



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

## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



<b>BEDS Code</b>	580513030000
<b>District</b>	Central Islip Union Free School District (CIUFSD)
<b>District Address</b>	50 Wheeler Road, Central Islip, New York
<b>Superintendent</b>	Dr. Craig Carr
<b>Date(s) of Review</b>	May 10, 2013
<b>Schools Discussed in this Report</b>	Central Islip Senior High School Cordello Avenue Elementary School Ralph Reed Middle School

<b>District Information Sheet</b>												
District Grade Configuration	K-12	Total Student Enrollment	6676	Title 1 Population	77%	Attendance Rate	94%					
Free Lunch	64%	Reduced Lunch	13%	Student Sustainability	90%	Limited English Proficient	25%	Students with Disabilities	12%			
<b>Racial/Ethnic Origin of District Student Population</b>												
American Indian or Alaska Native	0%	Black or African American	27%	Hispanic or Latino	61%	Asian or Native Hawaiian /Other Pacific Islander	3%	White	9%	Multi-racial	0%	
<b>Personnel</b>												
Number Years Superintendent Assigned/Appointed to District	6	Number of Deputy Superintendents	3	Average Years Dep. Superintendents in Role in the District	6	# of Directors of Programs	3					
% 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	1	Average Teacher Absences in District	15					
<b>Overall State Accountability Status (Mark applicable box with an X)</b>												
District in Good Standing		Focus District	X	Number of Focus School Identified by District	4 Focus 1 Priority	Number of SIG Recipient Schools	1	Number of Schools in Status	5			
ELA Performance at levels 3 & 4	<b>29%</b>	Mathematics Performance at levels 3 & 4	<b>33%</b>	Science Performance at levels 3 & 4	<b>69%</b>	4 yr. Graduation Rate (for HS only)	<b>66%</b>	6 yr. Graduation Rate (for HS only)	<b>73.5%</b>			

**Did Not Meet Adequate Yearly Progress (AYP) in ELA**

	American Indian or Alaska Native	<b>X</b>	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	<b>X</b>	Limited English Proficient
X	Economically Disadvantaged		All Students

**Did Not Meet Adequate Yearly Progress (AYP) in Mathematics**

	American Indian or Alaska Native	<b>X</b>	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	<b>X</b>	Limited English Proficient
X	Economically Disadvantaged		All Students

**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		All Students

**Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective**

	Limited English Proficiency		
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**Tenet 1 - District Leadership and Capacity:** the district examines school systems, 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.

#	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>				I

**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, supports for teachers to develop strategies and practices, and addresses 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:

<p><b>Tenet 1 - District Leadership and Capacity:</b> the district examines school systems, 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>I</b></p>
<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>Tenet Rating</b></p>	<p><b>D</b></p>

**Debriefing Statement:** The district has a systematic approach for recruiting high-quality personnel. However, it does not provide support for staff retention and evaluation, which limits the schools’ ability to meet the needs of the community.

**Areas for Improvement:**

- While the district has a systematic approach for recruiting high-quality personnel, it does not always consider school needs, and it does not provide support for sustaining and evaluating staff. The Integrated Intervention Team (IIT) conducted interviews with district staff, including the district leader and the district leader’s cabinet. The cabinet included the assistant district leaders for personnel, curriculum and instruction, business, and other program assistants. The district has used a variety of mediums, including print and internet advertising, partnerships with area universities, and hosting annual job fairs for minority applicants to increase the diversity of the teaching staff. However, due to budget constraints, teacher’s positions in the district were eliminated. The district cabinet indicated to the IIT that the cuts were across the board, without factoring in the needs of all students, particularly English language learners (ELLs) and students with disabilities. The district leader reported that a comprehensive plan based on seniority is used to fill staff openings in the district. The district human resources director reported that currently positions are filled through a preferred eligible list (PEL) in accordance with a collective bargaining agreement. When positions become available, the district contacts eligible individuals on the list. The district leader reported that the district provides a semester-length mentoring program for retuning teachers. However, the district cabinet reported that the district has not provided support to the schools to sustain or retain other staff. Document review showed, and interviews with district human resources staff confirmed, there is significant and frequent movement of teachers among positions and from school to school in the district. The district has started evaluating staff through the newly adopted Annual Professional Performance Review (APPR) rubric. The district leader reported that in accordance with a verbal agreement with the union, he instructed school leaders to award all teachers in each school a rating of highly effective in the teacher professional responsibility category. The IIT did not find evidence that the district supported the schools in evaluation of personnel. While the district has a process for recruiting high quality personnel, the district has not provided assistance in evaluating, sustaining, and retaining staff, which limits the schools’ ability to address the needs of their constituents.

**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.

**Tenet Rating**

**I**

**Debriefing Statement:** The district allocates resources to schools based on the number of students enrolled, but it does not modify allocations based on student need or school priorities. Consequently, the allocation of resources does not support the needs of all school communities.

**Areas for Improvement:**

- The district does not have a systematic, equitable process, for allocating resources in response to school needs. The district allocates resources to schools based exclusively on student enrollment in each school. The district leader and assistant district leaders reported they deliberated on school staffing structures and chose to reduce the number of instructional positions. The district eliminated all school-level subject area department head positions in response to the budget cuts that began in 2009-10. In place of department heads in each school, the district appointed district-wide instructional coaches to serve at either the elementary or the secondary level. The superintendent also reported the district eliminated assistant school leaders at all elementary schools and now has one assistant school leader each at the high school and two middle schools. In addition, the job description for the assistant school leaders included instructional leadership and content supervision, which was removed from the secondary school leader’s professional responsibilities. Document review and interviews with district business and finance staff and the school leader indicated the district sets a budget for each school in consultation with the school board finance committee. After the school board set the district and school budgets, school leaders received budget documents with instructions on how to allocate the resources. When the IIT inquired how the district engages school leaders in the budget-setting process, the finance staff and district leader reported that school leaders prepared requests and supporting documents outlining their individual school needs and priorities with a plan outlined for meeting them. During interviews, the district staff indicated that although the school leader requests were a consideration when the district set staffing and resource allocation levels at each school, the district leader made the decisions based on the number of students enrolled at each school, rather than the particular needs articulated by the school leaders. The school leader reported that the individual school leaders could negotiate with staff regarding organization of staff to meet school priorities. The IIT asked the district leader, school leaders, budget and financial staff, and the assistant district leader charged with managing human resources, if the budgeting process had systematic or specific computations used to determine any variations in need among student groups, such as students with disabilities or ELLs, or by schools. The district staff reported that this was not the determining factor. Therefore, the district did not address equity factors or considerations for learning needs as a budgeting concern, and only the numbers of students enrolled in district schools had consequences for setting school budgets. Consequently, district policies and actions do not support equitable distribution of resources based on student and school needs, which limits school improvement efforts.

<b>Statement of Practice 1.3:</b> The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	<b>Tenet Rating</b>	<b>I</b>
<p><b>Debriefing Statement:</b> The district does not have an existing theory of action that is communicated to members of the school community. Consequently, staff’s ability to put high expectations into practice is hindered.</p> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>The district leadership has not communicated a comprehensive or explicit theory of action. Multiple interviews with the district leader and the district leader’s cabinet confirmed that the district has not communicated a comprehensive explicit theory of action connected to professional practices and student outcomes, nor is there any evidence of an established routine for communicating a district theory of action. However, the district leader’s cabinet reported that improving student achievement and coalition building and collaboration were primary areas of focus for their work throughout the district. The district did not submit a completed District Comprehensive Improvement (DCIP) plan to the IIT prior to or during the district review. Moreover, the school leader indicated on the day of the IIT visit that the New York State Education Department (NYSED) did not accept the DCIP, and returned it to the district for revision. The district does not communicate high expectations accompanied by clear goals that are specific, measurable, ambitious, results-oriented, or timely to address the needs of all constituents. Consequently, staff’s ability to put high expectations into practice is hindered.</li> </ul>		
<b>Statement of Practice 1.4:</b> 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.	<b>Tenet Rating</b>	<b>I</b>
<p><b>Debriefing Statement:</b> The district plans and delivers professional development (PD) opportunities for teachers through a turnkey and instructional coaching mode; however, the district does not monitor or evaluate the PD plan or tailor it to meet the needs of individual schools. Consequently, school improvement efforts are hindered.</p> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>The district has a plan to create and deliver PD; however, it is not a comprehensive plan that is tailored to the needs of individual schools. Interviews with the district leader, the assistant district leader for curriculum and instruction, and the assistant district leader for PD indicated they determined PD needs for teachers and topics, prepared a PD calendar, and outlined PD plans in the summer before school started. The district developed PD plans without the consultation of school leaders or teachers. The district provides PD to instructional coaches, and then they turnkey the PD to teachers at the schools. District coaches, who were formerly senior teachers, indicated to the IIT that they only visited classrooms at the specific invitation of individual teachers and that they modeled strategies and planned activities with their fellow teachers. Coaches stated they informed</li> </ul>		

school leaders about the PD activities they offered or delivered to teachers but did not consult with them about specific school needs. Interviews with the superintendent and the assistant superintendent for curriculum and instruction indicated PD delivered through the coaching model used by the district does not formally involve data analysis, formal planning sessions with school leaders, or monitoring of PD to determine if it is being used in classrooms. Moreover, the IIT has found that the district turnkey model of PD has not been evaluated to determine if the PD is delivered with fidelity to the original model, that teachers enact it consistently, or that the PD leads to improved instructional practices and improvements in student learning and achievement. Consequently, the district cannot determine if the PD leads to increased success and improved academic outcomes for all students. Because the district does not offer PD based on the particular needs of each school and does not have a process to monitor PD effectiveness, it hinders school improvement efforts.

**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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** While the district collects some data, it does not have a district strategy for data use. Consequently, this hinders the district’s ability to hold school communities and staff members accountable for providing or using best practices connected to data analysis.

**Areas for Improvement:**

- The district does not have a district-wide strategy for data use. While the district collects some data, interviews with the district leader and district cabinet indicated that there is no district plan or strategy to support the connection between data analysis and instruction. Interviews with the district cabinet indicated that expectations for how the schools are to use the data collected by the district is unclear and has not been articulated to the schools. The assistant district leader for business reported there was no district person appointed as chief information officer. He and the district leader confirmed the district hired a new administrator in the fall of 2012 to serve as the “data person” for tasks that had previously been handled by several secretaries and part-time assistants. At the time of the IIT visit, there was no other indication of district support for schools beyond supplying access to the BOCES Assessment Reporting System (BARS) to review State assessment results. Because the district has not implemented strategies for the use of data, its ability to hold staff and schools accountable is impeded.

This section provides a narrative that communicates how school communities perceive the support provided by the district.

<p><b>Statement of Practice 2.1 - School Leader Practices and Decisions:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
<p><b><u>Areas for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>According to school leaders, there is no regular venue for reciprocal communication between the district and the schools, and the district has been inconsistent in providing support to enable school leaders to implement interventions to meet school needs. School leaders reported that they view their relationships with the district as friendly, but cautious. From the schools’ perspective, the district is slow in taking the initiative with regard to responses to recent NYS programs, such as educating the community on the Regents Reform Agenda, the Common Core Learning Standards (CCLS), the district APPR, or changes in response to the varying needs of all members of the school community. The district leader reported he engages with school leaders on a one-to-one basis, as needed. However, although the school leaders indicated the district discussed school needs, they noted district leaders did not collaborate with the school leaders to devise ways to meet those needs. School leaders interviewed by the IIT stated they had some latitude in making decisions within a limited range, but also indicated they were each in need of more administrative assistance from the district to handle routine matters. School leaders reported they had teacher observation responsibilities in accordance with the APPR, but did not have direct input into developing PD plans in direct response to instructional needs. The district reported that they will approve school leader PD upon request. While school leaders described the evolving coaching model as a “plus,” they noted that coaches could not provide supervision, which hinders schools from receiving the full benefit of PD. The district reported that they did not yet have a monitoring plan for PD. Because the district does not foster reciprocal communication or provide support to school leaders to improve school performance, school leaders have been limited in their ability to be responsive to their constituents.</li> </ul>		
<p><b>Statement of Practice 3.1 - Curriculum Development and Support:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>I</b></p>
<p><b><u>Areas for Improvement:</u></b></p> <ul style="list-style-type: none"> <li>The district cabinet reported to the IIT that the curriculum that the schools use was last updated in 2006. Interviews with school leaders, teachers, and document review indicated the district trained the PD coaches in the CCLS standards during a PD session. However, the school leaders and staff indicated that the district did not provide units and materials to the schools that met CCLS expectations. School staff reported the district has not implemented a comprehensive curriculum aligned to the CCLS and does not communicate with the schools regarding expectations for curriculum beyond textbook choices. The district reported, and school leaders confirmed, that the</li> </ul>		

district installed approximately 85 interactive white boards in classrooms at the high school and provided new computer labs for the middle and elementary schools. Despite these efforts, school leaders and teachers reported the district does not yet work collaboratively with schools to provide opportunities and supports for teachers concerning best practices for technology use with students that fully includes the arts and other enrichment subjects. School leaders and teachers also reported the district has not yet implemented a comprehensive curriculum aligned to the CCLS. Moreover, the district has not developed a common understanding with the schools about what it values or expects in terms of a data-driven school culture. Consequently, the district's lack of expectations regarding the implementation of the CCLS hinders student access to a rich educational experience.

**Statement of Practice 4.1 - Teacher Practices and Decisions:** the district works collaboratively with the school to provide opportunities, supports for teachers to develop strategies and practices, and addresses effective planning and account for student data, needs, goals, and levels of engagement.

**Tenet Rating**

**I**

**Areas for Improvement:**

- The district does not work collaboratively with schools to provide PD opportunities and supports for teachers to develop strategies and practices for school needs. The district cabinet reported it provided PD to the district coaches. However, the coaches and school leaders indicated they did not have recurrent or specific planning sessions with school leaders to modify district PD activities to address or target specific school needs or the needs of individual teachers. Interviews with school leaders, teachers, coaches, and classroom observations by the IIT confirmed that the district accepts teacher plan books from tenured teachers that show lesson information in a page area of no more than two inches square. The school leaders and staff indicated that the district does not provide support to help teachers identify best practices. School leaders indicated, and district leaders confirmed, contractual constraints prohibit frequent formal and informal classroom observations, which blocks regularly recurring feedback for teacher improvement. The lack of district and school collaboration around PD, limits effective planning toward student engagement and progress.

**Statement of Practice 5.1 - Student Social and Emotional Developmental Health:** The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

**Tenet Rating**

**I**

**Areas for Improvement:**

- The district has no articulated policy related to student social and emotional health. The district staff and school support staff reported there was no district-wide PD for staff focused on supporting students' social and emotional developmental needs. If the school leader initiates a contact with the district regarding available community supports, the district provides the school leader with a list of community contacts for resources. The district leader indicated the district approved the creation of a district-wide Wellness Committee and invited teachers and community members to join, and the board of education approved a new Wellness policy in April 2013. However, school leaders from two schools reviewed by the IIT were not aware of the new policy, and the third school

leader indicated it had occurred about the same time as the IIT school review. While the district leader reported the recent adoption of the Health Smart curriculum program for students in kindergarten through grade six, school leaders indicated during interviews with the IIT that they were not aware of the new program. Consequently, the lack of a district policy to support the social and emotional developmental health needs of students impedes the district’s ability to provide support to the schools, negatively affecting student well-being.

**Statement of Practice 6.1 - Family and Community Engagement:** 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.

**Tenet Rating**

**I**

**Areas for Improvement:**

- While the district has a federally required Title I parent outreach plan and policy, the district does not have a strategic, comprehensive family and community engagement plan. The IIT reviewed the district policy book and found the Title I compliance plan for parent outreach, but district and school leaders were not able to articulate any district-wide strategic plan to engage families, or district expectations or supports concerning creating and sustaining a welcoming environment. While the school staff reported the district uses ConnectED to communicate information via telephone, sends parents a monthly district newsletter, and maintains a district website, they indicated a lack of reciprocal communication and efforts to assist the schools in developing partnerships with families. While the IIT found evidence of a number of instances where each school engaged with the community, these activities were not district-wide events. Spanish translation of written communications from the district accommodates those native speakers, but smaller populations with other native languages do not yet have consistent translation services available. Consequently, the lack of a comprehensive district-wide family and community engagement plan hampers the district’s ability to ensure family engagement in the schools and student success.

## **DISTRICT LEVEL RECOMMENDATIONS:**

In order for the District's strategy and practices to align with the concepts in the *Effective* column of the Tenets the District should:

### **Tenet 1: District Leadership and Capacity**

- 1.1: Fully develop or revise a system for recruiting, evaluating, and sustaining high-quality personnel so that the both individual professional and personal needs, as well as each school's needs are addressed. Build in monitoring and assessment plans to evaluate the system regularly to assure effectiveness.
- 1.2: Fully develop strategies within the DCIP to ensure that resources are adequately allocated throughout the district to meet the variable and uneven needs of students, parents, and staff.
- 1.3: Ensure that an established theory of action and associated expectations are shared and understood by all district staff.
- 1.4: Establish a calendar of PD opportunities that are based on the assessment of school staff practices and needs.
- 1.5: Ensure that the district communicates expectations for how data are to be used by staff members to support and establish goals for students.

### **Tenet 2: School Leader Practices and Decisions**

- 2.1: Develop and use systems and structures for ongoing communication with and support of school leaders to create and nurture a school community that is responsive to the needs of all stakeholders.

### **Tenet 3: Curriculum Development and Support**

- 3.1: Provide systematic and consistent support for the school community to move forward with the development of curricula that support the CCLS and incorporate arts, technology and other enrichment areas. Develop and use assessment tools to identify patterns of student learning that lead to the adaptation of instruction, and communicate expectations to the schools about what the district values and expects in terms of a data-driven culture.

### **Tenet 4: Teacher Practices and Decisions**

- 4.1: Work collaboratively with the schools to provide PD opportunities and supports for teachers to enable staff to develop strategies and instructional practices aligned to data. Provide PD and support so that teachers can identify and use best practices and provide systematic follow-up support.

### **Tenet 5: Student Social and Emotional Developmental Health**

- 5.1 Develop and articulate a district-wide policy related to student social and emotional health. Provide PD that systematically builds adult capacity in supporting student social and emotional developmental health.

## **Tenet 6: Family and Community Engagement**

- 6.1 Create a district-wide community and family engagement plan in collaboration with the school community. Provide mechanisms for reciprocal communication and develop community partnerships in order to meet the needs of the school community. Communicate about school issues and concerns in all pertinent languages so that all parents are aware of the communication.