



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	28-02-08-03-0000
District	Roosevelt Union Free School District
District Address	240 Denton Place, Roosevelt, NY 11575
Superintendent	Robert-Wayne Harris
Date(s) of Review	May 3, 2013
Schools Discussed in this Report	Centennial Avenue School

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	2702	% Title 1 Population	8 4 %	% Attendance Rate	93%				
% Free Lunch	70%	% Reduced Lunch	14%	% Student Sustainability	N/A	% Limited English Proficient	20%	% Students with Disabilities	11%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	57%	% Hispanic or Latino	43%	% Asian, Native Hawaiian /Other Pacific Islander	0%	% White	0%	% Multi-racial	0%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	6	Number of Deputy Superintendents	4	Average Years Deputy Superintendents in Role in the District	1	# of Directors of Programs	7				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	2	% Teaching with Fewer Than 3 Yrs. of Exp. in District	4	Average Teacher Absences in District	13				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	1	Number of SIG (a) Recipient Schools	1	Number of SIG (g) Recipient Schools		Number of Schools in Status	3
% ELA Performance at levels 3 & 4	Elem. – 25.83% Sec. – 63.00%	% Mathematics Performance at levels 3 & 4	Elem. – 34.33% Sec. – 67.00%	% Science Performance at levels 3 & 4	82%	% 4 yr. Graduation Rate (for HS only)	63%	% 6 yr. Graduation Rate (for HS only)	70%		

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
	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
	White		Multi-racial
X	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			
X	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:

<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>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>Debriefing Statement: The district has established a comprehensive structure for recruiting, hiring, evaluating and retaining school personnel.</p> <p>Strength:</p> <ul style="list-style-type: none"> Through document review and interview, the Integrated Intervention Team (IIT) learned that to increase recruitment efforts, the district has established relationships with officials of the teaching programs at many Long Island colleges. Through the relationship with these colleges, the district has been in a position to provide classroom experiences for college students, including student teaching assignments that have sometimes led to full-time teaching positions with schools within the district. The district has recruited high quality school leaders from Los Angeles and Georgia, and hired consultants to fill positions created to address specific areas of need in district schools. The district also offers new instructional staff a stipend of \$3,500 a year or a \$10,000 lump sum to use toward their master’s degree tuition to not only attract highly qualified candidates, but to retain them as well. District leaders stated that the use of teacher selection committees, which include parents, teachers and school leaders, have ensured an open and equitable selection process. Participants in the district cabinet meeting stated that staff evaluations are completed by dividing the responsibility between school and district leaders. The use of effective hiring structures increases the district’s ability to attract and retain qualified personnel to meet student needs and spur school improvement. 		
<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p>Debriefing Statement: The allocation of district resources is not occurring in a way that leads to appropriate levels of support for all schools and students.</p> <p>Area for Improvement:</p> <ul style="list-style-type: none"> Based on a document review, and district and school level interviews, the district is out of compliance with the Commissioner’s Regulation Part 154 (CR Part 154) regarding the mandated provision of bilingual programming in schools with twenty or more students in the same grade and school who speak the same native language. The district lacks the necessary teaching staff to operate bilingual programs in both Centennial Avenue School and the Ulysses Byas Elementary School. There is a need for the district to hire and retain highly qualified teachers to meet this 		

program requirement for English language learners (ELLs) and remedy this staffing deficiency. During the district cabinet interview, participants also acknowledged that although a much needed middle school assistant principal had recently been hired, the district has been unable to hire an assistant principal for Centennial Avenue School; a very large elementary school with only one principal. District leaders stated that principals play a major role in the initial phases of developing the budget, and the budget process has become more open to parents and staff. However, without the staff in place to ensure that the needs of the students are met and the goals of the district are reached, the district is limited in its ability 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.

SOP Rating

D

Debriefing Statement: An explicit theory of action communicating high expectations for meeting the needs of all school constituents has not been formally established.

Area for Improvement:

- After struggling to describe a theory of action during the district cabinet interview, participants came to a consensus that the district should “provide a safe and positive school climate that is conducive to learning, and hold high expectations for student learning and teacher performance using a curriculum developed collaboratively by teachers, administrators and interested stakeholders, with a linkage to professional evaluation and professional development (PD).” Interviews at one school illuminated the lack of a cohesive action plan created around the district vision, as many expectations were shared to reviewers by the staff, but one specific expectation or theory of action was elusive. District leaders shared with reviewers that building leaders are given the opportunity to participate in a two-day retreat where annual goals for individual schools are set and used throughout the year; but the lack of a cohesive theory of action at the district level does not provide the schools under its leadership with the sense of unity needed to move in the direction of working toward one common goal. Without a comprehensive and explicit district theory of action, students are unable to achieve high levels of success.

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

SOP Rating

D

Debriefing Statement: The district has a plan in place to provide and monitor PD offerings in areas pertinent to the needs of schools; however, this plan has yet to be actualized.

Area for Improvement:

- The district’s comprehensive plan to deliver and monitor PD, while focusing on the district-wide transition to the Common Core Learning Standards (CCLS), includes providing staff the opportunity to select staff development workshops and trainings. This is primarily done through the My

Learning Plan PD management program offered by Nassau County BOCES. Staff members are able to select from a wide variety of PD course offerings, and the district has the ability to monitor the staff activity. One staff member noted that employees receive emails outlining upcoming PD opportunities, and a PD calendar is distributed every month. Instructional staff at one school confirmed that PD is offered through My Learning Plan, BOCES and the district. However, reviewers found no evidence showing that this PD was targeted to improve instruction for struggling subgroups, such as ELLs and SWDs, nor was there evidence of follow-up support provided to staff members. A district PD plan that does not include follow-up activities and support to address the needs of staff members limits the effect of targeted staff development that leads to increased teacher effectiveness.

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

E

Debriefing Statement: The district has established a culture of data use at the district level that has permeated the schools.

Strength:

- Through the interview process, reviewers learned that district leaders encourage instructional staff to embed formative assessments in every lesson plan, and the district purchase of *Right Reason Technology*, a comprehensive data analysis system, provides third-party quarterly assessments in math and English language arts (ELA) to adapt and improve instruction. Every staff member is required to maintain student portfolios containing student work and assessments to enable teachers to tailor instruction to meet individual student needs. The reviewers observed that teachers at one school used these portfolios during their grade level team meeting to identify conceptual gaps and to exchange resources to support scaffolding and remedial instruction. The district encourages staff to use attendance history, COGNOS reports, and BOCES generated item analyses of state assessments in determining a holistic assessment of student needs. Reviewers learned from district leaders of the creation of a clearinghouse for storing instructional best practices that staff members can access to assist in improving instructional practices. Sharing of student data also occurs during meetings with building leaders. Coordinated use and discussion of data with content specialists is also a common practice in the district, according to a participant in the curriculum and instruction interview. The district is committed to promoting a data-driven culture within its schools to create a cycle of continuous improvement.

This section provides a narrative that communicates how the 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

D

Area for Improvement:

- District leaders stated that one of their central missions is to support school leaders within the district. During the cabinet interview, a district leader reported that it is important to be responsive to school leader requests, return their calls, meet with them often, and convey by action that building leaders are key staff in the district. Document review and interviews did reveal significant district support for school leaders in certain areas; however, non-compliance to CR Part 154 demonstrates clearly that district support is not targeted to address the needs of the entire school community, which limits the school leaders' ability to increase student achievement.

Tenet 3 - Curriculum Development and Support

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

SOP Rating

D

Area for Improvement:

- During the district cabinet meeting, a participant noted that the district has established open and reciprocal communication with the schools through committees for curriculum and PD. District leaders also noted that district leaders for instruction hold meetings regularly with school leaders, curriculum coordinators, instructional leaders, and the student support staff to review data and discuss the curricular and instructional needs of schools. School leaders share pertinent findings from these meetings with the instructional staff to ensure cohesiveness through communication. Distribution of student data to schools occurs prior to the beginning of the school year, academic progress monitoring of individual students takes place and the findings dictate the accommodations made to meet the needs of students. The superintendent reported to reviewers that the district is moving toward developing more arts, technology, and extracurricular activities; however, evidence of technology, arts and enrichment subjects, and support for ELLs and SWDs, was scarce at one school visited by the review team. Without a comprehensive and inclusive CCLS-aligned curriculum within a data-driven culture requiring accountability, district and school leaders cannot provide students with consistent and rigorous learning opportunities.

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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Area for Improvement:

- A document review revealed that the district’s comprehensive plan to deliver and monitor PD while focusing on the districtwide transition to the CCLS, includes providing staff the opportunity to select staff development workshops and trainings primarily through the My Learning Plan PD management program offered by BOCES. District leaders shared that a clearinghouse for storing instructional best practices was created for staff in an effort to assist them in improving instructional practices. District leaders also noted that regular meetings are held by district leaders for instruction with school leaders, curriculum coordinators, instructional leaders, and student support staff to review data and discuss the curricular and instructional needs of schools. During the district cabinet meeting, reviewers learned that district and school leaders engage in learning walks to inform evidence-based recommendations for improvement that are provided to schools leaders and staff; however, there was little evidence of a system in the district which allowed for follow up to support the instructional practices of staff. Although the district provides a variety of opportunities for teachers to improve their instructional practices, the district cannot ensure these practices are implemented without a clear structure for follow-up support.

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	E
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Strength:

- Through district level interviews, reviewers learned that there was a revision of the district code of conduct based on a review of disciplinary data, and Positive Behavioral Interventions and Supports (PBIS) were incorporated into the district’s disciplinary strategy. District and school partnerships with Planned Parenthood, Health Plus, Adelphi, 100 Black Men, Life Skills, and New York University (NYU) also exist to support student needs, according to participants in the student support staff meeting. The district’s policies and partnerships provide schools with opportunities to support students’ social and emotional developmental health, removing barriers so that students can access learning.

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

E

Strength:

- District leaders have a comprehensive plan in place to promote family and community engagement. Based on the interviews conducted, many members of the district cabinet believe that the district and schools have been more welcoming, and that stronger parental participation in schoolwide events is present than in previous years. District leaders credited the establishment of Parent Universities, parent symposiums, the availability of translators and interpreters for written and spoken communications, a more open budget process, and a health clinic coupled with outreach to community youth agencies and churches to the increased family involvement occurring. Document review showed additional partnerships and outreach, which included public participation in board meetings, and relationships with business and parent organizations. District leaders described the reciprocal communication that occurs between parents and district schools during interviews and stated that Haitian, Creole and Spanish translations of progress reports are available to parents. Parents interviewed at one school verified that many forms of communication with families including phone calls and written correspondence exist. Implementation of a focused communication strategy that allows for a successful exchange of student, school and district information with families allows the district to develop partnerships with parents to support increased student achievement.

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:

- 1.2: Hire and retain highly qualified teachers to support ELL populations present within the district, and become CR Part 154 compliant.
- 1.3: Develop a cohesive theory of action at the district level that will allow the schools under its leadership to move in the direction of a common goal espousing high expectations for addressing the needs of all constituents.
- 1.4: Develop a written plan to provide PD for all targeted subgroups and to provide ongoing follow-up support to teachers.
- 1.5: Develop a written plan on how to use data to address gaps within teacher instruction and support student achievement.

Tenet 2 - School Leader Practices and Decisions

- 2.1: Provide resources and staffing support for school leaders in schools that serve high limited English proficient (LEP) and ELL populations.

Tenet 3 - Curriculum Development and Support

- 3.1: Provide enrichment opportunities for all subgroups and develop a written plan to hold all staff accountable for the progress of each subgroup.

Tenet 4 - Teacher Practices and Decisions

- 4.1: Provide follow-up support based on program evaluations provided by staff, professional learning communities or school leaders regarding the efficacy of training for classroom instruction.