplary in involving ELLs, Berman, Minicucci, McLaughlin, Nelson, & Woodworth (1995) documented the district's role in supporting school reform. A common characteristic of the actions of these districts included circulation of information about reform efforts to school staff. Systematic responsiveness to ELLs occurred only in locations where administrators, teachers, and nonteaching staff shared an understanding of the assets and needs ELLs bring to school (Dentler & Hafner, 1997).

Drawing from research literature on district reform at large may provide helpful guidance regarding effective communication of district policies and plans to teachers. McLaughlin and Talbert (2003) utilized survey data and case studies from school districts to identify communication and planning strategies, such as enhancing professional development for teachers and involving teachers in district planning as ways to encourage teacher support of district reform.

While the topic of this recommendation is conveyance of information to teachers of ELLs, it is important to consider the broader context in which the topic is situated. The responsibility for communicating plans and policies regarding instruction of ELLs is shared by multiple entities, including district staff, principals, and teachers. The district communicates information to schools through multiple pathways, but the communication system lacks a mechanism for checking on how effectively the information is passed on and acted upon. The same is true for the communication path within the school.

### **Steps to Consider: Communication**

- At both the district and school levels, revisit the ways in which information is disseminated, explicated, and implemented.
- Analyze the current systems of communication for weak links, and address weaknesses.
- Develop a culture of accountability at the school level in which information that pertains to ELLs is shared and acted on by all those responsible for their education.
- Create a feedback loop to ensure that all stakeholders receive, understand, and apply the information about ELLs in their work with them, reexamining instructional practices and curricular choices as necessary

### **Link to Findings: Curriculum and Instruction**

The District 9 ELL review revealed positive findings regarding the curriculum and instruction practices for the ELLs in District 9. For instance, the teacher interviewees stated that ELLs receive the same rigorous curriculum as general education students. While recognizing the positive steps that the district has taken to serve the District 9 ELL population in the areas of curriculum and instruction, the audit's data sources also indicate a need for some improvement in these areas. For instance, data indicate that the curriculum inconsistently meets the needs of ELLs. The general teacher interview report revealed that the needs of SIFEs, ELLs, SWDs, and low-achieving students rarely are met at a high level. Both the general interview and ELL review state that for the secondary-level respondents, the curricular materials for this subpopulation are rather limited and inadequate.

## **Link to Research: Curriculum and Instruction**

Cummins's (1994) pedagogical principle for students in linguistically diverse classrooms explains the importance of providing ELLs with curriculum content similar to that of native English-speaking students. The recent commissioned report of the National Literacy Panel on Language-Minority Children and Youth, *Developing Literacy in Second-Language Learners* (August & Shanahan, 2006), reviewed 293 published research studies to examine five research domains or themes. The research examined three of those domains—instructional approaches, professional development, and student assessment. The first domain, instructional approaches, relates to the recommendation for creating a coherent ESL curriculum and a plan for the timely acquisition of English.

The authors of the National Literacy Panel report acknowledge that the research to date has “failed to provide a complete answer to what constitutes high-quality literacy instruction for language minority students” (August & Shanahan, 2006, p. 16). Nevertheless, the report indicates some instructional approaches that yield greater academic gains for ELLs. For ELLs learning to read for the first time, the research indicates that explicit instruction on key components of literacy that are recommended for native English-speaking children learning to read are beneficial for beginning ELL readers as well. These components include phonemic awareness, decoding, oral reading fluency, vocabulary, reading, comprehension, and writing.

According to August and Shanahan (2006), “Some of the instructional research shows that enhanced teachings of these various elements provided an advantage to second-language learners” (p. 16). The research is not as clear, however, on how to approach this instruction with ELLs—whether in English or the native language, first or simultaneously. To make an informed decision on the language of instruction, the city has to take into account the available resources, personnel, and materials. Regardless of the language of instruction, research suggests that decoding, vocabulary, and comprehension require a strong background in English proficiency. Native English-speaking students improve more than ELLs with the same instructional attention to the aforementioned key components of reading. The more solid the foundation in English, the more students benefit from key literacy component instruction. Studies reviewed in the comprehensive National Literacy Panel report conclude that all ELLs gain from early, ongoing, extensive oral English language instruction, with particular attention to vocabulary and comprehension of complex academic language. The research also indicates that students instructed in their native language (primarily Spanish in the studies reviewed) and in English “perform, on average, better than language-minority students instructed only in their second language [English in this case]” (August & Shanahan, 2006, p. 17).

To reshape curriculum so it becomes culturally responsive requires that curricula challenge students to develop higher-order knowledge and skills (Villegas, 1991). Ismat Abdal-Haqq (1994) states that “curriculum that is culturally responsive capitalizes on students’ cultural backgrounds rather than attempting to override or negate them.”

Good instruction is enhanced by appropriate standards-aligned instructional resources. For ELLs, texts in English need to be designed with supporting graphics, linguistic accessibility, and helpful formats to engage students with text in a language they have not yet mastered. In

addition, resource materials, academic texts, and other instructional resources in the home language are needed for students to bolster knowledge of academic content and developing literacy (Ansary & Babaii, 2002; Olsen, 2006).

### **Steps: Curriculum and Instruction**

- The district develops guidelines and models the development of curriculum maps to include ELLs.
- Curriculum maps that differentiate instruction specifically for ELLs are developed at the school level. These maps will address teacher responsibility for building essential content knowledge to fill gaps.
- Both ELL and general education teachers who teach ELLs are trained in implementing differentiated instruction, defined according to various English proficiency levels, to enable the ELLs to work on language and curricular content aligned with the ELA core curriculum and New York state standards.
- Build teachers' and administrators' knowledge in the areas of second language acquisition, inclusive curriculum, culturally responsive practice, and cognitive academic language instruction as it pertains to ELLs.

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## Recommendation 2

**Implement a comprehensive professional development program that addresses the needs identified within the district and its schools. It should be targeted to prioritized teacher needs and embedded in the daily or weekly routine. This plan should be monitored and evaluated at both district and school levels.**

The following two areas in particular stood out in the audit findings and should be considered key areas for the program:

- Professional development for teachers on best practices in instruction.
- Professional development for teachers on the New York state standards and assessments in ELA and mathematics.

### Link to Findings

Key Findings 2 and 3 were based on data sources that showed that while teachers may have a conceptual understanding of best practices in instruction, the majority of instruction observed was direct instruction. Other strategies rarely were observed if at all. These include the following:

- Higher level questioning
- Cooperative learning
- Performance assessments
- Student self-assessment
- Project-based learning
- Integration of subject areas
- Integration of technology to enhance learning

In addition, the following classroom orientations rarely were observed:

- Team teaching
- Ability grouping
- Multiage grouping
- Work centers
- Individual instruction

Finally, students spent the majority of their time on independent seatwork. The following work rarely was seen if at all:

- Experimental hands-on learning
- Sustained writing
- Sustained reading
- Independent inquiry
- Research
- Student discussion

Furthermore, data sources showed that there was little correlation between state standards and instruction.

### ***ELA***

- Grade 1, speaking and presenting through creation
- Grade 3, speaking and presenting at the Demonstrate and Explain cognitive level
- Grade 4, comprehension through investigation, speaking and presenting through creation

### ***Mathematics***

- Grade 4, number sense is not emphasized at the Perform and Demonstrate cognitive levels

Examples also exist showing discrepancies between state assessments and instruction.

### ***ELA***

- Grade 4, critical reading through investigation
- Grades 6 and 7, comprehension through investigation

### ***Mathematics***

- Teacher interviews showed that few teachers knew if what they were teaching was aligned to the state assessments.

Key Finding 4 focused on monitoring and showed that monitoring of instructional programs is done by principals and assistant principals through observation. Participants attributed little positive effect to the monitoring.

These findings suggest that teachers need additional support to incorporate a variety of best practices to learn how to better align their instruction to New York state standards and assessments and that staff who have monitoring responsibilities need to be given consistent guidelines on how to recognize and encourage these instructional changes in the classroom.

### **Link to Research**

**Impact on School Improvement.** Educators and researchers know a great deal about the elements of effective professional development (National Staff Development Council, 2001). Numerous case studies of successful schools have documented the role that high-quality professional development can play in school improvement (Hassel, 1999; National Partnership for Excellence and Accountability in Teaching [NPEAT], 1999; WestEd, 2000). Learning Point Associates encourages District 9 to review these and other resources when designing professional development, to assist in defining high-quality professional development, and to set criteria to ensure that all professional development in District 9 is of high quality.

In addition, large-scale surveys of teachers about their professional development experiences show that well-designed professional development leads to desirable changes in teaching practices (Garet, Birman, Porter, Desimone, & Herman, 1999; Parsad, Lewis, & Farris, 2001; Wenglinsky, 2000). A number of studies demonstrate that well-designed professional development activities can have a direct, measurable impact on student achievement (Cohen & Ball, 1999; Kennedy, 1998; Wenglinsky, 2000).

**Importance of a Comprehensive Plan.** Evidence-based professional development is most successful when it is connected to a comprehensive change process. One national survey of teachers found that when teachers report a connection between professional development and other district and school improvement activities, they are much more likely to say that professional development has improved their teaching practice (Parsad, Lewis, & Farris, 2001). This is why it is so critical to have a comprehensive professional development plan tied to the District Comprehensive Education Plan (DCEP) and the Comprehensive Education Plan. Given the fluctuation of the New York City regional structure, district and school plans—including focused and well-designed professional development—are the best ways to ensure that teachers' learning needs will be addressed thoroughly and thoughtfully. Districts and schools that follow this approach target their professional development toward the highest priority needs and pursue activities with the greatest chance of improving student performance (Geiser & Berman, 2000).

**How to Build a Successful Plan.** For several years, the U.S. Department of Education sponsored the National Awards Program for Model Professional Development to encourage and reward schools and districts that successfully implemented high-impact professional development. In interviews with staff members at these schools and districts, researchers discovered that despite their many differences, there were several common steps taken by each of these award winners. Some of these steps included the following:

- **Seek Input From Participating Educators.** Especially in New York City where the school is now a key decision-making body, it is critical to have school-level administrator and teacher participation in designing and executing the plan. While schools may be purchasing a variety of services, depending on the support organizations with which they partner, it is critical that the prioritized needs from the district professional development plan are addressed, and thus the key staff should be engaged in creating it. The district plan should have core focus areas, but allow flexibility for individual school needs to be addressed. When teachers help plan their own professional development, they are likely to feel a greater sense of involvement in their own learning. This engagement increases motivation, empowers teachers to take risks, ensures that what is learned is relevant to a particular context, and makes the school culture more collaborative (Corcoran, 1995; Hodges, 1996; NPEAT, 1999).
- **Focus Planning on What Students Need to Learn.** Research increasingly supports targeted professional development. According to one overview of the literature, professional development that provides teachers with general information about a new instructional practice, or about new developments in a particular content field, usually does not result in improved teaching (NPEAT, 1999). Instead, effective professional development concentrates on the specific content students will be asked to master, the challenges they are likely to encounter, and the research-based instructional strategies to meet those challenges (Cohen & Hill, 1998; Garet et al., 1999; Kennedy, 1998)—in District 9’s case, ELA and mathematics skills targeted towards New York state standards and assessments. The more targeted the professional development is, the better its chance is for success. In other words, design professional development that goes deep.
- **Plan for Job-Embedded Learning Opportunities.** Collective bargaining agreements in New York City may limit the amount of time teachers can be required to attend professional development activities. However, when professional development is built into the routine practices of schooling, it becomes a more powerful tool for teacher growth. Instead of relegating professional development to specific *in-service days*, schools with excellent programs make professional development a part of teachers’ everyday work lives (Hassel, 1999; Sparks, 1999). By using everyday activities, such as lesson planning, staff meetings, and curriculum development as opportunities for professional growth, schools can develop a culture of collaboration and shared inquiry (Fullan & Miles, 1992; WestEd, 2000; Wood & McQuarrie, 1999). When these activities are focused on meeting agreed-upon goals for student learning, they are especially powerful. Because embedded professional development is relevant to the daily issues teachers face in their work, it allows teachers to see immediate change in the application to classroom practice.
- **Plan for Longer Term Activities, not Stand-Alone Workshops.** National surveys confirm that successful professional development takes place over a long period of time. In one study, the simple duration of an activity predicts its success; when teachers report that their activities extended over a longer period of time, they cite more improvement in teaching practice (Garet et al., 1999). Other studies suggest that it takes months and even years to fully implement new practices (Hodges, 1996). If teachers have the opportunity to try out new practices and then discuss with their colleagues any insights or concerns that develop, they are more likely to persevere in implementing those new practices

(NPEAT, 1999). One way schools ensure follow-up is by tying professional development goals to teachers' ongoing self-assessments (McColskey & Egelson, 1997).

- **Include Plans to Support, Monitor, Evaluate, and Adjust.** Districts and schools that develop clear goals for professional development are better able to evaluate whether certain professional development activities are having the desired impact on teacher practice and, ultimately, student achievement. Even if current adult learning activities are found to be less than effective, a well-structured evaluation can bolster and refine professional development efforts. Researchers suggest that districts and schools design evaluation protocols so they help educators reflect on their practice; use multiple sources of information, including teacher portfolios, observations of teachers, peer evaluations, and student performance data; and collect evidence of impact at multiple levels—educator reaction, learning, use of new knowledge and skills, organizational support and change, and student learning (Guskey & Sparks, 1991; Hodges, 1996; NPEAT, 1999). Learning Point Associates suggests that the district team spend time developing monitoring processes and evaluation protocols during action planning. Building an effective monitoring and evaluation plan is critical to the success of the overall professional development plan. Knowing when professional development is working, and when to adjust due to spotty implementation or outcome, will ensure that time and funds are invested wisely.

It also is important that the methods used for professional development are conducive to improving instruction and developing and retaining high-quality teachers. Job-embedded professional development is regarded by experts as a strong approach that offers multiple pathways. Professional learning communities (DuFour & Eaker, 1998), schoolwide study groups (Taylor, 2004), literacy coaching, using specialists (Walpole & McKenna, 2004), lesson study (Lewis & Tsuchida, 1998), mentoring and induction (Boyer, 1999, as cited in Holloway, 2001), and a myriad of other systemic initiatives have a strong research base and require similar elements for successful implementation. Since data sources in District 9 showed the strengths and also some weaknesses in the coaching model as well as in new-teacher induction and monitoring, it would make sense to continue to use the strengths of the coaching model (i.e., individual coaches in each building in the areas of ELA and mathematics) while strengthening perceived weaknesses (i.e., the quality of the teacher in the position was reported as varying, with highly qualified coaches receiving more positive feedback). It also would be prudent to heed the data that stated that new teachers need more content support while keeping the mentoring and induction model that provides additional support for new teachers.

**Providing Professional Development on Instructional Strategies in Literacy.** Teachers need to be able to implement research-based instructional strategies. Focused, engaging instruction requires knowledge of the content and comfort in differentiating instruction using research-based instructional strategies. Findings from the audit suggest that using varied instructional strategies is a critical weakness. Learning Point Associates suggests that in addition to using varied strategies, the ability to differentiate them is essential in District 9.

The National Reading Panel (2000) has identified five areas of reading in which readers need instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The amount of instructional time in each of the five areas varies depending on the knowledge and ability of

the reader. As instructional time decreases in phonemic awareness and phonics, instructional time in comprehension increases. Comprehension is the construction of meaning between the reader and the text (Rosenblatt, 2005). Successful readers use multiple strategies flexibly to construct meaning as they read. There are scientifically based reading strategies for instruction in the multiple areas of comprehension (e.g., inferencing, summarizing) (National Reading Panel, 2000). Choosing a number of strategies allows students to use these same approaches in multiple situations over time. Research has shown that the most effective instructional model includes teacher modeling and practice, including discussion and feedback during the process (Duffy, Roehler, Sivan, Rackliffe, Book, & Meloth et al., 1987).

Middle and high school students need to use the multiple comprehension strategies across the content areas as well as in ELA classes. Teaching reading comprehension in all content areas is most effective if it is embedded into the content itself, providing a context for understanding that is dependent on the concepts. Too often students are asked to absorb content information without having learned the strategies for planning, organizing, and synthesizing the material (Langer, 2001). Practicing these strategies will help readers develop these skills and strategies and eventually allow them to apply these skills independently across all content areas.

**Providing Professional Development on Instructional Strategies in Mathematics.** As previously stated, there is evidence that teachers are not consistently providing instruction that follows New York state standards and assessments in District 9 classrooms. In addition, teachers at all levels rely heavily on direct instruction as the primary instructional strategy.

It is possible that there is a disconnect between what is expected of teachers from the curriculum and what teachers know and are comfortable teaching (Stigler & Hiebert, 1999). The National Council of Teachers of Mathematics (2000) acknowledges this difference in its *Professional Standards for Teaching Mathematics*:

The kind of teaching envisioned in these standards is significantly different from what many teachers themselves have experienced as students in mathematics classes. Because teachers need time to learn and develop this kind of teaching practice, appropriate and ongoing professional development is crucial.... For teachers to be able to change their role and the nature of their classroom environment, administrators, supervisors, and parents must expect, encourage, support, and reward the kind of teaching described in this set of standards. (pp. 2–3)

The academic success of students in District 9 depends on a high degree of alignment between classroom instruction and state standards in mathematics. In District 9, one way that alignment can be achieved is through the informed and consistent use of a variety of instructional strategies as well as the instructional materials selected. The instructional materials used in mathematics instruction in District 9 make heavy use of higher level instructional strategies, and teachers self-report using them. However, without specific alignment to the process strands, sufficient monitoring, and high teacher comfort (i.e., through training, coaching, adaptation of the strategy in their classroom, and critical feedback), these strategies will continue to go unused.

Achieving alignment between instruction and standards will require that change occur not only at the classroom level but at the building and district levels as well. Trafton, Reys, and Wasman (2001) note the following:

Instructional materials have a particularly important role in making these changes happen, for they affect the mathematics students encounter and how they encounter it, the processes students use, the way teachers teach, and what is assessed. They are also important because of their central place in American education. (p. 264)

As Ball and Cohen (1996) note, “Unlike frameworks, objectives, assessments, and other mechanisms that seek to guide curriculum, instructional materials are concrete and [used] daily. They are the stuff of lessons and units, of what teachers and students do” (p. 6).

School and district administrators need to systemically support the use of these materials and related strategies to ensure that their use becomes institutionalized. This includes ensuring that adequate time is allocated for mathematics instruction on a weekly basis. Once teachers are committed to using the instructional materials, they will need sufficient time to implement them.

**Providing Professional Development on Differentiated Instruction.** Differentiated instruction is a process approach to teaching and learning for students of differing abilities in the same class (Hall, 2002). There are three elements that can be differentiated: the content, the process, and the products (Tomlinson, 2001). Content includes the actual concepts being taught and the alignment of the objectives and learning goals. The content includes the same concept for all students at varying levels of complexity. Process involves how students learn and includes flexible grouping, classroom management, and instructional delivery approaches. There are several other strategies, such as those in *How to Differentiate Instruction in Mixed-Ability Classrooms* (Tomlinson, 2001), which can be used for successful differentiation. Finally, products include student assessments and task assignments. A well-designed task allows for multiple means of expression and various levels of complexity (Hall, 2002).

Learning Point Associates provides this explanation to illustrate the complexity of differentiation. Not only do teachers need to learn about what differentiation is, but they also need to learn about and practice a variety of instructional strategies. Teachers have all types of learners in their classrooms and need to accommodate not only different learning abilities, but also different learning styles. Students bring a spectrum of *intelligences* to the classroom, and teachers need to know how to recognize and leverage those *ways of knowing*.

### **Implementation Considerations**

This recommendation contains many facets. Given the diminished role of the district in New York City for the upcoming school year, Learning Point Associates recommends an approach that involves convening schools to develop a comprehensive professional development plan that is aligned with school and district priorities. Determining what authority rests with the city, the district, and the schools will be critical—including developing, funding, implementing, and monitoring. It also will be essential that schools take ownership of the core elements of the plan and determine how they fully will execute those elements. Typically, the process of bringing

together district objectives and school-specific needs is an iterative process. In this case, it may be more school directed, with district audit recommendations and the DCEP used as guidance.

Currently, there are several professional development activities within the district, but they are largely principal directed. While principals still will have authority, they should focus on implementing the larger plan, with similar priorities across schools.

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# Appendix

## Data Maps

### District 9

#### Co-Interpretation Key Findings and Hypotheses

During the co-interpretation process, participants analyzed nine individual reports (data sets). Participants identified findings from across the data sets under each of the areas examined through the audit. Participants worked together to identify which findings were most significant. The participants articulated hypotheses on what the root cause of each key finding was. The following tables document the results of this co-interpretation process.

- Curriculum Alignment—CA
- District Interviews—DI
- Document Review—DR
- English Language Learners—ELL
- Observations—OBS
- School Interviews—SI
- Special Education—SE
- Student Achievement—SA
- *Surveys of Enacted Curriculum*—SEC
- High—H
- Moderate—M
- Low—L

#### Data Map I. Key Findings

The first section of the data map contains all of the key findings by guiding questions. Each key finding is embedded in a chart containing three elements. The first element is the statement of the key finding and how it was prioritized. Key findings were voted on using a three-tier system. The first tier was for findings that were positive, the second for findings that were cautious, and the third were findings that were an immediate concern. The number of caution and concern votes were totaled and weighted (concern receiving a higher weight) and were prioritized (1 being the highest priority), and each key finding then received a rating based on that priority. The second section of the map contains the supporting findings. The third section contains the hypotheses for the cause of the key finding and a rating on how likely a cause it is. The two columns inform (1) the number of votes received and (2) can the district control this? Will it affect change? Do data exist or can they be collected to support this? For each question that could be answered *yes*, the hypotheses received a “+,” and for each that was answered *no*, the hypotheses received a “-.” Only key findings that were prioritized and moved to the hypotheses phase—shown here as final—received hypotheses.

## Data Map II. Other Findings

The first section of the data map only contains the individual findings that were tied directly to a key finding during co-interpretation. For report-writing reasons, Learning Point Associates did not want to lose the information contained in the other findings that could inform the recommendations in the report. The second section of the data map contains findings that were not tied to key findings and is organized by guiding question. The number following the data source indicates from what page the finding was drawn.

## Data Map I. Key Findings

<p>A stronger bilingual program is needed, awareness of cultural differences is needed, and we need to make a greater effort to provide teachers with information.</p> <p><i>Reworded and combined—A comprehensive bilingual program is needed, especially to address the needs of Students with Interrupted Formal Education (SIFEs), increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.</i></p> <table border="1" data-bbox="205 1084 615 1177"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>6 Red</td> <td>Yes</td> </tr> </tbody> </table>	Votes	Final?	6 Red	Yes	<b>Supporting Findings</b>	Schools need to make a greater effort in providing information to parents.	ELL p. 40		
	Votes	Final?							
	6 Red	Yes							
	One ELL parent said a stronger behavioral program is needed.	ELL p. 37							
	Awareness of cultural differences is important.	ELL p. 41							
	<b>Hypotheses</b>	1. There is no clear system for new admission.	5H	1M	6L				
		2. There is a lack of knowledge of policies that apply to ELLs.	9H	1M	1L				
		3. There are not enough highly trained bilingual teachers, and there is a lack of ELL resources and support.	14H	0M	0L				
		4. There is a lack of a clear understanding of ELLs and SIFEs and how that impact instruction and transition to new class.	15H	2M	0L				
5. More professional development and accountability for administration on ELL programs and policies.		12H	2M	0L					
6. More specialized programs and schools to meet the needs of ELLs, especially Students with Interrupted Formal Education and high school students.		12H	3M	0L					

<p>The needs of SIFEs, ELLs, and Students with Disabilities (SWDs), or low-achieving students are not being met at a high level.</p> <p><i>Reworded and combined—A comprehensive bilingual program is needed, especially to address the needs of SIFEs, increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.</i></p> <table border="1" data-bbox="205 669 632 761"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>6 Red</td> <td>Yes</td> </tr> </tbody> </table>	Votes	Final?	6 Red	Yes	<b>Supporting Findings</b>	Teacher respondents rarely consistently reported that the needs of ELLs, SWDs, or low-achieving students are being met at a high level.	DI p. 12	
	Votes	Final?						
	6 Red	Yes						
	Curriculum effectiveness was found to inconsistently meet the needs of certain student groups; low achievers, ELLs, and SWDs.	DI p. 4						
	Curriculum choices for SIFEs are more limited.	ELL p. 7						
	<b>Hypotheses</b>	See above chart						

<p>Some secondary teachers reported that high school materials are not widely available, especially for ELLs.</p> <p><i>Reworded and combined—A comprehensive bilingual program is needed, especially to address the needs of SIFEs, increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.</i></p> <table border="1" data-bbox="205 747 634 841"> <tr> <th>Votes</th> <th>Final?</th> </tr> <tr> <td>6 Red</td> <td>Yes</td> </tr> </table>	Votes	Final?	6 Red	Yes	<b>Supporting Findings</b>	At the secondary level in ELS, respondents more often identified that materials are inadequate.	DI p. 7
	Votes	Final?					
	6 Red	Yes					
	All high school teachers say materials are not widely available.	ELL p. 19					
	<b>Hypotheses</b>	<b>See above chart</b>					

<p>District mandates that English Language Learners and Students with Disabilities receive same rigorous curriculum as general education students. Teachers claim to hold students to same standards, however, many general education teachers feel “not well” prepared to teach students with disabilities and are not familiar with the Individualized Education Plans of the students in their room</p> <p><i>Reworded and combined—A comprehensive bilingual program is needed, especially to address the needs of SIFEs, increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.</i></p>	<b>Supporting Findings</b>	21 of 24 teachers interviewed responded that the district mandates that all teachers of SWDs teach the district general education curriculum.	SE p.10				
		Respondents reported high to moderate degree of curriculum effectiveness in ELA—5 out of 11 are 3s.	DI p. 4				
		ELA—Student special needs significantly influence instruction 60 percent to 93 percent of teachers report <i>somewhat</i> or <i>strong</i> .	SEC p. 35				
		All students receive the same core curriculum aligned with New York state standards.	ELL p. 6				
		Elementary observation revealed cultural instructional activities supporting student learning.	ELL p. 24				
		Secondary ELL teachers reported curriculum aligned with state standards and the same for all students.	ELL p. 17				
		ELLs outperform monolingual students in Grades 3–5.	ELL p. 9				
		ELLs are held to same learning standards as all students.	ELL p. 18				
		ELL teachers showed high ratings for instructional strategy usage.	ELL p. 32				
		Curriculum is scaffolded for ELLs.	ELL p. 6				
		Most secondary teachers cited use of accommodations when testing.	ELL p. 20				
		Most teachers thought all students held to same standards.	ELL p. 11				
		ELL Instructional Support Specialists (ISS)	ELL p. 7				
		Teachers adapted pedagogical approaches to address ELL needs.	ELL p. 12				
		Observations show skill based lessons for ELLs.	ELL p. 25				
		Some secondary teachers did not believe curriculum prepared ELLs well.	ELL p. 18				
		ELA—66 percent of teachers in Grades 2–12 reported feeling <i>somewhat</i> or <i>not well</i> prepared to teach students with physical disabilities.	SEC p. 43				
		ELA—All teachers in all grades reported feeling only <i>somewhat</i> or <i>not well</i> prepared to teach students who have learning disabilities that impact language arts learning.	SEC p. 46				
		General education teachers are not familiar enough with individualized education programs (IEPs) of students in their rooms.	SE p. 8				
		<table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>6 Red</td> <td>Yes</td> </tr> </tbody> </table>		Votes	Final?	6 Red	Yes
Votes	Final?						
6 Red	Yes						

		Special education teachers were familiar with IEPs, but general education teachers were not.	SE p. 7	
		ELL program teachers split teaching between mostly skill, equally skill, and conceptual learning activities.	ELL p. 32	
	<b>Hypotheses</b>	<b>See above chart</b>		

<p>General education teachers may not know about various supports for struggling students not scoring at proficiency, specifically supports for ELLs.</p> <p><i>Reworded and combined—A comprehensive bilingual program is needed, especially to address the needs of SIFEs, increased access to materials, greater parental involvement, and better dissemination of information to all teachers of ELLs.</i></p> <table border="1" data-bbox="205 1279 634 1372"> <tr> <td><b>Votes</b></td> <td><b>Final?</b></td> </tr> <tr> <td>6 Red</td> <td>Yes</td> </tr> </table>	<b>Votes</b>	<b>Final?</b>	6 Red	Yes	<b>Supporting Findings</b>	Table 10—Zero out of 11 schools reported that they were meeting the needs of all ELLs, SWDs, and low-achieving students combined at a high level.	DI p. 12
	<b>Votes</b>	<b>Final?</b>					
	6 Red	Yes					
	Several issues were mentioned that may have contributed to the inadequacy of supporting ELLs, SWDs, and low-achieving students, including a lack of staff in special areas and poor communication between traditional classroom teachers and those serving ELLs and SWDs.	DI p. 13					
	Teachers report they provided with supplemental education supports for struggling ELLs.	ELL p. 14					
	Teachers cited assistance with curriculum from various sources.	ELL p. 12					
	Teachers adapt and vary instructional practices to meet ELL needs.	ELL p. 13					
	Parents and community members say that information on ELL programs and placement processes are clear.	ELL p. 37					
	Additional support through Academic Intervention Services for ELLs.	ELL p. 8					
	Teachers set language learning goals for ELLs.	ELL p. 12					
	Secondary ELL teachers reported employing specific instructional techniques for ELLs.	ELL p. 20					
	ELL parents say afterschool and tutoring programs are available and properly implemented.	ELL p. 37					
	There are many achievements for ELLs taking standardized tests.	ELL p. 8					
Supplemental materials make curriculum more accessible.	ELL p. 11						

		Parents and others support struggling ELLs.	ELL p. 14	
	<b>Hypotheses</b>	<b>See above chart</b>		

<p>There is a conceptual understanding of differentiated instruction yet no evidence of use or implementation. <i>Combined and reworded—Although there is a conceptual understanding of what is considered to be best practices, there was no evidence of use or implementation in classrooms.</i></p> <table border="1" data-bbox="205 1166 630 1260"> <tr> <th>Votes</th> <th>Final?</th> </tr> <tr> <td>12 Red</td> <td>Yes</td> </tr> </table>	Votes	Final?	12 Red	Yes	<b>Supporting Findings</b>	ELA—High school does mostly direct teaching.	OBS p. 10		
	Votes	Final?							
	12 Red	Yes							
	ELA—Direct instruction was observed K–8.	OBS p. 4							
	ELA—[individual tutoring, systematic individual instruction, and independent inquiry/research] 99.9 percent not observed or rarely observed K–8.	OBS p. 6							
	ELA—[systemic individual instruction] 100 percent not observed or rarely observed in high school.	OBS p. 10							
	ELL classes use both whole-class and individualized instruction more than general education.	ELL p. 30							
	Teachers adapt and vary instructional practices to meet ELL needs.	ELL p. 13							
	Teachers adapted pedagogical approaches to address ELL needs.	ELL p. 12							
	Differentiated instructional practices are used by teachers based on student achievement levels.	ELL p. 13							
	Mathematics—85 percent of teachers report feeling <i>well</i> or <i>very well</i> prepared to teach students with diverse abilities.	SEC p. 31							
	<b>Hypotheses</b>	1. While teachers may have attended professional development, they may not be engaging in school-level (grade-level) planning.	11H	4M	2L				
		2. Conceptual understanding needs to translate into instructional practices (i.e. lab sites, model lessons, demonstration lessons, coteaching).	10H	5M	0L				
		3. Support and follow-up for implementation is inconsistent.	8H	6M	0L				
4. Sometimes misunderstandings or misconceptions of lessons by administrator viewing the lesson.		8H	1M	1L					
5. There is a lack of connection between professional development for teacher, principal, and school community.		14H	0M	0L					

<p>With the exception of differentiated instruction for ELLs and the use of direct instruction, the full range of research-based and best practices are not used with all students in all grades.</p> <p><i>Combined and reworded—Although there is a conceptual understanding of what is considered to be best practices, there was no evidence of use or implementation in classrooms.</i></p> <table border="1" data-bbox="205 1057 632 1149"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>12 Red</td> <td>Yes</td> </tr> </tbody> </table>	Votes	Final?	12 Red	Yes	<b>Supporting Findings</b>	<p>Mathematics—The area of mathematics maximized the use of best practices and research-based instruction; however, there was limited evidence of implementation and monitoring submitted.</p>	DR p. 13
	Votes	Final?					
	12 Red	Yes					
	<p>ELA—Teachers across the grade levels indicated that more than 50 percent of their time is spent on the writing process.</p>	SEC p. 21					
	<p>ELA—In Grades 4–12, there are minimal opportunities to use hands-on materials in literacy.</p>	SEC p. 22					
	<p>ELA—There is inconsistency across the grades in the maintenance of language arts portfolios.</p>	SEC p. 20					
	<p>Mathematics—At Grades 2–3, 75 percent of teachers report that students spend a <i>considerable</i> amount of time watching the teacher demonstrate how to do a procedure or solve a problem.</p>	SEC p. 14					
	<p>Mathematics—35 percent of teachers in all grades report that students spend a considerable amount of time watching the teacher demonstrate how to do a procedure or solve a problem.</p>	SEC p. 14					
	<p>Mathematics—27 percent of teachers in all grades report students spend no time doing mathematics activities with the class outside the classroom.</p>	SEC p. 18					
	<p>ELA—Teaching literature at the assigned level is believed to have significant impact on instruction—70 percent to 100 percent.</p>	SEC p. 42					
	<p>ELA—The amount of teachers who spend more than 50 percent of instructional time engaging in listening and responding decreases in Grades 4–12.</p>	SEC p. 25					
	<p>ELA—Students in Grades 9–12 spend considerably less time silently reading books, and magazine articles.</p>	SEC p. 19					
	<p>ELL classrooms exceed others in use of materials, technology, and other resources.</p>	ELL p. 14					
	<p>Mathematics—39 percent of teachers at all grade levels report that students spend <i>moderate</i> or <i>considerable</i> time maintaining and reflecting on a mathematics portfolio of their own work.</p>	SEC p. 19					
<p>Mathematics—73 percent of teachers at all grade levels reported students spend <i>moderate</i> or <i>considerable</i> time applying mathematics concepts to real-world problems.</p>	SEC p. 21						

	Mathematics—46 percent of teachers in all grades report that students spend <i>considerable</i> time using manipulatives, measurement instruments, or data collection devices.	SEC p. 16
	Mathematics—86 percent of teachers at all grade levels report that students spend <i>some, moderate, or considerable</i> time using computers, calculators, or other technology to learn mathematics (all grades).	SEC p. 18
	Mathematics—81 percent of teachers in all grades reported that students spent <i>moderate or considerable</i> time working in pairs or small groups.	SEC p. 17
	High School English Language Arts observations 77.8 not observed computer instruction work and 88.9 fail to use technology as a resource.	OBS p. 10
	Sustained reading, independent inquiry and research, student discussion, technology use—high/low—computer for instructional delivery, technology as a learning tool or resource.	OBS p. 5
	Mathematics Grades 9–12—Technology low all area computer for instructional delivery and technology as a learning tool or resources.	OBS pp. 16–17
	Teachers struggle with interruptions to instructional time.	SE p. 17
	ELA—Classroom organization did not observe multiage grouping.	OBS p. 4
	Mathematics Grades 9–12—Classroom organization: low all areas, ability grouping, multiage grouping, work centers.	OBS p. 16
	[Mathematics]—Classroom organization: low-ability grouping, multiage grouping, work centers.	OBS p. 16
	Mathematics—73 percent of respondents in all grades reported that students spent <i>moderate or considerable</i> time working individually on exercises, problems, investigations, or tasks.	SEC p. 17
	Mathematics—38 percent of teachers in all grades report that students spend little time reading about mathematics in books, magazines, or articles.	SEC p. 14
	Mathematics—35 percent of respondents at all grade levels report that when students work individually, they spend <i>considerable</i> time solving word problems from a textbook or worksheet.	SEC p. 20
	ELA—In Grades 4–12, there are minimal opportunities to use hands on materials in literacy.	SEC p. 22

	Mathematics—46 percent of respondents at all grade levels report that students spend no time working on problems that take at least 45 minutes to solve.	SEC p. 23
	Instructional strategies—High: occasionally / frequently / extensively observed: use of higher level question strategies—Low: higher level instructional feedback, integration of subject areas, project based learning, teacher acting as a coach or facilitator, parent / community involvement in learning.	OBS
	[Mathematics]—Student activities—High: independent seatwork—low: experimental hands-on learning, systematic individual instruction, sustained individual instruction.	OBS p. 11
	Mathematics Grades 9–12—Student activities—Low: all areas, independent seatwork, experiential independent instruction, systemic individual instruction, sustained writing and composition, sustained reading, independent inquiry, research, student discussion.	OBS p. 16
	Teachers did not distinguish between research-based strategies and instructional programs.	SE pp. 12–13
	ELL instruction used new concepts, prior knowledge, practice and other relevant strategies.	ELL p. 31
	ELA— Team teaching rarely observed.	OBS p. 10
	[K–12 Mathematics and K–8 ELA]—Instructional orientation—High: direct instruction—Low (not observed, rarely): team teaching cooperative and collaboratively learning, individual tutoring.	OBS pp. 3, 11, and 15
	Mathematics Grades 9–12—Instructional orientation—High: direct instruction—Low: team teaching, cooperative and collaborative learning, individual tutoring.	OBS p. 15
	ELA K–8—Teacher acting as a coach or facilitator has a higher percentage.	OBS p. 6
	ELA 9–12—High school observations—88.9 percent not observed project based learning.	OBS p. 10
	ELA—Teachers across the grades report an inconsistency in requiring students to develop research questions.	SEC p. 27
	Mathematics 9–12—Instructional strategies—Marginal: use of higher level questioning strategies—Low: higher level instructional feedback.	OBS p. 16

		Mathematics 9–12—Instructional strategies—[not observed] integration of subject areas, project based learning, teacher acting as coach or facilitator, parent and community involvement in learning.	OBS p. 16
		ELA K–8—Higher level questioning strategies are evident.	OBS p. 6
		ELL teachers use language and content goals.	ELL p. 19
		Mathematics—54 percent of teachers at all grade levels report that students spend <i>moderate</i> time explaining their reasoning, or thinking in solving a problem in written form or orally.	SEC p. 21
		ELA—Teachers in Grades 2 and 3 (80 percent) spend considerably less time demonstrating or modeling ELA processes than teachers in Grades K, 1, 4–6, and 8–12.	SEC p. 19
		Mathematics—50 percent of respondents in all grades report students spend <i>little</i> or no time taking notes from lectures or the textbooks.	SEC p. 15
		ELA—The amount of teachers who spend more than 50 percent of instructional time engaging in listening and responding decreases in Grades 4–12.	SEC p. 25
		ELA—There is little correlation between teaching and ELA standards in Grade 7 speaking and presenting through demonstration.	SEC p. 16
	<b>Hypotheses</b>	<b>See above chart</b>	

<p>Teachers are not consistently providing instruction that follow New York state standards and assessments.</p> <table border="1" data-bbox="205 906 627 997"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>8 Red</td> <td>Yes</td> </tr> </tbody> </table>	Votes	Final?	8 Red	Yes	<b>Supporting Findings</b>	IEPs focused more on accommodations for assessments rather than instruction.	SE p. 7
	Votes	Final?					
	8 Red	Yes					
	Fewer teachers knew if what they were teaching was aligned to the state assessments.	SE p. 11					
	Mathematics—At the Grade 4 level, the standards emphasize number sense at the perform and demonstrate cognitive levels to a greater degree than teachers report (covering).	SEC p. 12					
	Mathematics—The standards emphasize number sense at the perform cognitive level to a greater degree than teachers report at the fourth-grade level.	SEC p. 11					
	Literacy—There is little correlation between ELA standards in Grade 1 for teaching speaking and presenting through creation.	SEC p. 9					
	Literacy—There is significant emphasis on the ELA standard in Grade 4 for teaching comprehension through investigation as opposed to teacher emphasis.	SEC p. 12					
	Literacy—There is little emphasis on instruction in critical reading using recall as compared to ELA for Grade 4.	SEC p. 13					
	Literacy—There is little correlation between ELA standards in Grade 1 for instruction using investigation when teaching comprehension.	SEC p. 9					
	Literacy—Grade 1 teachers instructional emphasis on recall in phonics instruction is aligned with state ELA.	SEC p. 9					
	Literacy—Teachers across grade levels indicate that more than 50 percent of their time is spent on the writing process.	SEC p. 21					
	Literacy—There is little correlation between instruction and ELA standards for writing process and writing components through demonstration.	SEC p. 16					
	Literacy—The emphasis on teaching speaking and presenting through create is significantly less than represented in Grade 4 ELA standards.	SEC p. 12					
	Literacy—There is a greater emphasis on speaking and presenting on the demonstrate cognitive level in Grade 3 ELA as compared to teacher instruction.	SEC p. 10					
Literacy—There is little correlation between instruction and ELA grade standards for speaking and presenting through demonstration.	SEC pp. 9, 10, 12, 14, and 16						
Literacy—There is little correlation between instruction and ELA assessment of Grade 7 comprehension through investigation.	SEC p. 17						

		Literacy—There is little correlation between instruction and ELA assessment of critical reading through investigation.	SEC p. 15		
		Literacy—There is little correlation between Grade 3 ELA for teaching comprehension through recall and actual teacher instruction.	SEC p. 11		
		Literacy—There is little correlation between English Language Arts assessments for teaching comprehension through investigation and actual instructional emphasis.	SEC p. 11		
		Literacy—There is little correlation between instruction and ELA Grade 4 assessment of critical reading through investigation.	SEC p. 13		
		There is little correlation between instruction and ELA assessment in Grade 6 in teaching comprehension through investigation.	SEC p. 15		
	<b>Hypotheses</b>	1. There is a lack of a deeper understanding of the standards as an instructional tool (i.e., skills, tools, benchmarks, performance indicators).	11H	1M	0L
		2. There is focus on reading and writing and less focus on listening and speaking.	6H	6M	3L
		3. No access to standards.	0H	1M	13L
		4. Little training on “how to use the standards.”	9H	3M	1L
		5. Insufficient monitoring by administrators.	0H	1M	8L
		6. Lack of core knowledge of standards by administrators.	7H	2M	0L
		7. Poor teacher planning.	11H	2M	0L
		8. Time constraints for planning and professional development.	14H	1M	0L

<p>The district has limited evidence of policies and plans for using data to inform instruction, and no evidence was provided of monitoring how teachers use data to inform instruction.</p> <p><i>Combined and reworded—There is evidence that some monitoring and use of data is occurring throughout the district; however, monitoring of how teachers use data to inform instruction and monitoring of the effectiveness of instructional programs is inconsistent.</i></p> <table border="1" data-bbox="205 1013 640 1104"> <tr> <td><b>Votes</b></td> <td><b>Final?</b></td> </tr> <tr> <td>8 Red</td> <td>Yes</td> </tr> </table>	<b>Votes</b>	<b>Final?</b>	8 Red	Yes	<b>Supporting Findings</b>	ELL high school teachers say they get no professional development on assessment or instruction.	ELL p. 3		
	<b>Votes</b>	<b>Final?</b>							
	8 Red	Yes							
	Certain assessment (?) professional development data analysis workshop. Agenda, state data warehouse show limited evidence of data analysis.	DR p. 16							
	Mathematics plans and policies are in place, but there is limited documentation of monitoring.	DR p. 8							
	Mathematics—Limited evidence that the district has plans and policies for teachers to use assessment data in the area of mathematics.	DR p. 16							
	Mathematics—no evidence of monitoring that teachers were using data to inform instruction.	DR p. 16							
	Evidence of policy in Region 1 on professional development on how to analyze student data and inform instruction.	DR p. 16							
	Teachers report that they did not know how to use assessment results.	ELL p. 14							
	ELA documents—Evidence was found of several plans and policies; however, monitoring was limited in nature.	DR p. 13							
	Instructional strategies implemented across a district focus on professional development training.	DR p. 13							
	<b>Hypotheses</b>	1. No prioritization use of analysis of data.	14H	1M	0L				
		2. Teachers and administrators lack the time to collaboratively analyze the data for strategic planning and action.	15H	1M	2L				
		3. Data means different things to different constituents throughout the school community.	7H	5M	2L				
4. Each constituent needs to develop a deeper understanding of what their data set means and how to use it effectively (professional development, teaming).		11H	2M	0L					
5. Turnaround time from data collection to data analysis is too long (on district, network, central level).		15H	0M	0L					

<p>Some monitoring is occurring of student progress and program implementation, through observation. There was conflicting evidence regarding the monitoring of the effectiveness of instructional programs.</p> <p><i>Combined and reworded: There is evidence that some monitoring and use of data is occurring throughout the district; however, monitoring of how teachers use data to inform instruction and monitoring of the effectiveness of instructional programs is inconsistent.</i></p>	<b>Findings</b>	Program effectiveness monitored in a variety of ways.	ELL p8
		Secondary teachers report instruction monitored by administration staff, mostly by observation.	ELL p22
		Administrators use assessments for a variety of purposes such as; instructional program evaluation, student placement, and identifying at-risk students.	INT p11
		Monitoring occurs at all schools by principals, assistant principals, coaches, and peers, but little positive impact was mentioned by respondents.	INT p8
		There is a district plan and policy to monitor the progress of students, but not necessarily the effectiveness of instructional programs.	DR p20
		ELL programs are monitored through a variety of means but few teachers relate the monitoring to ELLs.	ELL p16
		ELA work being giving no evidence of monitoring to make sure it's followed.	DR p10
		Little evidence of monitoring of literacy plan on a district or school level.	DR p10
		As a district, there is no plan to illustrate that as a district assessment data was used to monitor instructional effectiveness and effective professional development.	DR p20
		<b>Hypotheses</b>	<b>See above chart</b>

<b>Votes</b>	<b>Final?</b>
8 Red	Yes

<p>Overall, general education teachers do not feel they have adequate professional development to support the specific needs of ELLs and special education students; however special education teachers are encouraged to attend regular education and content-specific professional development.</p> <p><i>Reworded—General education teachers do not feel adequately prepared to support the needs of ELLs, SWDs, and low-performing students, including linguistic needs, familiarity with IEPs, and instructional strategies.</i></p> <table border="1" data-bbox="205 1182 634 1273"> <tr> <td><b>Votes</b></td> <td><b>Final?</b></td> </tr> <tr> <td>15 Red</td> <td>Yes</td> </tr> </table>	<b>Votes</b>	<b>Final?</b>	15 Red	Yes	<b>Supporting Findings</b>	Secondary ELL teachers report receiving specific supports to help ELLs meet curriculum demands.	ELL p. 19
	<b>Votes</b>	<b>Final?</b>					
	15 Red	Yes					
	New teacher support reported they have new teacher support—two out of five elementary and three out of six secondary are 3s.	DI p. 18					
	The district offers new teacher support through a mentor program in which most district respondents expressed confidence.	DI p. 32					
	Most respondents indicated more content-area support was needed for new teachers.	DI p. 19					
	Building-level respondents indicated that better organization of teacher support programs is needed in content-specific areas.	DI p. 30					
	More than 60 percent of respondents at every grade level, K–12, reported <i>sometimes</i> or <i>often</i> developing curricula or lesson plans with others.	DI p. 52					
	Literacy—More than 90 percent of teachers believe that professional development significantly influences instruction.	SEC p. 37					
	Mathematics—89 percent of teachers reported attending professional development based explicitly on what they had learned in earlier professional development activities.	SEC p. 35					
	Professional development reinforces adherence to standards.	ELL p. 6					
	Each school has a certified point person for ELL programs.	ELL p. 7					
	District staff follow-up on teaching strategies and knowledge shared through professional development.	ELL p. 8					
	Literacy and mathematics coaches provide support on language and content objectives.	ELL p. 7					
	ELA—More than half of teachers in Grades 4–12 reported receiving coaching or mentoring <i>often</i> or <i>sometimes</i> .	SEC p. 51					
Table 12—Full-time mathematics coaches at the elementary and secondary levels were rated highly in 9 out of 10 schools.	DI p. 15						
Respondents made it clear that the Local Instructional Superintendents play a key support role for principals.	DI p. 29						
In 5 out of 10 schools, ELA coaches were described as very effective.	DI p. 15						

		Literacy—More than 90 percent of teachers believe that professional development significantly influences instruction.	SEC p. 37		
		Mathematics—65 percent of teacher reported <i>often</i> or <i>sometimes</i> attending college courses designed to support the statewide improvement plan.	SEC p. 34		
		ELA—60 percent of teachers in all grades reported attending conferences reported to ELA once or twice a semester.	SEC p. 48		
		Professional learning—Most respondents shared positive views of professional development in District 9.	DI p. 26		
		Teachers take advantage of both regional and citywide professional development.	ELL p. 8		
		Professional development is aligned with the needs of the school on a moderate to high; 6 out of 11 ELA rate 3; 5 out of 11 ELA rate 2; 6 out of 10 mathematics rate 3; 4 out of 10 mathematics rate 2.	DI p. 16		
		No documentation was submitted directly addressing whether the district requires the degree to which staff members participate in professional development to show growth in needed areas.	DR p. 21		
		Little evidence of professional development being implemented at the school.	DR p. 21		
		Evidence of professional development plans relating to teacher implementation of ELA.	DR p. 22		
		The district ensures professional development based on assessment is given to the district.	DR p. 21		
		ELA and mathematics coaches provide support on language and content objectives.	ELL p. 7		
		ELL ISSs provide direct support to schools.	ELL p. 7		
	<b>Hypotheses</b>	1. General education teachers do not have adequate training to meet the instructional needs of ELLs, SWDs, and low-performing students.	17H	0M	0L
2. Teachers may not be aware that they have some students in their class who have IEPs.		0H	6M	12L	
3. Not enough personnel to support schools and teachers.		8H	5M	5L	

	4. Professional development that targets ELLs, SWDs should include all members of the school community.	18H	0M	0L
	5. General education teachers are not required to be certified with bilingual, special education extensions	3H	2M	13L
	6. Teachers are not attending provided professional development; they are not being released.	5H	1M	12L
	7. Lack of follow through and implementation.	17H	0M	0L

**Received Red Votes—Not Prioritized**

<p>Data sources suggest that most elementary and some secondary teachers have access to adequate materials, but there is no evidence that the materials are being used.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>1 Red</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	1 Red	No	<b>Supporting Findings</b>	Mathematics—District has policies and plans in place to ensure that mathematics materials and resources are aligned with state standards; however, there was no evidence of materials to support the implementation of the written curriculum.	DR p. 3
	Votes	Final?					
	1 Red	No					
	Mathematics—Table 5: Three out of five elementary and two out of six secondary school respondents reported a moderate level of agreement about the mathematics materials being of quality.	DI p. 7					
	Mathematics—Table 5: Four out of five elementary and three out of six secondary schools reported a high level of agreement with having adequate mathematics materials.	DI p. 7					
	Respondents indicated they have enough instructional materials to meet the needs of students in elementary school (four out of five schools).	DI p. 7					
	Mathematics—Curriculum effectiveness—Respondents, in general, had a favorable opinion of the curriculum materials in both elementary and secondary schools.	DI p. 4					
	General curriculum that all teachers must follow is online.	ELL p. 6					
	Teachers used pacing calendars and curriculum guides.	ELL p. 11					
	Teachers say great availability of supplementary materials.	ELL p. 12					
The curriculum and materials available meet the needs of the special and general education students.	SE p. 9						
Secondary English as a Second Language teachers say curriculum is made available to them at meetings by administration and by other teachers.	ELL p. 17						
Teachers cited assistance with curriculum from various sources.	ELL p. 12						

		There are many supports for implementing the curriculum.	ELL p. 6
		Mathematics—93 percent of teachers at all levels report that textbook or instructional materials had a <i>strong positive</i> or <i>somewhat positive</i> influence on what they taught.	SEC p. 25
		At least 60 percent of respondents at every grade level felt <i>well</i> or <i>very well</i> prepared to select or adapt instructional materials to implement the prescribed curriculum.	SEC p. 43

<p>Teacher turnover provides a challenge for ongoing differentiated professional development.</p> <table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>1 Red</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	1 Red	No	Supporting Findings	Evidence that participation is not on all levels.	DR p. 22
	Votes	Final?					
	1 Red	No					
	Table 16—Teacher turnover; five out of seven schools reported that teacher turnover is a school challenge.	DI p. 21					
Teacher turnover is a major source of monitoring that causes difficulty in program [curriculum] implementation at schools.	DI pp. 28 and 32						
Teacher turnover is a challenge causing inconsistency in program implementation.	DI p.32						

### Positive Findings

<p>Teachers have some degree of discretion to modify the written curriculum, especially to meet the needs of English Language Learners and Special Education students.</p> <table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>7 Green</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	7 Green	No	Supporting Findings	Curriculum is scaffolded for English Language Learners.	ELL p6
	Votes	Final?					
	7 Green	No					
	Teachers indicate some opportunity to modify curriculum and instruction to meet the needs of students through enhancements and pacing.	INT p6					
	English Language Learners teachers emphasize that they modify curriculum based on student strength.	ELL p17					
In secondary schools there were mixed responses about discretion with the curriculum more so in math than English Language Arts.	INT p6						
All general education teachers responded by describing how they individually make day-to-day decisions about accommodations needed for individual students with Individualized Education Plans.	SPED p7						

Elementary, middle, and high schools all agree that there is evidence of alignment between	Supporting Findings	High school—Mathematics is in a state of transition at the present time. Therefore, the current curriculum (Mathematics A) does not demonstrate a strong representation of any of the content strands resulting in a low degree of alignment.	CA p. 4
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curriculum and state standards in mathematics.	Middle school—Mathematics—A high degree of representation is present in four out of five content strands (statistics and probability).	CA p. 4
	Elementary school—Planning guides at this level indicate a high degree of representation across all five content strands in Grades 2 and 4. Mathematics Steps is used in alignment as a supplement.	CA p. 4
	Process strands—The planning guide for each grade level and high school course provide limited explicit representation of some of the indicators for these strands. Grade 2 does not have problem solving, communicating, and connection strands.	CA p. 3
	Mathematics—In 10 out of 11 schools respondents reported a high degree of alignment between curriculum and standards.	DI p. 4

<p>Teachers use assessment data in various ways.</p> <p><i>Combined and reworded—Teachers understand the importance assessment to inform instruction and use assessment data in various ways.</i></p> <table border="1" data-bbox="205 1105 630 1198"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>16 green</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	16 green	No	<b>Supporting Findings</b>	ELL teachers use assessment strategies more than general education teachers.	ELL p. 33
	Votes	Final?					
	16 green	No					
	ELA—Learning Walk document illustrate(s) a plan to focus based on assessing classroom practices.	DR p. 13					
	Most teachers report some professional development on how to use data to inform instruction, yet only some say that they use the data.	ELL p. 16					
	Assessment variables—For teachers assessments data was used for, grouping, curricular adjustments, and pacing changes.	INT p. 9					
	Teachers made minor curricular adjustments based on assessments.	ELL p. 10					
	Differentiated instructional practices are used by teachers based on student achievement levels.	ELL p. 13					
	Formative and summative assessment data are used to drive instructional and programmatic decisions in region.	DI p. 27					
	Most teachers report using data to inform instruction but there is a discrepancy regarding how data are used.	SE p. 18					
Administrators use assessments for a variety of purposes such as instructional program evaluation, student placement, and identifying at-risk students.	DI p. 10						
Teachers use assessment data to monitor progress and diagnose learning problems.	ELL p. 16						

<p>Teachers understand the importance of assessment to inform instruction.</p> <p><i>Combined and reworded—Teachers understand the importance assessment to inform instruction and use assessment data in various ways.</i></p> <table border="1" data-bbox="205 738 630 828"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>16 green</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	16 green	No	<b>Supporting Findings</b>	<p>Literacy—80 percent to 100 percent teachers believe that screening, diagnostic, classroom assessment impact instruction.</p>	<p>SEC p. 38</p>
	Votes	Final?					
	16 green	No					
	<p>Assessment High School [Mathematics and ELA]—Low: performance assessment strategies and student self assessment.</p>	<p>OBS pp. 7 and 15</p>					
	<p>[Summary Items] High School [ELA]—High: high academically focused class time and high level of student attention, engagement, interest.</p>	<p>OBS p. 7</p>					
	<p>Mathematics—Assessment 9–12—Low all areas; performance assessment strategies, student self-assessment.</p>	<p>OBS p. 17</p>					
	<p>Elementary—ELL teachers ratings for assessment of learning strategies exceed general education in four of six categories.</p>	<p>ELL p. 27</p>					
	<p>ELA—More than 80 percent of teachers at all levels reported they <i>sometimes</i> or <i>often</i> reviewed student work or scored assessments.</p>	<p>SEC p. 53</p>					
	<p>Literacy—Use of a variety of assessment strategies is believed to have impact on instruction by 76 percent to 100 percent of teachers.</p>	<p>SEC p. 40</p>					
	<p>Mathematics—62 percent of teachers at all levels reported that state tests or results had <i>strong</i> or <i>somewhat</i> positive influence on what they taught.</p>	<p>SEC p. 25</p>					
<p>Mathematics—62 percent of teachers at all grades reported that district tests or results had a <i>strong</i> or <i>somewhat</i> positive influence on what they taught.</p>	<p>SEC p. 26</p>						
<p>High School ELL—Modifying instruction based in English proficiency and used native language to support instruction.</p>	<p>ELL p. 20</p>						
<p>Teachers use assessment data to inform instruction and running records were utilized to inform student instruction.</p>	<p>DR p. 17</p>						

<p>Overall, teachers feel that they are receiving quality, ongoing professional development with follow-up and supports from ISSs and coaches.</p> <table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>10 green</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	10 green	No	Supporting Findings	All ELL teachers, but only 50 percent of general education teachers report that they receive relevant training in supporting ELLs.	ELL p. 15
	Votes	Final?					
	10 green	No					
	Teachers have been included in and encouraged to attend professional development in content areas.	SE p. 5					
	Most teachers do not report receiving ongoing professional development regarding ELLs.	ELL p. 15					
	It is most critical to bring new teachers up to speed with ELLs.	ELL p. 9					
Professional development not targeted toward special education for general education teachers.	SE p. 20						
Teachers reported favorably on the professional development opportunities provided within the school or region for instruction but not data and behavior.	SE p. 19						

<p>Evidence of ensuring equal access and opportunity to English Language Learners students and students with special needs including accommodations for standardized tests.</p> <table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>5 Green</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	5 Green	No	Supporting Findings	Evidence of documentation to ensure equal access and opportunity to English Language Learners and students with special needs.	DR p. 27
	Votes	Final?					
	5 Green	No					
	English Language Learner secondary teachers do not experience embedded or frequent professional development and when it does, it does not address English Language Learners.	ELL p. 21					
Four secondary teachers report no assistance in professional development regarding best practices with English Language Learners.	ELL p. 21						
There are many accommodations for English Language Learners taking standardized tests.	ELL p. 8						

<p>Parents of ELLs were positive about the programs and services offered. Parental involvement limited in elementary and nonexistent in high school</p> <p><i>Reworded—Parents of ELLs were positive about the programs and services offered.</i></p>	Supporting Findings	Reaching out to parents was seen as a source of difficulty in elementary schools and thus a priority (nonexistent in high school).	SE p. 22				
		Parents have a positive impression of programs and services.	ELL p. 37				
<table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>7 Green</td> <td>No</td> </tr> </tbody> </table>		Votes	Final?	7 Green	No		
Votes	Final?						
7 Green	No						

**Zero Votes or Removed from Voting**

<p>Some teachers report inconsistencies in mathematics professional development.</p>	Supporting Findings	Mathematics—Professional development consistency: only one school in 10 reported a high level of professional development consistency.	DI p. 16				
		65 percent of teachers in all grades reported never attending summer professional development related to mathematics.	SEC p. 33				
<table border="1"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>No</td> </tr> </tbody> </table>		Votes	Final?	0	No		
Votes	Final?						
0	No						

<p>The needs of ELLs are being addressed by community-based organizations. Some challenges facing the community-based organizations in supporting ELLs disseminating information implementing programs.</p> <table border="1"> <tr> <th>Votes</th> <th>Final?</th> </tr> <tr> <td>Removed from voting</td> <td>No</td> </tr> </table>	Votes	Final?	Removed from voting	No	<b>Supporting Findings</b>	Community-based organizations participants say effectiveness and dissemination of information depends on culture of school.	ELL p. 40
	Votes	Final?					
	Removed from voting	No					
	Only one general education teacher was aware of specific plans to address the needs of ELLs.	ELL p. 19					
	Community-based organizations say significant challenges implementing supplementary education services.	ELL p. 40					
Community-based organization say they do No Child Left Behind (NCLB) training throughout the year.	ELL p. 41						
Some community-based organizations had on site coordinators who know about ELL programs.	ELL p. 39						

<p>Teachers were not informed or involved in district plans for special education and ELLs.</p> <table border="1"> <tr> <th>Votes</th> <th>Final?</th> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	Votes	Final?	0	No	<b>Supporting Findings</b>	Teachers report that they were not involved in district improvement plans for special education.	SE p. 21
	Votes	Final?					
0	No						
Teachers do not know about district plans.	ELL p. 13						

<p>The community-based organizations have a connection with the schools and not the district but the(y) compete with other school services.</p> <table border="1"> <tr> <th>Votes</th> <th>Final?</th> </tr> <tr> <td>Removed from voting</td> <td>No</td> </tr> </table>	Votes	Final?	Removed from voting	No	<b>Supporting Findings</b>	One community-based organization says that connection with school but not with district.	ELL p. 40
	Votes	Final?					
Removed from voting	No						
Supplementary educational services compete with other school services.	ELL p. 40						

In the school year 2004–05, SWDs,		In school year 2004–05 middle-level Asian and Pacific Islander students were the	SA p. 2
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<p>ELLs and the children at the secondary level did not make adequate yearly progress (AYP) in ELA. In mathematics, SWDs, black students, and ELLs at the elementary level did not make AYP. At the middle school level, black students and ELLs did not make AYP in mathematics. Pacific Islanders and Asian students were the only groups to make AYP at the secondary level in ELA.</p> <table border="1" data-bbox="205 634 636 760"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>Removed from voting</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	Removed from voting	No		only group to make AYP in ELA.	
	Votes	Final?					
	Removed from voting	No					
			In school year 2004–05 middle-level SWDs, black students, and ELLs did not make AYP in mathematics.	SA p. 2			
			In school year 2004–05 elementary SWDs did not make AYP in mathematics.	SA p. 1			
		In school year 2004–05 at the secondary level no group made AYP.	SA p. 3				
		In school year 2004–05 elementary SWDs and ELLs did not make AYP in ELA.	SA p. 1				

<p>Teachers are teaching the written curriculum in ELA and mathematics.</p> <table border="1" data-bbox="205 1179 636 1304"> <thead> <tr> <th>Votes</th> <th>Final?</th> </tr> </thead> <tbody> <tr> <td>Removed from voting</td> <td>No</td> </tr> </tbody> </table>	Votes	Final?	Removed from voting	No	<b>Supporting Findings</b>	Mathematics—Submitted mathematics documents illustrate that district has a written curriculum: pacing calendars, coaches’ handbook, learning walks.	DR p. 2
	Votes	Final?					
	Removed from voting	No					
	ELA—Following the curriculum, most schools as it relates to ELA and mathematics followed a curriculum in the elementary very closely.	DI p. 5					
	Factors regarding instruction—all elementary schools reported a high degree of following the curriculum.	DI p. 5					
	Factors regarding instruction—mathematics—four out of six secondary respondents reported a high degree of following the curriculum.	DI p. 5					
	Teachers say same curriculum for all students.	ELL p. 10					
	ELA curriculum is being followed across the district.	DR p. 2					
ELA—Evidence of school implementing and monitoring teaching of curriculum.	DR p. 2						

## Data Map II. Other Findings

### 1. Where is the district struggling most in terms of content areas and demographic groups over time?

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC

### 2. Are teachers teaching the written curriculum in their classrooms?

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Classroom management consumed significant time for all teaches.				30					
Parents did not agree that their child’s IEP goals allow their children to learn the same curriculum as the general education [students].							8		
There are systems in place to monitor access to the general education curriculum for students with disabilities.							5		
There is a designated liaison for special education to monitor curriculum implementation (assistant principal).							5		

### 3. Does the district provide materials that support the implementation of the written curriculum and are they used?

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Literacy—The district curriculum framework, standards and guidelines are a significant influence across the grades; 60 percent to 100 percent of the teachers report somewhat or strong.									32
Mathematics—Cognitive demand for each objective could not be determined and therefore is not represented in this summary.	5								
Secondary ELL program teachers report challenges with students’ limited knowledge of content in both native and second language.				19					

**4. Are the teachers teaching to the state standards?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
ELA—The district curriculum framework standards and guidelines are a significant influence across the grades (60 percent to 100 percent teachers report somewhat or strong).									32
Mathematics—85 percent of teachers at all grade levels reported feeling <i>well</i> or <i>very well</i> prepared to provide mathematics instruction that meets content standards.									30
Mathematics—88 percent of teachers of all grade levels report that the state’s curriculum or content standards is a <i>strong positive</i> or <i>somewhat positive</i> influence on what they teach.									24
Respondents reported high to moderate degree of alignment to standards in ELA. Six of 11 are 3s.						4			
Lessons were aligned with state standards.				23					
ELA—More than 80 percent of teachers believe that preparation for next grade or level influences instruction.									36
Most teachers thought all students held to some standards.				11					
ELA—The influence of state curriculum frameworks and content standards is significant in all grade levels 60 percent to 100 percent report somewhat or strong.									32

**5. Is the taught curriculum aligned with the state assessments?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
ELA—Teachers across the grade levels indicate that greater than 50 percent of their time is spent on the writing process.									21

**6. Is the written curriculum aligned with the state standards?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Curriculum and Instruction—across the district, there was general confidence expressed about the curriculum and instruction including that the curricula are aligned to state standards.		25							
Literacy—The influence of state curriculum frameworks and content standards is significant in all grade levels—60 percent to 100 percent.									32

**7. Do all students have access to a rigorous and challenging curriculum?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Secondary ELL teachers say no policy of excluding ELLs from honors or Advanced Placement courses, but lack availability.				18					
ELA—Teachers report an inconsistency in requiring students to develop research questions across the grades.									27

**8. What does the district or school do for students who are not scoring at proficient levels according to NCLB (within and outside the school day)?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
ELL ISSs provide direct support to schools.				7					
Community-based organizations describe multiple communication channels between schools and community-based organizations.				41					
Each school has a designated point person for ELL.				7					

**9. Does classroom instruction maximize the use of best practices and research-based practices?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Highly academic-focused class time is frequent; K-8.					6				
Math 9-12; Low all areas / High academically focused class time and high level of student attention / invest / engagement.					18				
ELA - No document submitted for a safety plan.			13						
ELA High School – 100 percent not observed self-assessment and 100 percent performance assessment strategies not observed or rarely.					10				
School Organization – faculty 10 of 11 schools the faculty was cited as a strength at all schools.						21			
ELA - 90.5 percent is occasionally and frequently on a high level of student attention but 9.5 are extensively.					6				
ELA K-8 - Many schools are doing instructional feedback.					6				
ELA High School – 100 percent not observed parent involvement.					10				
Respondents in 9 out of 9 schools reported that space issues were a challenge.						21			
In 10 out of 11 schools behavior is an issue especially in the secondary schools where respondents in half of the schools expressed serious concerns about student behavior.						20			
Regarding the districts capacity to support schools, respondents said that recent organizational changes have presented problems. Respondents expressed concerns about being spread too thin.		31							
Secondary teachers cited use of formative and summative forms of assessment.				22					
There is ongoing interim testing for all students to verify proficiency.				7					

**10. Do teachers identify and provide appropriate additional instruction for students who are not proficient?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
ELA—Student special needs significantly influence instruction—60 percent to 93 percent of teachers report somewhat or strong.									35

**11. Do teachers use assessment data to inform instruction (e.g., monitoring, diagnosis, reteaching)?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Teachers cited many and varied formal, summative, and high stakes testing.				15					

**12. Is there a process in place within the district to monitor the effectiveness of instructional programs?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC

**13. Is the professional development (e.g., regional, district, school) high quality and focused on the content and pedagogical areas of need?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC
Mathematics—Evidence of plans and policies to ensure that professional development is guided by student achievement and needs-assessment data was consistent across schools and classrooms. However, no documentation to support qualifications of professional development providers.			21						

**14. Are teachers translating professional development into effective classroom practice?**

**15. Are there sufficient supports in place for new teachers?**

**16. Do district and school plans prioritize the needs identified by NCLB?**

	CA	DI	DR	ELL	OBS	SI	SE	SA	SEC