



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

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



<b>BEDS Code/DBN</b>	59-05-01-06-0000
<b>District</b>	Fallsburg Central School District
<b>District Address</b>	115 Brickman Road, Fallsburg, NY 12733
<b>Superintendent</b>	Ivan Katz, Ed. D.
<b>Date(s) of Review</b>	May 10, 2013
<b>Schools Discussed in this Report</b>	Fallsburg Jr.-Sr. High School

<b>District Information Sheet</b>											
District Grade Configuration	PK-12	Total Student Enrollment	1388	% Title 1 Population	6	4	% Attendance Rate	92			
% Free Lunch	57	% Reduced Lunch	7	% Student Sustainability	87	% Limited English Proficient	8	% Students with Disabilities	12.2		
<b>Racial/Ethnic Origin of District Student Population</b>											
% American Indian or Alaska Native	0	% Black or African American	12	% Hispanic or Latino	37	% Asian, Native Hawaiian /Other Pacific Islander	1	% White	47	% Multi-racial	2
<b>Personnel</b>											
Number Years Superintendent Assigned/ Appointed to District	7	Number of Deputy Superintendents	1	Average Years Deputy Superintendents in Role in the District	7	# of Directors of Programs	4				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	0	% Teaching with Fewer Than 3 Yrs. of Exp. in District	3	Average Teacher Absences in District	7/day				
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	2	Number of SIG (a) Recipient Schools	2	Number of Schools in Status			2
						Number of SIG (g) Recipient Schools	0				
% ELA Performance at levels 3 & 4	<b>3-8 – 33 HS - 72</b>	% Mathematics Performance at levels 3 & 4	<b>3-8 – 36 HS - 67</b>	% Science Performance at levels 3 & 4	<b>3-8 – 62 HS - 77</b>	% 4 yr. Graduation Rate (for HS only)	<b>64</b>	% 6 yr. Graduation Rate (for HS only)	<b>67</b>		

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X (ELEM & HS)	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X (ELEM & HS)	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
X	Limited English Proficiency		

X indicates grades 3-8 groups that did not meet AYP except as noted for white in ELA and Mathematics

**Tenet 1 - District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Mark an "X" in the box below the appropriate designation for each statement of practice (SOP), and indicate in the **OVERALL RATING** row the final designation for the overall tenet rating.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			X	
1.3	The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.			X	
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.			X	
	<b>OVERALL RATING FOR TENET 1:</b>			<b>D</b>	

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

#	Statement of Practice	H	E	D	I
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.			X	

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

#	Statement of Practice	H	E	D	I
3.1	The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			X	

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

#	Statement of Practice	H	E	D	I
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.			X	

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

#	Statement of Practice	H	E	D	I
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5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.			X	
<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

**District Review Narrative:**

<p><b>Tenet 1 - District Leadership and Capacity:</b> The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p>	<p><b>Overall Tenet Rating</b></p>	<p><b>D</b></p>
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<p><b>Statement of Practice 1.1:</b> The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p>	<p><b>SOP Rating</b></p>	<p><b>E</b></p>
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**Debriefing Statement:** The district has long-standing relationships with colleges, institutions, and other agencies that lead to successful recruitment, as well as an innovative program for development, of instructional personnel. Additionally, the development of a comprehensive plan for evaluating and sustaining high-quality personnel based on the recent approval of the New York State United Teacher (NYSUT) Annual Professional Performance Review (APPR) is ongoing. As a result, the district has implemented a comprehensive process that addresses the needs of the schools within the district.

**Strength:**

- The Superintendent and Human Resources administrator report that the district cultivates and maintains a number of external partnerships and services to ensure a comprehensive approach for recruiting and retaining high quality personnel. Partnerships and services include the State University of New York (SUNY) New Paltz, Mount Saint Mary Teaching Program, and the Putnam North Westchester (PNW) Boards of Cooperative Educational Services (BOCES), On-Line Application System (OLAS), all of which increase the number of qualified candidates and pool of applicants for vacant positions. In addition, the Mount St. Mary’s Today’s Student, Tomorrow’s Teachers Program nurtures ninth through twelve grade high school students interested in careers within the field of education. At the time of the visit, there were twenty-one students from Fallsburg enrolled in an undergraduate education training program and attending a partnered college in New England. The goal of the program is to support and encourage students to return to the Fallsburg area to teach. The district recently adopted the Annual Professional Performance Review (APPR) for the evaluation of teaching and leadership standards. District administrators and school leaders followed the previous observation and evaluation process until final ratification of the APPR. The district has provided school leaders with intensive training in the process and provides an on-site library resource for administrator reference. Professional development (PD) for teachers includes elements of instruction, and common language of instruction and assessment. The MyLearningPlan.com system collects all data components of the evaluation system. The district provides new employees with a mentoring process that includes seventy hours of mentoring for a first year teacher and thirty hours for a second year teacher. The district uses a team approach to improve instruction, including Professional Learning Communities (PLC) for personnel to become familiar with each other and to learn about using data and assessment. As a result of the district’s comprehensive approach to ensuring high-quality personnel, turnover is minimal and instructional personnel is mostly

stable.

**Statement of Practice 1.2:** The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

**SOP Rating**

**D**

**Debriefing Statement:** The district allocates resources and generic support to the schools by balancing the needs of the district with school and community resources. However, the district's lack of full consideration of the data may result in inadequate allocation of financial and staff support, which can impede school improvement and student success.

**Area for Improvement:**

- The district leader (DL) commits to a regular review of district-wide financial allocations connected to the district's mission and vision. The DL stated that he understands the importance of balancing the needs of the district and individual schools with scarce community resources. Sullivan County is the poorest county in New York, and Fallsburg is the poorest town in Sullivan County. The DL's focus and belief is that an investment in prevention and support services early in each child's life and education is particularly significant in the Fallsburg community. The DL formally meets on a monthly basis with school leaders in an administrative council meeting, and the school leaders review the building activities during the council meetings. The DL seeks preliminary budget requests from school leaders as well as program directors in December or January of the school year. Then, the district leaders meet with the school leaders individually to review each budget request. The DL and Assistant Superintendent are in the school buildings frequently providing support to school leaders, concerning resources allocated by the district through daily communication and interaction. After consideration of academic data sources, school leader requests, the district's fund balance, grants, and other revenue sources, the DL creates a money distribution plan that includes a percentage of financial resources held to cover unexpected expenses. District leaders also access the Sullivan County BOCES Office of School Improvement as a cost manageable resource to the schools and personnel. The IIT found that the allocation of resources is not always adequate in supporting the engagement and success of all students, staff, and families, which can hinder school improvement.

**Statement of Practice 1.3:** The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.

**SOP Rating**

**D**

**Debriefing Statement:** District leadership communicates a comprehensive and explicit theory of action and high expectations in written and verbal forms. However, some constituents have unmet needs and not all community members understand their role in meeting the outlined expectations.

**Area for Improvement:**

- The District Comprehensive Improvement Plan (DCIP) is the explicit theory of action document, although

not all constituents are aware of this plan. The review of documents and interviews indicated that a planning committee including parents, students, teachers, and administrators created the DCIP. The posting of the district goals on the website communicates the goals to some groups of the community. The DL reported that he shares the comprehensive theory of action, goals, and expectations during BOE meetings, at staff meetings, and at community events. The DL created his Superintendent’s Action Plan based on the district’s expectations. He also stated that it is his expectation that school leaders develop their school goals based on the DL’s action plan. Currently, however, there is no monitoring system described that will determine the strength of the connection between the district’s high expectations and the alignment of professional practices to desired student outcomes. In addition, district interviews revealed that there is no translation of the DCIP into any language other than English. Unless all constituents can access the information on the district’s website, the district’s expectations and theory of action are unknown to all constituents, which limit stakeholder participation in making the improvement plan and goals a reality.

**Statement of Practice 1.4:** The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

**SOP Rating**

**D**

**Debriefing Statement:** The district has an outdated Professional Development (PD) Plan that does not reflect the Common Core Learning Standards (CCLS) or the Annual Professional Performance Review (APPR). In addition, there is an absence of external consultants, with mechanisms for internally embedding supports to frequently provide PD opportunities. Therefore, the instructional needs of individual schools remain unmet.

**Area for Improvement:**

- Mandates and regulations currently drive the district’s PD opportunities. Interviews with district personnel indicated that the implementation of the recently ratified APPR agreement would have a significant impact on the development of a comprehensive district PD plan. In order to identify some of the areas of future PD needs, the district conducted a special education audit. The district uses the My Learning Plan system to assist in communicating the availability of PD opportunities, managing staff PD enrollment, tracking staff participation, and generating reports. PD opportunities occur during the Superintendent Conference Days, and are additionally offered by BOCES, without the development of a formal district PD calendar. Interviews with district personnel indicated that all instructors receive follow-up PD support through the APPR process. Additionally, instructors at the elementary level receive follow-up PD support through their work with part-time coaches in reading and math. In order to support instruction, the district recommended to the BOE that the district establish instructional coach positions. Instructional coach positions were approved, and will serve as an additional level of instructional support.

**Statement of Practice 1.5:** The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

**SOP Rating**

**D**

**Debriefing Statement:** The district has structures for collecting, analyzing, and disseminating ongoing achievement data. However, the system for implementing an explicit vision and expectations to hold all staff members accountable for influencing, informing and supporting data-driven decision-making and student goal setting does not exist. Therefore, student achievement continues lags, and the accomplishment of school goals is inconsistent.

**Area for Improvement:**

- The DL has communicated expectations that all staff collect, review, and analyze data to inform instructional best practices. In addition, he reported that he communicates his expectation of the use of data by all staff during PD, on Superintendent Conference days, and through school leaders. Data sources include NWEA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), State Assessments, Post Assessments, and others. The data is “mined” during the summer so that final data is available to all staff when the school year begins, and comparisons can be drawn between individual teacher successes and less than successful practices. The DL states that he clearly communicates the expectation that all teachers develop student-learning objectives (SLOs) based on achievement data from the prior year. The district expects that the implementation of data informed instruction takes place at the building level because of the work of data inquiry teams, instructional coaches at the elementary level, and the process of observation and feedback between the school leaders and teachers. Until there is full implementation of the APPR, with fidelity, by school supervisors/leaders, accountability for the use of best practice strategies by all staff members remains inadequate in effectively promoting school improvement.

**Tenet 2 – School Leader Practices and Decisions**

Statement of Practice (SOP) 2.1: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.

**SOP Rating**

**D**

**Area for Improvement:**

- The district leaders meet with the Jr.-Sr. high school leaders frequently. The DL indicated that he has had conversations with building administrators as needed to address issues surrounding “at-risk” students, students with disabilities, and student supports/interventions. The school leader (SL) reported that the DL has an open door policy and that it is typical for him to have daily contact with DLs because the offices are in the same building. The SL reported that district office staff members provide training to SLs in how to access and analyze data. The SL reported that when there are difficulties with parents or community members, the DL requires that complaints or other difficult issues proceed through the appropriate “chain of command.” The newly appointed Director of Pupil Services reported that she works collaboratively with the district curriculum director and that they have established a good working relationship. She collaborates with special education teachers, and also provides direction to support the implementation of CCLS instructional shifts. Review of the district self-assessment document indicated that the district collaborates with its schools, as well as the Sullivan County BOCES staff, to implement intervention/supports and anti-bullying programs. The document also addressed the

multiple languages spoken by families in the community. Most district publications are translated into Spanish, as are the web pages, and there are bilingual staff members in both of the district's schools. The DL reported that he conducts frequent walk-throughs in the schools, and discusses issues and daily events with personnel. The SL reported that district support allows for meeting specific instructional needs, but not all needs, of the school community. The SL appreciates the consideration that the DLs give to SL requests for support. For example, the DLs supported the after-school enrichment program funded by a 21<sup>st</sup> Century grant. The Director of Pupil Services meets with special education teachers on a monthly basis to support the incorporation of rigor, higher order thinking, and other CCLS shifts. However, opportunities for collaborating with teachers focused on student performance, progress, and needs, do not exist inherently at the Jr.-Sr. High School. The SL stated that he receives district support when he reviews staff skills and sometimes re-assigns a teacher's subject or grade level based on his/her strongest skills and abilities. However, while the district provides the SL with select supports to meet some specific student needs, a void of support remains in regard to other significant needs of the school community.

**Tenet 3 - Curriculum Development and Support**

Statement of Practice (SOP) 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

**SOP Rating**

**D**

**Area for Improvement:**

- The district has established formal and informal communication opportunities with schools connected to the implementation of comprehensive curricula. The DL stated that he explicitly asks and expects school leaders and staff to accept ownership for creating and implementing curricula aligned to the CCLS and inclusive of the arts, technology, and other enrichment subjects. The DL provides robust PD opportunities inclusive of the arts, technology, and other enrichment subjects. Communication opportunities include monthly administrative council meetings, an annual administrative retreat, conference days, and individual meetings between DLs and SLs. Additionally, the DL expects SL participation in district English language arts (ELA) and math committees. The DLs and Jr.-Sr. High School SL also stated that being in the same physical building facilitates more frequent communication between them. According to the DL, the district provides teacher planning and collaboration time during PD sessions as well as the use of technology such as shared Google docs, unit planning and curriculum mapping software. The district's partnership with the local BOCES provides PD for teachers on implementing the CCLS shifts, and the district has established a system of two hour delayed school opening for students so that teachers can work with curricula before school begins. At the time of the school and district visits, there was no evidence that the district provides PD on instructional methodologies or strategies required to meet the needs of its lowest performing students. The district shared annual student achievement data such as NWEA summative growth reports, state assessment results, and BOCES Assessment Reporting Service reports, with the schools. The SL stated that the district is "way ahead" of BOCES and other schools in the area of data collection and sharing. However, district interviews indicated that the use of the data is a responsibility of the teachers, and that there

needs to be closer monitoring to ensure that SLs hold teachers accountable for instructional practices and decision-making informed by data. The review of documents and interviews indicated that while the district references data in presentations to staff and the BOE, there is no evidence that the district uses the data to monitor school progress and identify patterns in student learning. As a result, there is no monitoring of the use of data-informed instructional strategies, and no evidence of holding school personnel accountable for decision-making informed by data. Due to this, a data-driven culture does not exist to ensure inclusive enrichment of teaching and student learning remains deficient in the use of arts, technology and other enrichment areas.

**Tenet 4 - Teacher Practices and Decisions**

**Statement of Practice (SOP) 4.1:** The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.

**SOP Rating**

**D**

**Area for Improvement:**

- APPR and CCLS curricula alignment and implementation are the primary focus of PD provided by the district. A review of the district’s DTSDE Self-Assessment document and interviews with district leaders, the district provides PD opportunities through internal and external consultants, BOCES, and other professional groups. The DL stated that he does not differentiate between schools or groups of personnel in the content of PD because the district has made a commitment to ensure that all district personnel have access to quality PD addressing how to use data to increase student outcomes. While some teachers provide input into the overall creation of the PD schedule, and the SL reported that there are times when teacher groupings during the PD is based on their instructional proficiency, no evidence was provided to indicate that any individuals or groups use specific school or student performance data to differentiate PD offerings. The SL and staff interviews indicated that more PD opportunities now focus on the APPR because of the delayed ratification which has hastened the implementation of this multi-faceted APPR. The SL reported that the district pays or reimburses some teachers to attend trainings covering such topics as effective instructional planning based on student performance, outside of the district-designated training days. Other district interviews revealed that some teachers providing targeted instruction to subgroups of students receive PD and follow-up support focused on the use of best instructional practices and strategies. Through the district’s connection with the Mid-Hudson Regional Special Education - Technical Assistance Support Center (RSE-TASC), for example, teachers receive specific training regarding explicit and specially designed instruction, as well as follow-up support from a Special Education School Improvement Specialist (SEIS). Although the district may provide PD follow up support by BOCES or outside consultants upon request, not all teachers currently receive instruction and follow-up assessment support, specific to their implementation of best practices. Without opportunities and follow up support to implement best instructional practices and strategies, for all teachers, teachers are unable to improve practice, which hinder consistent and timely improvements in student outcomes.

<b>Tenet 5- Student Social and Emotional Developmental Health</b> <b>Statement of Practice (SOP) 5.1:</b> The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	<b>SOP Rating</b>	<b>D</b>
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**Area for Improvement:**

- The schools in the district must increase their reliance on community agencies and partners to provide opportunities and resources that positively support students' social and emotional developmental health. The DL stated that the district does not have a separate policy addressing the support of student social and emotional developmental health because implementation of the Dignity for All Students Act (DASA) is required and includes many aspects of supporting student social and emotional developmental health. Neither the SL nor the Director of Pupil Services is aware of a specific district policy supporting the social and emotional developmental health of students, although both are aware that community agencies and other partners collaborate with the district to meet some student needs. Staff of the agencies and partners meets with specific students once per week. District interviews revealed that teachers directly contact the appropriate referral designee at the agencies when necessary, although there is no awareness of resources to address the needs of students with significant mental health diagnoses. While the DTSDE Self-Assessment document stated that the district supports a wellness policy and committee, the Jr.-Sr. high school participates in a character education program, and all district and school staff have received anti-bullying training, there is no evidence of a comprehensive program or approach to PD topics across the entire continuum of student social and emotional developmental health needs. The Director of Pupil Services conducts observations and walkthroughs of special education classes, paying attention to practices and strategies implemented to address a range of indicators of social and emotional developmental health needs. She reported that after these walkthroughs are completed, she provides feedback and direction to teachers. The district reported that they require psychologists and other evaluators to address student social and emotional developmental health needs in their evaluation reports. Since there is no comprehensive approach to district PD or follow-up support in this area that results in all school personnel having the ability to meet student social and emotional needs, overall improvements in student success and achievement are limited.

<b>Tenet 6 - Family and Community Engagement</b> <b>Statement of Practice (SOP) 6.1:</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	<b>SOP Rating</b>	<b>D</b>
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**Area for Improvement:**

- There is a district policy espousing a climate of belonging for families, that encourages school-wide adoption, and complies with the requirements of Title I and No Child Left Behind (NCLB). Following a review of the district's DTSDE Self-Assessment document, policies, and interviews, there was no evidence of a comprehensive family and community engagement strategic plan, and no incentives or mandates for schools to adopt the district's policy. The district's Code of Conduct and parent involvement policies describe the district's expectations for the involvement of family members in support of their child's education. During the district visit, there was a sub-committee of the BOE charged with community coordination and communication identified. This committee's work had resulted in the planning of the district's first Parent Institute. The purpose of the institute was to "provide parents with educational resources" to "enhance their understanding of their children's education." The DL described a plan for information tables including parent organizations, health related resources, and literacy volunteers, as well as free bus transportation to and from the event. District interviews revealed a number of events planned and/or supported by the district to encourage family participation in the schools such as a Reading Night for entire families, open houses, parent-teacher conferences, etc. In connection with the district sponsored events and general communication with families, district personnel described a purposeful strategy that allows for the exchange of student, school, and district information. At the time of the district visit, the district had distributed a majority of its written information in Spanish and English; translators were available at the district-sponsored events; phone blast messages and reminders of meetings had been provided in English and Spanish; the district's website had an easily accessed translator feature; and there was positive response to the creation of the district's Facebook page. Document reviews and interviews indicated that the district cultivates community partnerships that provide resources and supports in response to some family needs, although resources are limited, and available supports cannot address all needs. Although the district communicates school and district information to school constituents, there are few resources available to respond to the wide-range of needs of students and families

## **Recommendations:**

**Statement of Practice 1.2:** The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Statement of Practice 1.2, the District should:

- Develop a structure for considering all data sources in assessing district, school, community, and family needs before allocating and deploying resources. Ensure appropriate levels of support for schools based on the needs of the school community. Include recently received survey feedback as data for consideration.
- Provide additional support to school leaders regarding the organization of resources allocated by the district so that the schools, and all students, receive full benefit from the resources.
- Develop a monitoring and/or assessment process to ensure that resource allocations are adequate to meet student, staff, and family needs.

**Statement of Practice 1.3:** The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Statement of Practice 1.3, the District should:

- Continue to set high expectations and communicate them to all school personnel. Ensure that the district's expectations are included in the goals of SLs and regularly monitor the SL's progress in the implementation of action steps toward all teachers connecting student outcomes with their professional practices.
- Ensure the translation of the district's expectations and explicit theory of action into all pertinent languages and discuss them with all district constituents.

**Statement of Practice 1.4:** The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Statement of Practice 1.4, the District should:

- Develop a current PD plan that incorporates concentrated areas of school needs determined by data, as well as mandated transitions, and delineates a timeline for successful completion of each step in the plan.
- Establish a calendar of PD opportunities based on the assessment of staff practices and communicate the calendar throughout the district.
- Develop a mechanism for determining necessary follow-up support for staff members from individual schools, provide the follow-up support, and frequently assess the implementation of PD strategies.

**Statement of Practice 1.5:** The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Statement of Practice 1.5, the District should:

- Continue to communicate district expectations for data use by staff members and provide specific PD to all instructional staff to build their skills in instructing students and establishing goals based on all of the available data.
- Identify a best practice that informs teachers how to use data to instruct students, addresses student achievement and school goals.