



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

DIAGNOSTIC TOOL SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	10-13-00-01-0000
District	Hudson City School District
District Address	215 Harry Howard Avenue, Hudson NY 12534
Superintendent	Maria J. Suttmeier
Date(s) of Review	March 17, 2013
Schools Discussed in this Report	N/A

District Information Sheet											
District Grade Configuration	PK-2, 3-6, 7-12	Total Student Enrollment	1880	% Title 1 Population	100%	% Attendance Rate	95%				
% Free Lunch	49%	% Reduced Lunch	10%	% Student Sustainability	N/A	% Limited English Proficient	6%	% Students with Disabilities	19.3%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	Black or African American	29%	Hispanic or Latino	11%	% Asian, Native Hawaiian /Other Pacific Islander	8%	White	51%	% Multi-racial	1%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	Less than 1 year	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	N/A	# of Directors of Programs	2				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	1%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	5%	Average Teacher Absences in District	5%				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	1	Number of Focus Schools Identified by District	2	Number of SIG (a) Recipient Schools	3	Number of Schools in Status	3		
						Number of SIG (g) Recipient Schools	0				
ELA Performance at levels 3 & 4	41%	Mathematics Performance at levels 3 & 4	43%	Science Performance at levels 3 & 4	75%	4 yr. Graduation Rate (for HS only)	63%	6 yr. Graduation Rate (for HS only)	62%		

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
	Students with Disabilities	X	Limited English Proficient
	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
	Students with Disabilities	X	Limited English Proficient
	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
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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
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>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.</p>	<p>Overall Tenet Rating</p>	<p>D</p>
<p>Debriefing Statement: The District has recruitment strategies that lead to high levels of staff retention. However, the lack of communications to all constituents in all pertinent languages, the lack of a fully implemented professional development (PD) plan and the limited use of data to inform instruction impede the District’s ability to meet the needs of all constituents.</p>		
<p>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.</p>	<p>SOP Rating</p>	<p>E</p>
<p>Strengths:</p> <ul style="list-style-type: none"> The District has a comprehensive approach to securing and retaining personnel. Interviews with District personnel indicate that the District has established relationships with external partners to assist in recruitment efforts. District partners include the Civil Service, local newspapers, as well as the New York State Council of Superintendents. However, over the past few years, due to numerous layoffs, there has been a decreased need for significant recruitment efforts. From interviews with staff, the Integrated Intervention Team (IIT) found that, in the past, the District used the Charlotte Danielson Annual Professional Performance Review (APPR) rubric for the evaluation of instructors and as a tool to help ensure retention of high-quality personnel. Based on the review of documents and interviews, the IIT found that, for the 2012-13 school year, the District is using the Marzano rubric as part of its new APPR process. The District indicated to the IIT that the use of this rubric is expected to help set higher expectations and a more in-depth review of all teachers, both tenured and non-tenured. The District received approval for the one-year APPR in late December 2012 and implementation began in the spring semester. The District received a Teacher-Leader Effectiveness Grant, which has funded a District-wide Lead Evaluator to assist the District with the process of observations and targeted PD. The District offers benefits, growth opportunities for instructional leaders and opportunities to participate in extracurricular and community activities all of which have contributed to a high staff retention rate. The District’s high retention rate allows for consistency and continuity in teaching and learning processes. 		

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	E
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Strengths:

- The District ensures that resources are adequately distributed. During interviews, the IIT found that District staff meet with school leaders to discuss budget needs and they collaboratively discuss identified needs. District personnel indicated to the IIT that school leaders know the needs of their school community’s families, students and staff better than anyone else does. Collaboration between the District and school allows for the identification of instructional needs and results in the allocation of resources to address the needs of the school community and 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.	SOP Rating	D
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Areas for Improvement:

- The District leadership has begun to develop a set of high expectations for addressing the needs of all constituents. However, the IIT learned from a review of documents and interviews that communication of to the school community is not available in all pertinent languages for all constituents. District personnel reported to the IIT that the District uses email, presentations to faculty, the local newspaper, the website, the Robocall system, and a newly developed E-newsletter in order to share information with constituents. The District also reported that they do not use Facebook as a social utility and that, due to decreases in the budget, the District no longer has a communications specialist. The District has developed a web-based school registration form with links to other languages (Bangladesh, Spanish, French, Italian, Dutch and Chinese). Spanish and Bangladeshi translated newsletters are available. The Special Education Department hires screened translators from the community for Committee on Special Education (CSE) meetings. At the time of the IIT review, the District was in the developmental stages of setting high expectations, and had made some accommodations to communicate with families in languages other than English. However, the lack of communications with all constituents in all pertinent languages limits the District’s ability to inform all stakeholders of high expectations for addressing the needs of all 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.	SOP Rating	D
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Areas for Improvement:

- Although the District is involved in initiatives to increase school improvement, at the time of the IIT review, the District did not have a comprehensive PD plan to meet the professional needs of all schools and teachers. During IIT interviews, District staff reported that there used to be a District professional development committee with representation from every building. At the time of the IIT review, the District was in the process of creating a District PD plan and reinstating the PD committee. The District informed the IIT of its goal to increase graduation rates. This initiative involves each school in identifying and providing supports to its staff to enable all staff to contribute to the realization of the District’s graduation goal. From interviews, the IIT learned that school leaders attend compulsory meetings on the fourth Wednesday of each month to focus on PD issues. The IIT also learned that the District creates a calendar for full and half-day PD sessions that includes training offered by the local Board of Cooperative Education Services (BOCES) and that participation in PD is prescribed based on teacher performance. The lack of a fully implemented, comprehensive District PD plan limits the District’s capacity to deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.

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
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Areas for Improvement:

- Although the District communicates expectations for the use of data to specific and targeted staff members, the IIT noted that the District has not established a District-wide data-driven culture and data-driven instruction is limited. Participants in IIT interviews reported that the entire K-12 system of instruction is disjointed and the system results in a lack of consistency and continuity in instructional content, practice, delivery and data points across grade levels. The secondary campus is reviewing how data drives instructional practice. However, the District has not communicated strategies and best practices concerning teachers’ use of data that informs how teachers instruct students and address student achievement and school goals. The lack of a data-driven culture and a coherent system of instruction inhibit the establishment of expectations that all staff and school community constituents implement consistent practices in the use of data and that data is used to inform how teachers instruct students and address student achievement and school goals. Because expectations for the use of data are not established and communicated to all constituents, there are inconsistencies in the use of data to establish, monitor progress toward and achieve individual and school-wide goals.

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

<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> The District collaborates with schools through weekly meetings and frequent communication via emails and telephone calls. Through interviews, the IIT was informed that the District provides supports in response to school needs based on communications with the schools. Through a review of documents and interviews, the IIT learned that, at the time of the IIT review, the District had not fully revised its vision or mission statements and the IIT also was informed that the District had not identified specific measurable, ambitious and timely goals to meet the needs of the school community. Although the District provides supports to schools based on school input, the lack of updated District mission, vision and specific goals limit the ability of school leaders to coordinate efforts toward the realization of District and school visions, missions and goals and to be responsive to the instructional needs of the school community. 		
<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> For the past four years, the District has been providing opportunities and supports connected to CCLS-aligned curriculum development to the schools. The review of documents by the IIT indicated that the District purchased materials in order to standardize expectations across grade levels and content areas. Participants in school interviews reported to the IIT that each school has developed curricula aligned to the Common Core Standards (CCLS); however, CCLS-aligned instruction is in the initial stages of development and implementation in the classroom. District and school level leaders indicated that instructional alignment to the CCLS, including the integration of the arts, technology and other instructional enrichment, is a work in progress. Although the District has provided supports for the development of CCLS-aligned curricula, the incomplete alignment of CCLS-aligned curricula and CCLS-based instruction limits student access to comprehensive CCLS-aligned curricula. 		

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
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Areas for Improvement:

- Staff interviewed by the IIT indicated that PD opportunities have focused on teachers learning about the CCLS standards and expectations related to the APPR. In addition, data teams have begun to meet monthly to analyze available data related to student achievement, and team members share the information with staff to foster the improvement of student outcomes. Data team members gather and analyze other sources of relevant data, such as attendance, discipline and student support meeting information, to identify student needs that effect student achievement. Documents reviewed by the IIT indicated that the District leaders coordinate calendars to ensure that all grade levels and content areas receive a walk-through on a monthly basis. School reviews by the IIT found that schools require additional support to effectively develop and implement CCLS-based unit and lesson plans that align with CCLS-aligned curricula, foster high levels of thinking, are differentiated and use appropriate instructional practices. The lack of supports for CCLS-based instructional planning limit the capacity of schools to effectively plan and provide CCLS-based instruction to all students across all grade levels and subject areas.

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	I
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Areas for Improvement:

- The District provides limited positive support for students’ social and emotional developmental health through the provision of opportunities and resources to each school. School staff reported to the IIT that the District provides little information about behavioral plans and strategies focused on the reduction of behavioral incidents and student tardiness in the school. The IIT was also informed that budget reductions eliminate programs that were once in place, such as character education. All PD opportunities focus on curriculum, Common Core Learning Standards (CCLS) and Annual Professional Performance Review (APPR). As a result, school staff are not provided with resources and opportunities to acquire the skills or knowledge to support students’ social and emotional developmental health or address students’ social or emotional health needs.

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 invests resources in creating a supportive and welcoming environment for families. For example, constituents interviewed by the IIT reported that the District provides transportation and child-care services for parents to facilitate and encourage participation in teacher/parent meetings and that this initiative has increased participation in school activities. The IIT found that there is no comprehensive District family and community engagement strategic plan and that the District does not provide PD for staff in how to establish and maintain partnerships with community organizations and families. The District has formed some partnerships with community organizations; however, services and supports are limited and do not fully address the needs of all students and families. Individual schools have also created partnerships with local agencies as resources to address student needs; however, reduced budgets of the agencies have resulted in less involvement with the local schools. The District does not ensure communications with families in all pertinent languages. The IIT noted that, although some individual schools acknowledge the ethnic, religious, cultural, and lifestyle diversity of their school communities, there are no comprehensive District policies, systems or structures that establish a District-wide climate of belonging of all constituents. The lack of a District plan for community engagement and the lack of communications to families in all pertinent languages limit the establishment of a District-wide environment that welcomes all families, and fosters reciprocal communication.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Tenet 1, the district should:

- 1.3: Establish and communicate an explicit theory of action that communicates to the entire community high expectations for addressing the needs of all constituents. Ensure that all District and school communications are accessible by all constituents in all pertinent languages.
- 1.4: Develop and implement a comprehensive District PD plan that addresses the needs of individual schools. Ensure the plan is supported by systems and structures to create, deliver and monitor PD.
- 1.5: Ensure that the District establishes and communicates District-wide expectations for how data is to be used by all staff members for supporting, instructing, and establishing individual and school-wide goals. Ensure the District identifies best practices and strategies for teachers' use of data that informs how teachers instruct students and how instruction addresses student achievement and school goals.