



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	660411020003
District	Greenburgh Eleven Union Free School District
District Address	175, Walgrove Avenue, Dobbs Ferry, New York 10522
Superintendent	Anthony Gyetua-Danquah
Date(s) of Review	June 2-3, 2015

District Information Sheet			
Grade Configuration	K-12	Total Enrollment	156
		Number of Schools	3
District Composition (most recent data)			
% Title I Population	100	% Attendance Rate	88
% Free Lunch	76	% Reduced Lunch	0
% Limited English Proficient	0	% Students with Disabilities	88
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	1	% Black or African American	62
% Hispanic or Latino	27	% Asian or Native Hawaiian/Pacific Islander	1
% White	10	% Multi-Racial	0
Personnel (most recent data)			
Years Superintendent Assigned to District	4	# of Deputy/Assistant Superintendents	2
# of Principals	2	# of Assistant Principals	0
# of Teachers	44	Avg. Class Size	8
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	3	Average Teacher Absences	
Teacher Turnover Rate – Teachers < 5 years exp.	0	Teacher Turnover Rate – All Teachers	29
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	0	Mathematics Performance at levels 3 & 4	0
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)	0
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	0	Mathematics Performance at levels 3 & 4	
Credit Accumulation High Schools Only (2013-14)			
4 Year Graduation Rate	30	6 Year Graduation Rate	37
% of earning Regents Diploma w/ Advanced Des.	10		
Current NYSED Accountability Status			
# of Reward Schools	0	# of Priority Schools	1
# of Schools In Good Standing	2	# of Focus Schools	0
# of LAP Schools			

District Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (indicate Y / N / N-A)			
American Indian or Alaska Native	N-A	Black or African American	N
Hispanic or Latino	N-A	Asian or Native Hawaiian/Other Pacific Islander	N-A
White	N-A	Multi-Racial	N-A
Students with Disabilities	N	Limited English Proficient	N-A
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Mathematics (indicate Y / N / N-A)			
American Indian or Alaska Native	N-A	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	N-A
White	N-A	Multi-Racial	N-A
Students with Disabilities	N	Limited English Proficient	N-A
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Science (indicate Y / N / N-A)			
American Indian or Alaska Native	N-A	Black or African American	N-A
Hispanic or Latino	N-A	Asian or Native Hawaiian/Other Pacific Islander	N-A
White	N-A	Multi-Racial	N-A
Students with Disabilities	N-A	Limited English Proficient	N-A
Economically Disadvantaged	N-A		

DISTRICT PRIORITIES AS WRITTEN BY THE DISTRICT

1. Improve the quality of instruction.
2. Improve student use of technology.
3. Increase parent and community involvement.
4. Continue the implementation of the District Capital Improvement Plan.
5. Implement the District Fiscal Viability Plan.

Information about the review

- The review of the district was conducted by an Outside Educational Expert (OEE), a representative from the New York State Education Department and a Special Education School Improvement Specialist (SEIS).
- The Integrated Intervention Team (IIT) review of one school in the district also informed the district review.
- During IIT school reviews in the district, reviewers visited eight classrooms across the one school and IIT reviewers conducted focus group interviews with students, staff and parents.
- District reviewers conducted interviews with district leadership, central office staff and a focus group of school leaders.
- The district provided results of a student survey that 48 (31 percent) completed.
- The district is located in the Children’s Village, which is a residential treatment facility. The district educates 156 male residential and day students who have emotional, behavioral and learning problems in the Elementary/Middle and Junior/Senior High Schools.

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	OVERALL RATING FOR TENET 1:				1

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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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	Stage 4	Stage 3	Stage 2	Stage 1
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	skills in all content areas and provides fiscal and human resources for implementation.				
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	Stage 4	Stage 3	Stage 2	Stage 1
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

District Review – Findings, Evidence, Impact and Recommendations:

<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>Stage 1</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>Tenet Rating</p>	<p>Stage 1</p>
<p>Overall Finding:</p> <ul style="list-style-type: none"> The district does not have an effective approach for recruiting, evaluating, and sustaining high quality personnel to address students’ needs. Evaluations of instruction lack rigor, and the information they generate does not adequately assess the effectiveness of instructional practice. <p>Evidence/Information that Led to this Finding:</p> <ul style="list-style-type: none"> The district has not devised an effective recruitment strategy to meet the needs of students with disabilities, many of whom are placed in the district because of the psychological needs associated with their social and emotional developmental health. The district leader reported that following a number of teacher layoffs in recent years, the district still uses its preferred eligibility list when new teaching positions become vacant. The district cabinet stated that teachers returning to the district have not kept abreast of changes to the curriculum since the Common Core Learning Standards (CCLS) have been implemented, which impacts the quality of instruction as teachers adjust to new content material and higher expectations. The review team did not find evidence that district leadership is providing these staff members with training or coaches to assist them in implementing the CCLS expectations. There is less staff turnover in other roles, such as teaching associates and hall monitors. With the greatest number of changes at school leader and district leader level, the district cabinet reported that existing staff are resistant to new measures of accountability because expectations from leaders constantly change. Reports viewed by the Integrated Intervention Team (IIT) show that evaluations conducted by members of the district cabinet do not provide the level of detail necessary to identify teachers’ professional development (PD) needs and do not include high quality actionable feedback necessary to develop teachers’ expertise. Members of the cabinet reported that they have little experience with the Daggett framework, the evaluation tool they have chosen to use, which limits their ability to judge the quality of instruction and the impact on student achievement. The review team did not find evidence that the district leadership has taken steps to improve the skills of those participating in the review process or that they provide targeted, actionable feedback to teachers to help them improve their professional practice. The district leader indicated that the levels of staff absence are relatively high because of student 		

behavioral incidents in the middle school. According to the district leader, the district recruits per diem substitutes to provide coverage for teachers who are absent. School leaders stated that they assign these temporary colleagues to settings where they have been previously deployed. However, there are no district systems in place to ensure that these substitutes are made aware of the necessary student information, such as the Individualized Education Program (IEP) to support individual students effectively.

Impact Statement:

- The district is not meeting the needs of all students, particularly students with disabilities, because it does not have effective strategies for recruiting, evaluating, and sustaining staff to support students’ academic, social, and emotional needs, which limits students’ opportunities for success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that district evaluations focus on the impact of instructional strategies on student achievement, and analyze this information to determine the strengths and areas for development in instructional practice. Expect current staff members with specific expertise to develop their colleagues’ skills to create a greater emphasis on capacity building from within the district.

Statement of Practice 1.2.: 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.

Tenet Rating

Stage 1

Overall Finding:

- The district does not have a theory of action that aligns improvements in students’ social and emotional well-being with high expectations for their academic growth. District leadership has not effectively communicated its expectations to all members of the school community.

Evidence/Information that Led to this Finding:

- The district cabinet reported the district has not devised a strategy that addresses students’ combined academic, social, and psychological needs, and they report significant disagreement between district cabinet members and school leaders on what and how to provide what is required. The review team found that the district has not communicated expectations to school leaders, staff or parents through the website or a written a theory of action that spells out its vision and goals. Schools have very different visions, goals and approaches, which leads to a lack of clear direction and an inconsistent approach in the district.
- The district leader indicated that he prioritizes students’ social and emotional well-being and has introduced his own character education program to provide universal behavior support strategies to students. School and district leaders noted that staff members communicate informally, and meet each week to discuss student information, to identify students’ needs, and to determine the nature of

the support provided for individual students. This meeting addresses immediate concerns but district staff indicated there is no strategic response to identifying the specific programs necessary to equip students with guidance that sustains social and emotional well-being in the long-term. Through interviews, the IIT found that district leadership does not evaluate the character education program or support provided and acknowledges that the support that the district provides does not meet the needs of 80 percent of its students.

- District leaders’ emphasis on student achievement is expressed verbally as a general aim to increase student performance at levels 3 and 4; however, it does not consider students’ current low performance on assessments. District leadership indicated the district has not introduced an academic program that arises from a set of specific, measurable, ambitious, results-oriented and timely (SMART) goals to increase student achievement that details the improvements required to instructional strategies and the progress measures necessary to secure the very rapid progress required of the students to attain levels 3 and 4. The review team found that staff expectations for students’ academic growth are low, particularly in the middle school, and that the district has not taken steps to address this issue. The district leader indicated the district aims for a five percent growth in the number of students reaching levels 3 and 4, but district personnel report that there are no systems in place that use data to monitor progress towards this aim.

Impact Statement:

- Conflicting philosophies about how best to meet students’ social and emotional needs at the same time as developing their academic growth result in an uncoordinated theory of action, a lack of communication efforts, and few systems that align teachers’ professional practices to student outcomes. Consequently, students’ progress in schools in the district is impeded.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Develop, communicate, and implement a coordinated theory of action for supporting high expectations for students’ social and emotional well-being and their academic achievement, and align the strategy to SMART goals for students’ academic growth. Ensure that monitoring activities assess progress in meeting these goals, and implement timely adjustments when there are signs that progress is not being sustained.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

Stage 1

Overall Finding:

- The district’s allocation of resources does not align to a coordinated strategy that promotes students’ academic achievement and social and emotional well-being. Resource allocation is focused on

providing short-term support for gaps in district leaders' and staff knowledge and skills.

Evidence/Information that Led to this Finding:

- District leaders report the district has not devised a strategy for making effective use of available resources because they have not developed a system for assessing and deploying resources in relation to students' needs. The district does not have systems and structures in place to assess the impact of spending on leadership, professional practice, and student achievement. Members of the district cabinet indicate they identify groups of students with particular needs, such as those who are part of the juvenile justice system and those who are placed in the residential facility at very short notice. However, cabinet members note they have not determined how to support these students more effectively, and resources are not targeted at promoting these students' social and emotional well-being. The district allocates grant funding to the Positive Behavioral Interventions and Supports (PBIS) program, but the district leader stated that the program does not meet the needs of most students.
- District leaders report that much of the available budget is assigned to the consultants recruited to accommodate gaps in staff knowledge and expertise. The district leaders have not devised an effective system for evaluating the return on these investments in terms of improved leadership, instructional practice, and student outcomes. The district has not established systems to sustain any benefit for allocation of resources. For example, the district leader noted there are no expectations that staff turnkey activities focused on reinforcing skills as an alternative to increasing expenditures on consultants.
- Members of the district cabinet reported that although school leaders justify resource requests in relation to curriculum demands, the district does not allocate grant funding for these requests or to develop curricula materials. Teachers resort to preparing their own curriculum and instructional materials. District leadership reported that these materials are of a variable quality, and they do not meet the needs of all students.

Impact Statement:

- The absence of a comprehensive, strategic system to determine resource allocation needs and to assess its impact on professional practice and student outcomes impedes school improvement in the district.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Evaluate the number and impact of consultants supporting the district and use those that are available to develop the district's capacity to support its own internal PD mechanisms. Allocate available resources to the development of systems and programs necessary to sustain students' academic and social and emotional growth.

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

Tenet Rating

Stage 1

the needs of individual schools.

Overall Finding:

- The district leadership is not sufficiently aware of the skill levels among staff, and there is no coordinated strategic plan to target effective PD.

Evidence/Information that Led to this Finding:

- The district has not developed an effective PD strategy based on the accurate identification of teachers' needs. District leadership reported that although consultations occur between school leaders and the district leadership, much of the PD plan includes mandatory training provided by consultants hired by the district. The district leaders report that they use the remaining funds to enable teachers to pursue their own interests, which leads to a lack of coordinated PD for district personnel.
- The review team found that the district leadership does not hold consultants accountable for the impact of the training they provide. The district leader confirmed that consultants were evaluated on the quality of the sessions and materials they provide and not on the impact of the training in improving teachers' ability to plan materials aligned to the CCLS independently. The district leader noted that leadership consultants have not had a positive impact on helping school leaders drive improvements to student achievement in district schools. However, the district leaders do not attribute this to the quality of the training.
- The district leadership reports that informal feedback from teachers on training to introduce new strategies to promote student engagement, such as think pair share, is having a positive impact in promoting positive communication between students in and out of the classroom. However, the impact of PD activities is not evaluated adequately with respect to improvements in students' academic growth.

Impact Statement:

- The district's lack of a system to determine the needs of leaders and teachers and to plan for PD that addresses gaps in staff expertise hinders improvements in professional practice and student achievement.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that district leaders establish a reliable protocol for identifying the professional needs of all staff in the district, and use this information as the basis for a strategic PD plan.

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.

Tenet Rating

Stage 1

Overall Finding:

- The district has not established a model for communicating how data is to be used to establish and monitor academic and social and emotional developmental health goals for students.

Evidence/Information that Led to this Finding:

- The district has not established an effective data-driven culture. District leaders report that they do not have systems in place for holding school leaders accountable for collating and analyzing data to identify trends in student achievement. During interviews with the IIT, the district leadership indicated they were not able to provide information concerning the use of student achievement data in the middle school because it had not ensured that data was routinely communicated to them or that systems were in place to monitor its use.
- District staff reported that data about students' behavior is provided by schools and checked on a regular basis and is used to determine a weekly focus to promote improvement. These decisions are based on the number of weekly infractions, such as those reflecting the prevalence of physical violence, but there is no corresponding system for analyzing this information to identify the strategies necessary to address issues over the longer term. The review team found that the district cabinet does not make effective use of the information generated by schools, analyzing it in sufficient detail to determine the greatest areas of concern.
- There are no consistent expectations about the use of data to inform strategic decisions about curriculum and instructional planning designed to sustain students' academic growth. Schools share information with the district, but school and district leaders reported that district data-team meetings to review this data are often cancelled when other priorities take over. Expectations about the use of data are not clear, and staff are not becoming familiar with the use of data to inform instruction. District leadership noted that the use of data is an area of weakness throughout the district.

Impact Statement:

- The district has not communicated expectations about the use of data and has not implemented systems to assess and monitor professional practices or students' progress, which inhibits sustained growth for all students in the district.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Create a data-reporting protocol based on the analysis of student achievement, and hold school leaders accountable for submitting this information on a routine basis so that it can be used to monitor and adjust practice to ensure progress in meeting district-wide goals.

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

<p>Statement of Practice 2.1 - School Leader Practices and Decisions: 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>Tenet Rating</p>	<p>Stage 1</p>
<p><u>Areas for Improvement:</u></p> <p>Overall Finding:</p> <ul style="list-style-type: none"> The district has not considered the specific features of the school community and the different challenges faced by residential and day students. The district does not work collaboratively with schools to implement a consistent mission that supports the academic and social and emotional growth of residential and day students and other student subgroups, such as students with disabilities and those in the juvenile justice system. <p>Evidence/Information that Led to this Finding:</p> <ul style="list-style-type: none"> School leaders report that there is considerable disagreement about the district mission and how to meet students’ needs effectively. There is no clear direction from the district about the relative balance between a rigorous academic curriculum aligned to the CCLS, a diverse instructional program, and a focus on students’ social and emotional well-being. As a result, the schools’ missions are not clearly aligned, coordinated, and supported by the district. School leaders report that the district relies on them to refine recruitment decisions and allocate resources, but it does not provide any accountability measures to evaluate the impact of these actions. The IIT found that school and district leaders measure the impact of their actions subjectively. For example, members of the cabinet reported students’ positive response to the book fair as part of the overall strategy to promote students’ reading, but the review team found no evidence of rigorous monitoring to determine the impact on students’ reading achievement. School leaders report that school environments are not sufficiently nurturing and responsive, and the district does not provide guidance or support to improve their school environments. They indicated there is no rationale for optimizing the limited resources for a sustained impact and that reflects a clear theory of action regarding the needs of residential and day students. Representatives from the residential facility accompany residential students to school and assist in the management of these students’ behavior during the day. School and district leaders note that there are no expectations for the schools to collaborate with the residential facility to identify how to support the specific needs of these students or to use data to identify how they differ from needs of the day students. <p>Impact Statement:</p> <ul style="list-style-type: none"> The district leadership has not worked collaboratively with the schools to develop and implement the district’s and school leaders’ visions for improvement, which hampers efforts to provide learning 		

environments that meet the needs of student subgroups.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that district leaders collaborate with school leaders to agree on a district strategy addressing students' social and emotional well-being with their academic achievement. Ensure that school policies and practices are evaluated in relation to the overall goals of creating an environment conducive to the growth of different student subgroups, especially day and residential students.

Statement of Practice 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

Stage 1

Overall Finding:

- The district does not work collaboratively with the schools to ensure and monitor implementation of the CCLS so that it meets the needs of all students, especially students with disabilities.

Evidence/Information that Led to this Finding:

- The district does not work collaboratively with schools to ensure that curriculum implementation meets students' needs. School leaders report that the district stresses the fidelity of CCLS implementation rather than the accommodations necessary to make the content accessible to all learners. During interviews, school leaders reported that this emphasis reflects the lack of coordination between the students' IEPs and the students' learning objectives that provide the basis for the teachers' annual review. Not enough attention is paid to supporting individual student's academic growth using relevant learning materials. School leaders' observations of instruction indicated that some students are not able to read and understand the materials that are provided. The least favorable responses in the student survey referred to students' level of interest in learning and the accessibility of resources, particularly in the high school.
- School leaders report that teachers are not sufficiently familiar with data on students' achievement to make accurate adjustments to curriculum materials, and they rely on intervention and tutoring sessions to support academic growth when students fall behind grade-level expectations. These options are not available to day students. School leaders reported that the PD sessions provided by consultants working in the district do not support growth in teachers' expertise in preparing curriculum-aligned materials, that teachers are not able to prepare these materials without assistance, and that the district does not provide additional support to guide school leaders in this effort.
- School leaders and staff report that curriculum initiatives introduced by the district do not promote students' academic achievement. A new writing prompt provides students with more frequent opportunities to write, but school leaders report that students' work is not monitored closely enough

to identify how their writing skills could be improved. School leaders state that the district does not collaborate with schools to develop students' mathematical knowledge and skills to the same degree. Members of the district cabinet reported that they are unaware of the particular areas of focus in each of the schools.

- The district leaders reported that the district has identified a need to improve the use of technology in its schools because intermittent internet connection unsettles students in lessons, and this sometimes causes their behavior to deteriorate. Funds have been allocated to improve bandwidth. District and school leaders report that technology is more reliable and is starting to be used to share lesson content as a result.

Impact Statement:

- The district's lack of a systematic approach to ensure the implementation of the CCLS or to assess instructional planning to meet the needs of all students hinders the ability of teachers to promote student learning and achievement.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that school leaders hold teachers accountable for using language and materials appropriate to learners' reading levels in all materials.

Statement of Practice 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and 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

Stage 1

Overall Finding:

- The district does not work effectively with the schools to develop teachers' instructional expertise and to provide the PD needed to improve their professional practice and student achievement.

Evidence/Information that Led to this Finding:

- The district does not work with schools to ensure that the benefit of the PD program delivered by consultants is sustained. School leaders report that teachers rely on consultants to deliver curricula programs and do not follow the programs with fidelity and with consistent effective instructional practice when the consultants are absent, which minimizes student learning.
- Consultant reading instructors implement the district reading program, which limits teachers' ability to sustain the program without support. School leaders indicate that when the district made a decision to introduce a reading program to secondary school students, teachers were ill prepared to do so because they were asked to use the required strategies without appropriate training. In addition, school leaders report that there are few expectations that teachers turnkey information and support one

another; there were no arrangements for teachers from the middle school who were experienced in the use of the reading techniques to guide their colleagues in the high school. Monitoring activities by the consultants showed that the techniques were not being implemented with fidelity, and this limited the impact of the program on students' achievement. This review team did not find evidence that the district had a strategic plan to deal with these issues that undermine student achievement.

- The district has introduced an emphasis on academic dialogue in the classroom, including expectations that all teachers and teaching associates contribute to this initiative. School staff report that there are no systems in place to ensure teachers and teaching associates collaborate and implement this strategy. District and school leaders do not ensure that teaching associates attend common planning time, limiting the development in their knowledge and preparedness for more effective interaction with students. The school review team found that the quality of learning support in the classroom was ineffective.

Impact Statement:

- The district is not providing targeted PD and support to enable teachers to work independently of consultants to improve teacher practice and goals for student success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that the district leadership creates a plan that identifies how school personnel should collaborate with consultants to develop teachers' capacity to assume responsibility for sustaining program implementation without the consultants.

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

Stage 1

Overall Finding:

- The district does not ensure that schools provide all staff with the specialized support necessary to address students' social and emotional developmental health, especially for students with complex needs.

Evidence/Information that Led to this Finding:

- The district does not hold schools accountable for the consistent implementation of PBIS techniques, the district's chosen program for promoting students' social and emotional health. School leaders reported that monitoring was on whether teachers and teaching associates were using these techniques rather than on the impact of the program on student behavior and social and emotional wellness outcomes. They added that there are no expectations that hall monitors reinforce the PBIS techniques for a consistent approach by all staff. In the response to a survey, students throughout the

district indicated their concerns about the poor quality of behavior and levels of disruption in class.

- Training to maintain the Therapeutic Crisis Intervention System certification, the other strategy for social and emotional development, is systematic and staff trainers refresh staff members’ knowledge and expertise on a routine basis. However, school leaders report that there is no corresponding system for training staff in preventative rather than corrective measures, which results in an inconsistent approach to promoting students’ social and emotional well-being. As a result, the students’ complex emotional development needs are not being met.
- School leaders noted that representatives from the residential facility have introduced a pilot treatment model to de-escalate disruptive behavior and resolve conflict for residential students. School leaders reported that communication between the residential staff and those at the school is adequate and ensures that academic staff have a working knowledge of the techniques. However, they indicated that the district has not been sufficiently proactive in optimizing this process so that it is tailored to the needs of all students, including day students, in the district.
- The district has not implemented systems to ensure effective communication between the different agencies, such as clinicians, working with individual students, and school staff. School leaders reported that there are no expectations that these professionals provide non-confidential guidance to staff so that they are able to reinforce students’ social and emotional well-being and create a consistent environment that is conducive to learning.

Impact Statement:

- The district’s lack of support and guidance to ensure that programs are implemented effectively and that all staff have the necessary skills to address student’s social and emotional developmental health impedes the ability of schools to meet the needs of all students, particularly those students with the most serious needs.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Ensure that district and school leaders collaborate to implement a protocol for sharing relevant information about individual students on a case by case basis, and hold staff accountable for providing support specific to each student’s needs.

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

Stage 1

Overall Finding:

- The district does not ensure that schools understand how to communicate effectively with the parents

of day students and with the staff supervising residential students, which hinders family engagement and partnerships that support student learning.

Evidence/Information that Led to this Finding:

- Members of the district cabinet report that they do not have a strategy for analyzing the needs of the parent community and that there is no parent engagement strategy appropriate to the different circumstances of day and residential students. Workshops and correspondence to families are not improving parental involvement, and school leaders reported that parental engagement is low as a result. The district has introduced a parent advisory committee but is not monitoring the impact of this collaboration on parent engagement because they report that the number of families committing to the parent advisory committee is still very low. School leaders report that they rely on the good will of staff to create a nurturing environment and to attend local community events to promote engagement.
- Communication between the schools in the district, the residential facility, and the agencies placing students is not consistent. Although representatives from each of these entities, such as residential staff and school leaders, exchange information on a daily basis, this is not purposeful. The school IIT review indicated that school leaders are aware of the residential students' goals to improve behavior but there are no expectations that school staff share academic priorities with residential staff for a coordinated approach to improving student outcomes. School leaders report that information about each student's personal circumstances that is important but not confidential is not shared effectively. School leaders report they are often ill prepared to support students because key home and family events took them by surprise when they were not communicated to school representatives in a timely manner and that the district has not provided guidance and support to enable them to deal with these issues.

Impact Statement:

- The district's lack of a comprehensive communication and parental engagement policy to foster ongoing collaboration and to meet the needs of parents of day students and residential students hinders school leaders' efforts to enhance home-school partnerships.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- Formalize a system of ongoing collaboration between schools and the agency for resident students, which fosters the sharing of information and informs supports that are put in place on behalf of students.
- Develop and implement a policy and strategy for communication with parents and for increasing parental engagement.