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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTDSE)

BEDS Code	44-16-00-01-0000
District	Newburgh Enlarged City School District
District Address	124 Grand Street, Newburgh, NY 12550
Superintendent	Ralph A. Pizzo
Date(s) of Review	April 12, 2013
Schools Discussed in this Report	South Middle School, Newburgh Free Academy

District Information Sheet									
District Grade Configuration	PreK-12	Total Student Enrollment	11,167	% Title 1 Population	6 5 %	% Attendance Rate	94%		
% Free Lunch	56%	% Reduced Lunch	10%	% Student Sustainability		% Limited English Proficient	14%	% Students with Disabilities	14%
Racial/Ethnic Origin of District Student Population									
% American Indian or Alaska Native	0%	% Black or African American	27%	% Hispanic or Latino	44%	% Asian, Native Hawaiian /Other Pacific Islander	2%	% White	26%
% Multi-racial	1%								
Personnel									
Number Years Superintendent Assigned/ Appointed to District	2.5	Number of Deputy Superintendents	1	Average Years Deputy Superintendents in Role in the District	1	# of Directors of Programs	3		
% 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	2%	Average Teacher Absences in District			
Overall State Accountability Status (Mark applicable box with an X)									
District in Good Standing		Focus District		Number of Focus Schools Identified by District	11	Number of SIG (a) Recipient Schools Number of SIG (g) Recipient Schools		Number of Schools in Status	
% ELA Performance at levels 3 & 4	**58% avg of gr. 3-12**	% Mathematics Performance at levels 3 & 4	**63% avg of grade 3-12**	% Science Performance at levels 3 & 4	**43% Avg of grade 4 and 8**	% 4 yr. Graduation Rate (for HS only)	**69%**	% 6 yr. Graduation Rate (for HS only)	**68% 5 year**

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	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
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	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:		E		

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.

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.

Debriefing Statement:

The district has a comprehensive plan for recruiting and sustaining new staff. The District Comprehensive Improvement Plan (DCIP) outlines a formalized plan for recruiting, inducting and monitoring new teachers and school leaders. The District has also implemented a program to ensure the retention of a qualified and diversified staff. Because of this effort, the level of rigor for students is increasing, and the diversity of the staff more accurately reflects the school population.

Strength:

- The district leader and his cabinet are collaborating with school leaders in the recruiting of new personnel to ensure that new hires are not only qualified, but also reflect the diversity of the school community. In addition, district staff is providing training for administrators to support their understanding and implementation of the new Annual Professional Performance Review (APPR) in all schools that includes a process for frequent feedback. A system is in place to process teacher and principal improvement plans, as well as the appeals process for both groups. In the review of documents, it was noted that there are several year-long trainings available to all staff in cultural competency, Danielson rubric training for teachers and Marshall rubric training for school leaders. The district has a system in place that effectively addresses the needs of the school community.

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.

Debriefing Statement:

The district has established protocols to ensure the distribution of funding to schools based on student needs. Training is provided to school leaders in the use of resources that effectively target the neediest students. This process is promoting school improvement success.

Strength:

- The district has established a protocol to disburse state and local funding. Schools and district administrators collaborate and use student data to ensure that funding is allocated throughout the district based on student need. In addition to the base amount allocated to each school, funds are disbursed to schools for students with special needs, Academic Intervention Services (AIS), enrichment projects, unique initiatives. One school leader stated that the district receives funding for Contract for Excellence (C4E) but only a few schools receive any funding from this source. The Superintendent stated that local school leaders have the autonomy to designate funding to specific programs in their buildings. The District has a plan in place for addressing personnel matters at the District level, which allows school leaders and their school based team to have a say in which teachers are hired based on the needs of the school. School leaders are encouraged by the superintendent to submit proposals for the hiring of additional staff to the District for consideration. The district has an efficient and organized plan for the allocation of resources to all schools, which leads to 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.

Debriefing Statement:

The district is in the process of defining a theory of action that articulates how the district vision and visible practice in schools align. District staff members are revising systems and structures to enable the district to create models of excellence that will communicate higher expectations for all staff to enrich the instructional deliveries to students.

Areas for Improvement:

- The school district communicates with the school community through public media, the district website, newsletters and magazines, public meetings (board meetings, town hall and budget meetings). District personnel often meet with groups of parents to discuss issues pertinent to their unique needs and share student data to show progress. The school leader also meets with community leaders, such as representatives from churches and community organizations. The high standards and the vision of a safe and supportive environment for all learning in the district is consistently shared; however not all parents understand their role in supporting students and still depend of the schools to create and carry out all the functions of schooling. Although all key communications are presented in Spanish and English, not all parents are aware of the initiatives of the schools, which slows academic progress.

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.

Debriefing Statement:

The district has undertaken the task of revising the Professional Development (PD) plan to reflect the Regents Reform Agenda. This revision includes improvement of delivery models and the evaluation of the content delivered. Schools are able to request PD based on their unique areas of need, which leads to higher levels of instructional rigor. Because of this revision of the PD program, the district schools are able to plan accordingly to support their own unique needs.

Strength:

- The District School Improvement Office has created action plans to address staff development needs in all schools. In addition, this department established a system of support for school and district turn-around that forms learning communities that include stakeholders from each school, provides access to evidence-based instruction and organizational practices, and creates partnerships with community-based organizations, such as the Capital Area School Development Association (CASDA), and local colleges. Professional development plans for the district focus on the schools that are in greatest need, such as Temple Hill, a priority school. In addition, the district has designated the remaining schools as "focus" schools and provides support to them as they implement the Common Core Learning Standards (CCLS). Documents show that there is a comprehensive approach to data-based inquiry, where teachers and leaders effectively participate in analysis of real time student data to inform instruction. Data meetings are embedded in the instructional day, and the Department of Curriculum and Assessment coordinates the development of standards-based interim assessments for all courses. In addition, the district supports school leaders through the principal evaluation process, on-site observations and feedback, data and evidence collection, observation of the CCLS instructional shifts, master schedule development, facilitation of outcome-based meetings and transformational

leadership meetings. Providing Professional Development based on needs informed by data is a priority of the District, which results in PD that addresses areas of needs and promotes continuous improvement.

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.

Debriefing Statement:

The district provides student data for each school. However, the use of data at the school level to inform instruction is not fully developed. District-wide expectations for data access, analysis and decision-making will be defined by June 2013. As a result, not all staff use data to plan instructional strategies.

Area for Improvement:

- The district supports the use of data in all instructional decision making; however, some schools are not using data to inform instruction. School leaders indicated that meetings where data are used are embedded throughout the school day and teachers participated in these meetings. One school, however, reported, "Data are not provided in a timely manner from the district to improve teacher practices." In the technology plan for the district reviewed by the IIT, it is stated "collaboration is needed to establish metrics, collect and analyze data, interpret results and share findings to improve staff performance and student learning." Until the district has fully developed and refined its data collection and analysis tools and systems, its ability to have an accurate handle on current performance levels is limited, which hinders schools' and teachers' ability to use data to make informed decisions.

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

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**

Strength:

- A review of documents showed that the district priorities, which include teaching and learning outcomes, are non-negotiable goals. Professional development (PD) has been provided to enable staff to carry out the established priorities for each school. The district seeks to provide adequate funding of each school, but the priority schools receive additional funding because of the academic need factor of the students served. The Assistant Superintendent of School Improvement and the Executive Director of Curriculum and Instruction work very closely with the schools. This was evident in the workshops presented and the information systems established, such as Infinite Campus. School leaders find the district information system useful in increasing and streamlining the database services needed for identifying and implementing intervention services. The district leaders stated that they assist schools in developing community partnerships that provide additional social and emotional development supports for students. The relationship between the district and schools contributes to students' needs being met.

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**	**E**

Strength:

- The Department of Curriculum, Instruction and Assessment (CIA) articulated the goals and initiatives for the district. To achieve these goals for all schools, the district established and aligned a rigorous curriculum around the CCLS, developed and modified shared curriculum units, and articulated clear grade-level and course-based expectations. Professional development offered has focused on aligning the curricula in English Language arts and math to the CCLS. Groups of teachers are involved in preparing units of study in each of these areas and are working to strengthen and broaden the teaching strategies each year. The leader of CIA noted that curriculum maps have been developed and shared on the Atlas system. There are three types of curriculum map in this system. District leaders expressed that arts, technology and other enrichment subjects are incorporated in planning and that teachers are able to coordinate teaching activities to enrich students' understanding. District leaders have direct oversight and supervision of all the schools, and their focus is to ensure that district-level priorities are met. Between October and June of each school year, district leaders visit schools regularly to monitor progress through classroom observations, walk-throughs and conversations with school leaders. As a result, district leaders are able to determine patterns of teaching and learning and share findings with school leaders.

Tenet 4 - Teacher Practices and Decisions **Statement of Practice (SOP) 4.1:** The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.	**SOP Rating**	**D**

Area for Improvement:

- The school leaders indicated that district leaders provide follow-up support after their visits to school. The district and school leaders have regular discussions regarding data collection and analysis; however, not all schools are consistently using data to drive instruction. Both district and school leaders stated that the district provided student data systems for schools to disaggregate data and use it for student placement, promotion and intervention services. The review team noted, during their visits to schools, that the PD presented in 2012-13 on data was not consistently being implemented in the classrooms. There was inconsistent use of data to drive instruction and provide in-class differentiation in classrooms visited. Teachers were often teaching to the middle of the class and not differentiating the instruction to the level of students. Because of the inconsistent use of data to inform instruction, teachers are not planning effectively and accounting for student needs, goals and levels of engagement, which limits student progress toward academic goals.

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**

Area for Improvement:

- The district is in the process of developing a system to coordinate the social and emotional developmental health needs of students within all school buildings. The district provided limited PD in the area of bullying using the Olewus anti-bullying program. In addition, the district stated in the DCIP that it will be reviewing, evaluating, and revising of policies that support student social and emotional developmental health between December 2012 to June 2013. The expectation for this process is that "a school improvement protocol will be developed that will define the process to support the school team." Because the district is still developing a system to coordinate the social and emotional developmental health needs of students, and the PD in this area has not yet been comprehensive, the schools are not yet fully able to benefit from a systemic approach to meet all students' 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**

Area for Improvement:

- The district is developing a family and community engagement strategic plan to take effect in July 2013. This plan states expectations around creating and sustaining reciprocal communication, ensuring a welcoming environment for families, and establishing partnerships with community organizations and families. The district encourages school leaders to interface with parents and community organizations. In the schools reviewed, each had its own protocol for outreach to parents and organizations. The district was able to communicate with parents and provide general data to families about the state of the school district; however, the plan ahead is to provide families and the community more detailed information that would assist parents with varying needs. Because the district's strategic plan was not in place, schools were not benefitting from a comprehensive approach to establish partnerships and support families in a way that would allow students' and families' needs to be met and student achievement to improve.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

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

- 1.3: Communicate the established theory of action that includes SMART goals in variety of formats, throughout the school community. Consistently adjust instructional practices to reflect high expectation for all students.
- 1.5: Ensure the district communicates expectations for how staff members use data to support and establish student goals. Provide PD on best practices on how to use data to inform instruction.

Tenet 4 – Teacher Practices and Decisions

- 4.1: Establish a clear protocol and clear expectations regarding the use of data to inform instruction. Work with school leaders to ensure that instructional practices reflect the needs of the students and that differentiated instruction and multiple points of access are common across classrooms in the district.

Tenet 5 – Student Social and Developmental Health

- 5.1: Ensure that the district completes a comprehensive support policy that focuses on schools working collaboratively with outside agencies. Provide PD that ensures that schools are supporting a system towards a positive social and emotional developmental health for all students.

Tenet 6 – Family and Community Engagement

- 6.1: Develop a comprehensive family and community engagement plan for the district to provide reciprocal communication with the community and further establish partnerships with community organizations.