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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

BEDS Code/DBN	03-02-00-01-0000
District	Binghamton City School District
District Address	164 Hawley Street, Binghamton, NY 13902
Superintendent	Dr. Marion H. Martinez
Date(s) of Review	April 23, 2013
Schools Discussed in this Report	Theodore Roosevelt Elementary School Binghamton High School,

District Information Sheet							
District Grade Configuration	Pre-K - 12	Total Student Enrollment	5,668	% Title 1 Population	75%	% Attendance Rate	92%

% Free Lunch	62%	% Reduced Lunch	13%	% Student Sustainability	47%	% Limited English Proficient	4%	% Students with Disabilities	13%

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	1%	% Black or African American	25%	% Hispanic or Latino	12%	% Asian, Native Hawaiian /Other Pacific Islander	3%	% White	53%	% Multi-racial	6%

Personnel							
Number Years Superintendent Assigned/ Appointed to District	1	Number of Deputy Superintendents	1	Average Years Deputy Superintendents in Role in the District	1	# of Directors of Programs	8
% of Teachers with No Valid Teaching Certificate in District	1%	% Teaching Out of Certification in District	.5%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	7.7%	Average Teacher Absences in District	8.71%

Overall State Accountability Status (Mark applicable box with an X)									
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	10	Number of SIG (a) Recipient Schools Number of SIG (g) Recipient Schools	0	Number of Schools in Status	10

% ELA Performance at levels 3 & 4	**3rd – 48%** **4th – 39%** **5th – 42%** **6th – 46%** **7th – 41%** **8th – 39%**	% Mathematics Performance at levels 3 & 4	**3rd – 46%** **4th – 47%** **5th – 46%** **6th – 48%** **7th – 55%** **8th – 50%**	% Science Performance at levels 3 & 4		% 4 yr. Graduation Rate (for HS only)	67.8%	% 6 yr. Graduation Rate (for HS only)	71.6%

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

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	
	OVERALL RATING FOR TENET 1:			D	

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
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**	

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

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.	**Overall Tenet Rating**	**D**
Statement of Practice 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.	**SOP Rating**	**E**

Debriefing Statement:

The district has strategies for recruiting and sustaining high quality personnel. The district has not yet implemented a plan to support school leaders in their provision of an effective, cohesive response to staff needs, as identified during the evaluation process, to ensure success for all subgroups within the school community that leads to strong student outcomes.

Strengths:

- While the district leader (DL) reported that the district has had cutbacks, she described the process for recruiting high quality personnel, which includes partnerships with nearby colleges and other districts, many of which had excessed quality, experienced staff. Staff members who are retiring notify the district by February 1, at which point the district recruitment process begins. The district, which relies on the On Line Application System (OLAS) when advertising vacancies, regularly yields eight to ten candidates from 30 to 40 applications per opening. District staff reported, "this year we will have layoffs and will put them on the preferred eligibility list, which union contracts require that they refer to before they look at outside candidates." Building leaders conduct team interviews, which includes the presentation of a mini-lesson by candidates who choose to provide one, so that leaders each have an opportunity to choose their staff. The district's retention efforts include providing new staff a full year of mentorship, supported by the union, including a full week in the summer and mentoring throughout the year. Retention efforts were evident in the district leader's intention to "grow our own teachers and administrators" by providing tuition reimbursement to help those who choose to go back to school to become certified in other areas, which is exemplified by the district supporting a math teacher who pursued certification to teach Mandarin. The district has started the process of evaluating staff using a "rubric so that the staff knows what will be looked at." The DL reported she is addressing "a small number" of teachers with high absenteeism and is using a sick bank to ensure that teachers are present. Staff reported there is a draft of an Administrator Mentor Program intended to build school leaders' capacity to conduct evaluations correctly. Because the district employs strategies to recruit and retain highly qualified and experienced personnel and supports leadership through the provision of professional development (PD), school leaders are able to provide instructional leadership to support student success.

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 includes principals in the decision-making process regarding funding and has a plan to include input from members of the school community in budget planning. Expanding the process to include input from community stakeholders positions the district to make better informed decisions to meet the needs of the school community.

Areas for Improvement:

- According to the DL, there is currently a pre-budget planning process in place designed to obtain information regarding school building needs. This includes having in-depth conversations with school leaders and using data to make decisions regarding allocation of resources. However, in October 2013, the process will expand to include work sessions that involve community members and parents. District leaders described teachers as "their greatest asset" and invest in their growth and support by providing tuition reimbursement and PD; the district has "grown their own teachers from teaching assistant to teacher to administrator." District leaders commented that using input from school community stakeholders allows the district to make budget decisions that take into consideration different points of view. The district provides resources to support a mentorship program for newly hired staff during their first year and also provides all staff PD to improve instructional practices. District leaders report that schools receive support both on a per pupil basis and according to school priorities. District budget cuts led to reductions in district and school staff. The district leaders noted that these cuts included reductions in staffing in English Language Learner (ELL) and special education programs. Budget cuts also resulted in the restructuring of administrative departments. The DL reported to the review team that the allocation of resources is differentiated to support subgroups. For example, Contract for Excellence funding has supported embedded PD on special education as well as reductions in class size. Some students identified as at-risk-of-not-graduating benefit from the Regents Academy, an off-site program with a low teacher-to-student ratio where freshmen are provided the opportunity to transition to a high school setting in a smaller environment that is easier for them to manage. The district staff reported that they address the different learning needs of students, citing the example of using "Walk to Math" for mathematics instruction. Students with disabilities receive instruction in core curricula for half the day and then receive instruction in skills groups for remainder of the day. District leaders indicated that the West Middle School has been especially effective at using technology, stating, "All kids are doing great, different things." Although the district process for making funding decisions takes into consideration the needs of the members of the school community, the overall allocation of resources, such as the reductions in special education staff, do not fully address the needs of all students, hindering the district's ability to increase student achievement.

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:

Although the district leadership has a clear vision and high expectations, the district's communication plan, which is in its early stages of implementation, has not yet been disseminated effectively to all members of the school community. The district leadership is relying on the implementation of a strategic plan to create a school culture of high expectations. Since the plans have not been fully implemented, all constituents neither know about these expectations nor the role of constituents in meeting the expectations.

Areas for Improvement:

- The DL reported that her approach toward the development of a shared vision of high expectations begins with a discussion of "what does it mean to be a (Binghamton) Patriot." In her first 100 days, she visited all the schools and attended meetings with civic organizations, parent organizations, higher educational institutions and made appearances in local media to talk about a plan to "stop losing the area's youth." She expressed concerns about the "underperformance and over-identification of Black adolescent males," which "is unacceptable" and leads to high dropout and suspension rates. She also reported that many parents feel disenfranchised. One way the DL is trying to address these issues is by creating linkages with community based organizations, including communities of faith. She indicated that this outreach was helping her to set the agenda for the district's instructional program. The DL described her commitment "to high expectations for all stakeholders in the District to address the needs of all constituents." The DL planned to use a June 2013 Board of Education retreat to make "a much tighter alignment" of resources to initiatives and set goals that are measurable and based on data. District staff reported that the high school started implementing data driven instruction (DDI), and the DL's goal is for the middle schools to begin using DDI. She is requiring school leaders to set goals and be accountable for them. "Plans must be specific and show who is responsible for each piece of the plan." She reported that she is requiring school leaders to present their school's data to the Board of Education regularly. Although district leadership is setting the foundation for a culture of high expectations, the communication of the strategic plan has not reached all stakeholders. Therefore, all constituents neither know about these expectations nor the roles of constituents in meeting these expectations.

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 is implementing its Professional Development Plan (PDP), which is based on the district's goals. However, since the Plan does not yet fully support all subgroups, the school community is not yet meeting the needs of each student.

Areas for Improvement:

- The district is implementing its PDP, which is based on the district's goals. Factors such as student performance data, feedback from observations, and staff surveys informed the development of the district PDP. While participation in the survey was very low, the district leadership reported they have alternative means for collecting feedback from teachers about their needs. Reviewers noted the Plan appears to respond to the recommendations of previous reviews. The district created new positions to support teachers, including Curriculum Specialists/Liaisons, as well as Directors of English Language Arts (ELA)/Social Studies and Mathematics/Science/Technology. The district responded to teachers asking for support for lesson plan writing by putting lesson planning on the website. When reviewers asked district staff to share examples of the best practices they provide to staff, staff cited trainings on using tape diagrams to teach the Math Modules, using SMART notebook (a collaborative learning software), and using differentiation strategies (I do, We do, You do) to support instructional practices. District staff reported the high school is piloting the use of technology in some classes. Examples included the use of the "flip curriculum," where teachers record lessons and students view the lecture on-line, making it accessible from home. In addition, the high school is getting a new, all-digital mathematics curriculum, designed to be connected to the CCLS. While the district implements the Challenge Program for character education and cross-cultural understanding for students, the DL commented that teachers are struggling with the changing demographics in the district. District staff reported that a way they can achieve high expectations is to "make sure we finish teacher evaluations for APPR [Annual Professional Performance Review] and provide PD to support teachers." Leadership can monitor teachers' participation in PD through My Learning Plan (MLP). Curriculum training took place in professional learning communities (PLC). While the PD Plan is extensive (52 pages) and offers teachers a list of options, the district stressed the need to keep teachers in the classrooms. District leaders plan to use five days of PD based on Foundations of Effective Teaching, followed up with coaching aligned to the observation rubric. Leadership looks for evidence during learning walks and follows up with feedback with the prompt, "have you thought about..?" to help teachers build their capacity in a non-threatening way. Although there are some self-contained classrooms, district staff reported that the district is "an inclusive district," and "what used to be special education strategies are now used by general education teachers." Teachers who teach students with disabilities receive PD in CCLS, and general education teachers receive PD in differentiated instruction. However, documents showed that Specially Designed Instruction was not a consistently used practice for students with disabilities by teachers in some schools. While the district is making progress towards achieving PD goals, the District PDP does not yet fully support all subgroups, nor is it tailored to meet identified needs in individual schools. This situation results in the school community not meeting the needs of each student.

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 leader and staff are developing a data driven culture that promotes using data to inform best instructional practices. District leadership is committed to a culture of accountability; however, efforts to communicate accountability expectations to all staff members are in progress and not yet fully implemented.

Areas for Improvement:

- District leadership is putting structures in place for teachers to use data to inform their instruction. Per interviews with staff, reviewers were advised that members of the curriculum development team bring experience to support this process, both as teachers and as professional developers in content areas and in DDI. Curriculum specialists convene data teams at the beginning, middle, and end of the year, which include consultant teachers, ESL, and reading teachers. The high school has started implementing DDI. The DL's goal is for the middle schools to use DDI as well. The DL reported her plan is for every school to have common planning time for school and grade-level data team meetings. Her perception is "things aren't aligned with goals, and they aren't measurable," and "there needs to be a district data team." She is holding school leaders accountable, requiring each to be "responsible for their own School Comprehensive Education Plan data, including presenting that data to the Board of Education." Although the district leadership has begun to implement strategies to build expectations for system-wide accountability, the lack of full implementation has resulted in inconsistent use of data to inform instruction.

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**	**E**

Strengths:

- While many in Central Office leadership are new to their positions and the DL began in January 2013, district and building leaders reported their relationship is collegial and communicative and "designed to build collegiality and support as well as accountability." The district leadership is providing support to elementary through secondary school leaders in several ways. The DL holds monthly meetings with elementary school principals to discuss the needs of the school's community and at the same time trusts the principals to make interventions as necessary. The district is supporting the development of the building infrastructure by providing PD opportunities, including during the summer through Board of Cooperative Educational Services (BOCES) and in-house offerings. Topics included instructional practices, developing curriculum to align with Common Core Learning Standards (CCLS), and the APPR. The district offered stipends for some training to encourage staff participation. There is also an Administrative Retreat focused on providing instructional guidance. Through a review of documents and interviews with school and district leaders, the review team determined that the district created new Curriculum Specialists positions for each content area as well as for Special Education to train and coach teachers. The district provides school leaders with electronic communication devices in order to facilitate internal communication. Regarding responsiveness to the needs of the school community, a school leader reported that district leaders have been "very helpful and supportive of the leader's activities to sustain a school climate that is responsive to the needs of students and families." As a result of the district support provided to the school leaders, they are able to develop and nurture schools that are responsive to the 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

Areas for Improvement:

- District and school leaders collaborate to provide opportunities and supports to instructional personnel to help develop a data-driven culture with CCLS-aligned curricula that include a variety of enrichment opportunities. The open communication between the district and school leadership had led to a sense of ownership and accountability. The district is supporting the integration of the CCLS into instruction on the secondary level through Department Chairs and newly created Curriculum Specialist positions. District leaders provide feedback regarding school-wide effectiveness based on student scores and progress data, although at least one school leader is unaware of whether the district analyzes data to identify patterns in student learning. Documents reviewed by the review team included district communication with elementary and middle schools, but no direct communications with the high school regarding CCLS PD were provided to the review team. The integration of the arts, technology, and instructional enrichment across grade-level and content areas occurs, but on a limited basis. One example of this integration is in the high school, where students are offered an English Language Arts (ELA) course that is integrated with Visual Arts; however it is only at one particular grade level and affects only a small number of students. Due to the limited offerings of courses that integrate the arts, technology and other enrichment subjects and the lack of universal access to rigorous CCLS-aligned curricula, some students are not provided instruction that engages them in their learning.

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	E

Strengths:

- The district and school leaders identified the need to increase the district graduation rate as a primary goal. Leadership collaborates to provide opportunities and supports to develop teacher instructional strategies and practices. Some school leaders stated that the district has been responsive to requests for follow-up PD support to address areas of instructional need based on individual and class data. Some school leaders report communication between the building and district leaders regarding PD needs takes place in district committee meetings. District leaders indicated a focus of PD is implementation of best practices, examples of which include Cooperative Learning, Focus on Effective Teaching, and Data Driven Instruction. The new Curriculum Specialists for content areas and special education at the high school provide PD follow up and coaching to school staff on instructional practices aligned to data. Some school staff reported district-wide summer curriculum development is useful, and they would like to participate in more learning opportunities, including how to align the curriculum with the CCLS. Some staff reports that the district is supportive of staff's participation in a variety of learning opportunities within and outside of the district. Because of district and school collaboration, the district provides PD and follow-up

supports to staff so they can identify best practices, improve student engagement, and align planning and instruction with student data to address student needs.

Tenet 5- Student Social and Emotional Developmental Health **Statement of Practice (SOP) 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.	**SOP Rating**	**D**

Areas for Improvement:

- The district has no social and emotional developmental health policy, but the district works collaboratively with outside agencies to provide resources within schools. Some schools provide students with medical and dental clinical services within the school building. The district's PD Plan indicates the district provides staff with Olweus anti-bullying training. The DL reported, "I see frustration on the faces of the high school kids." She acknowledges the importance of engaging students and encouraging their participation in their learning, i.e., presenting students with "culturally relevant material," but there is no PD on best practices for staff to promote student social and emotional developmental health. The district has used the Challenge Program as part of character education programming to support a welcoming environment. Through its Contract for Excellence funding, the district supports the Regents Academy, which, according to documents on the website and staff interviews, provides freshmen identified as low performing additional support through interventions (e.g., counseling and credit recovery). At the Regents Academy the staff practices the Positive Behavior Intervention System with fidelity within a small, safe learning environment in order to facilitate the transition of students to high school. Since there is no specific training given to staff to address students' social and emotional needs, district-wide at-risk students often remain unengaged.

Tenet 6 - Family and Community Engagement **Statement of Practice (SOP) 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.	**SOP Rating**	**D**

Areas for Improvement:

- The district and school leadership work to create welcoming environments, form collaborative partnerships, and develop reciprocal communication with constituents. The DL reported her "First 100 Days Plan" included establishing relationships with community stakeholders by visiting all the schools in the district her first week and then following up by meeting with leaders of civic organizations; local media; local colleges; public agencies, such as the police and fire departments; and the alumni association. She spoke about the need for collaboration so that families receive needed services. The DL articulated to reviewers her commitment to focus on family/community involvement that will facilitate connecting with "disenfranchised" families. Outreach efforts included holding a Parent Café for families who live in the low-income housing projects. There are many documents verifying parental involvement is occurring at some schools; however, the exception is families of disengaged students who do not participate actively in school events or in their child's learning. Documents also indicated that the district maintains partnerships with community agencies. The DL reported that there is a newsletter sent to parents and that the district

website is being redesigned to better meet the needs of the community. The district report card shows there is a four percent Limited English Proficient population, and according to building staff, the district's communication strategy is to provide a mechanism for any information posted on the district website to be translated into a variety of languages. However, the district does not support the translation of all written communications sent to families by the school except through posting on the district website. Because the district does not have a comprehensive strategic plan that expects school leaders to engage collaboratively with constituents and external partners, not all schools have systems and structures that support family engagement and participation.

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 structures for assessing the needs of the district to ensure that resources are in place to address school and student needs.
- Ensure that there is equitable distribution of resources to support schools in order to promote school improvement and success.

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:

- Ensure that all communication is translated into pertinent languages for all constituents.
- Ensure that the district leadership's vision for high expectations are articulated, understood, and supported by all members of the school community.
- Continue to maintain and promote high expectations for all students with an emphasis on practices that lead to positive student outcomes.

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:

- Use factors that include the district's strategic plan, staff surveys, and student data to determine PD needs.
- Ensure that PD for the district includes plans to support all subgroups.
- Provide targeted PD to schools based on identified needs.

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:

- Ensure that leaders in all schools are implementing DDI protocols.
- Work with school leaders to ensure that teachers have systems to measure student progress and have plans to use formative assessments to inform instruction.
- Work with school leaders to ensure that teams of teachers in all schools have designated times to meet and review student data.
- Work with school leaders to use student data to identify needs across each school
- Use school-level data to identify trends across the district.
- Develop plans to address the areas of needs that are identified through the school-level and district-level data analysis.