



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	580403030000
District	Huntington Union Free School District
District Address	50 Tower Street Huntington, NY 11746
Superintendent	James Polansky
Date(s) of Review	May 27-28, 2015

District Information Sheet					
Grade Configuration	Kindergarten – 12	Total Enrollment	4373	Number of Schools	8
District Composition (most recent data)					
% Title I Population		% Attendance Rate			94
% Free Lunch	31	% Reduced Lunch			4
% Limited English Proficient	13	% Students with Disabilities			15
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		% Black or African American			9
% Hispanic or Latino	41	% Asian or Native Hawaiian/Pacific Islander			2
% White	46	% Multi-Racial			3
Personnel (most recent data)					
Years Superintendent Assigned to District	4	# of Deputy/Assistant Superintendents			2
# of Principals	8	# of Assistant Principals			3
# of Teachers	342	Avg. Class Size			26
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification			0
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences			
Teacher Turnover Rate – Teachers < 5 years exp.	17	Teacher Turnover Rate – All Teachers			12
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	35	Mathematics Performance at levels 3 & 4			32
Science Performance at levels 3 & 4 (4th Grade)	87	Science Performance at levels 3 & 4 (8th Grade)			58
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	90	Mathematics Performance at levels 3 & 4			90
Credit Accumulation High Schools Only (2013-14)					
4 Year Graduation Rate	84	6 Year Graduation Rate			91.7
% of earning Regents Diploma w/ Advanced Des.	47				
Current NYSED Accountability Status					
# of Reward Schools		# of Priority Schools			
# of Schools In Good Standing	6	# of Focus Schools			2
# 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	Y	Asian or Native Hawaiian/Other Pacific Islander		Y
White	Y	Multi-Racial		Y
Students with Disabilities	Y	Limited English Proficient		N
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		Y
Hispanic or Latino	Y	Asian or Native Hawaiian/Other Pacific Islander		N-A
White	Y	Multi-Racial		Y
Students with Disabilities	Y	Limited English Proficient		N
Economically Disadvantaged	Y			
Met Adequate Yearly Progress (AYP) in Science (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	Multi-Racial		N
Students with Disabilities	N	Limited English Proficient		N
Economically Disadvantaged	N			

DISTRICT PRIORITIES AS WRITTEN BY THE DISTRICT:

1. Use data driven instruction to promote student achievement and close the achievement gap.
2. Continued implementation and monitoring of the Common Core Learning Standards.
3. Improve parental involvement and engagement.
4. Monitor our Response to Intervention implementation to increase the use of data used to discuss student growth and to decrease percentage of students needing RTI/AIS.
5. Ensure that all 7-12 staff members are prepared for the live launch to the Parent Portal of eSchool in the Fall 2015.

Information about the review

- The review of the district was conducted by an Outside Educational Expert (OEE) and a representative from the New York State Education Department.
- The Integrated Intervention Team (IIT) review of one school in the district also informed the district review.
- During the IIT school review in the district, reviewers visited 24 classrooms in 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 principals.
- The district provided results of a student survey that 1,053 students (24 percent) completed.
- The district provided results of a staff survey that 106 staff members (31 percent) completed.
- The district did not provide results of a parent survey.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 1:			X		

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 skills in all content areas and provides fiscal and human resources for implementation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 3</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 3</p>
<p>Strengths:</p> <p>Overall Finding:</p> <ul style="list-style-type: none"> The district has a comprehensive approach to recruiting and retaining highly qualified personnel. Professional development (PD) is provided to support best practices that results in improved achievement rates for all students and subgroups. <p>Evidence/Information that Led to this Finding:</p> <ul style="list-style-type: none"> The district leadership stated in interviews that the district staff advertises extensively to fill vacancies and receives resumes from more applicants than district staff can interview. Selection committees are comprised of district and school personnel, including a teacher and an administrator from the school. The district staff reported that new hires must provide the selection committee with a demonstration lesson. In addition, new teachers are assigned mentors and receive professional development (PD) from the teacher center specialist that familiarizes new teachers with district initiatives and instructional priorities. The district staff reported that the district maintains a cadre of student teachers from local universities such as Dowling College and Stony Brook University who can potentially become teachers within the district. The district leaders conduct exit interviews with staff leaving the district to determine the reasons for staff departures. The district leadership indicated that the district has an 88 percent retention rate, which compares favorably with surrounding districts. The district leadership also indicated that in June 2015, due to a retirement incentive and Part 154 revisions regarding requirements in English as a second language (ESL) instruction, there were 15 retirements and 12 ESL positions added. All positions were filled through the district’s comprehensive hiring process. As part of the APPR process staff utilizes the Danielson Framework and RightPath Learning software. District leaders stated in interviews that Domain Three, which evaluates classroom instruction, was the district’s focus during classroom observations. In addition, district staff used data from the RightPath to inform decisions regarding PD. The district leadership shared RightPath walkthrough data of more than 120 lessons with the Integrated Intervention Team (IIT). During school reviews, teachers in their focus group reported and the IIT’s review of observations reports confirmed that feedback provided on lessons observed were lesson-specific, actionable and included next steps. Although the district and 		

school leaders reported that APPR ratings, on occasions, were not accurate due to overweighting of state and local assessment measures, procedures are in place for school and district leaders to work together to ensure consistent inter-reliability when conducting teacher evaluations.

- The district’s PD plan is thorough and contains tools for planning curriculum in six-week units, creating student targets and evaluating the impact of PD on teaching and learning. The district leadership reported that district and school leaders, coaches, and teachers engage in a minimum of three focus walks per year utilizing tablets to record observations on an online checklist of instructional characteristics to be observed. These data are disaggregated and analyzed to evaluate current PD and inform future PD offerings for both teachers new to the district and tenured teachers.

Impact Statement:

- As a result of the district’s recruitment and retention efforts, teacher evaluation, and professional development high quality instructional staff are maintained as evidenced by the district’s ranking in the 63rd percentile and sixth in growth rate among all focus districts. The growth rate of 52.43 percent over the past two years represents better than expected achievement by all students and subgroups when compared to similar students in other schools.

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 3

Overall Finding:

- The district has a long-standing theory of action that includes high expectations for all students. The theory of action is implemented and monitored through strategic focus walks conducted by district and school leaders. Although the district goals for college and career readiness are not explicitly stated in the district’s mission, the district has made gains in overall student achievement as evidenced by State assessment results.

Evidence/Information that Led to this Finding:

- The district leadership has developed and articulated a theory of action that includes high expectations for all students. Discussions with school staff and students indicate that theory of action is known and articulated by community members, and the theory of action is on the district’s website in English and Spanish. School leaders and staff indicate that the district staff reinforces the message of high expectations at meetings with school staff and parents as well as with support agencies. School and district leaders concur that these efforts result in a concerted drive and commitment to academic improvement and excellence that is known well beyond schools. The district’s theory of action creates a culture of professionals committed to continual improvement in instruction as evidenced by the PD plan, which includes an analysis of instructional practice data gathered from focus walks. The district leadership reported that in November 2014, the district staff presented the focus walks process to the Board of Regents, and in January 2015 the New York State Education Department (SED) visited the district to evaluate the district staff’s implementation of SED’s Strengthening Teacher and Leader

Effectiveness (STLE) Grant and found “no concerns.”

- The district staff is rigorously addressing the achievement gap in English language arts (ELA) in grades three to eight for three subgroups, in mathematics for one subgroup and in the four-year graduation rate for one subgroup by providing targeted PD, allocating adequate resources, and adapting curriculum and differentiating instruction. For example, the four year graduation rate for the Hispanic/Latino subgroup rose from 60 to 75 percent from June 2011 to June 2014, and the high school leader stated in interviews that intermediate data indicate there will be further gains in the current school year. Although the IIT found no explicit goals for college- and career-readiness, the district staff’s focus on student achievement has resulted in improved assessment results for students. During discussions with the IIT, district and school leaders articulated that the motto “A rising tide lifts all boats,” motivates staff to improve instruction and achievement levels across the board, and data provided to the IIT indicated that there has been incremental gains in ELA and math achievement for the three identified subgroups. District leaders reported in interviews that the district staff’s philosophy of transparency and accessibility for all community members helps to promote a culture of high expectations. During the school reviews, parents interviewed by the IIT reported that both school and district staff was accessible to parents and responsive to the needs of families.

Impact Statement:

- The overall student population and all subgroups have made gains in graduation rates, and the academic progress of all students is on an upward and sustained trajectory.

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 3

Overall Finding:

- Through the budget development process and the organization and administration of district resources, the district staff has stabilized the district’s finances and is making strategic hiring decisions to support school improvement and the needs of the school community.

Evidence/Information that Led to this Finding:

- The district leadership indicated in interviews that the district staff conducts a transparent budget development process that begins in October of each year and culminates in a public vote in May. The district leadership reported that a reduction in the tax base in a large portion of the district has resulted in caps on tax levy funds and an overall conservative budget. District leaders reported that district staff strategically allocates available funds based on community demographics, student enrollment, the percentages of students with disabilities and limited English proficiency (LEP) as well as individual school community needs. For example, in the 2014-15 school year, in response to community needs, the district was able to institute all-day kindergarten and in September 2015 an additional assistant principal will be appointed to the high school. Further, in July 2014 two bilingual guidance counselors were hired for the high school to provide additional support for bilingual students. The district leader reported that the business manager regularly monitors expenditures to make

certain they do not exceed allocations and reserve funds are adequate.

- Discussions with district and school leaders indicate that the district staff makes clear expectations about how resource and spending decisions should lead to improvements in professional practices and student outcomes. The district closely monitors and assesses spending patterns to determine the impact decisions have on raising student achievement. School leaders told the review team that leaders recognize the expectation that if additional staffing is placed at their schools they have to demonstrate how the additional resources will be used to effectively to improve learning and the performance of the school. School leaders also stated that the district staff provides support to schools in highlighting how resources can be strategically utilized or deployed to ensure that best value for money is obtained. For example, how leaders can best deploy coaches, bilingual counselors and teacher aides to target areas of need.
- The district has been both proactive and inventive in its use available funding. The district staff reported that five part-time coach positions were created through the district’s STLE grant to provide targeted PD to schools and groups of teachers, and although, the grant’s funding is ending in June 2015, the district is sustaining the coaching positions through the creation of teacher leaders. District and school leaders reported that for the first time in many years, the district staff was able to allocate a some funds to each school leader to use on school-specific PD offerings at the school level. Data provided by the district staff indicates that PD efforts are leading to increases in student performance in ELA and math in many classrooms and across grades. The district has also purchased and distributed Chromebooks to each school for all students up to grade eight, and school leaders reported that teachers have integrated the Chromebooks into classroom instruction.

Impact Statement:

- The district staff carefully and equitably allocates funds to each school and department, which is resulting in improved student achievement.

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.

Tenet Rating

Stage 3

Overall Finding:

- A comprehensive professional development plan has been developed and guides a district wide continuum of PD services. The PD offerings are systematically monitored to ensure they serve the needs of individual schools and groups of teachers.

Evidence/Information that Led to this Finding:

- The district’s two-year comprehensive PD plan reviewed by the IIT contains goals, action plans, a calendar of PD offerings, focus walk processes and forms, curriculum templates and an analysis of PD needs. The plan is based on an analysis of data including APPR, Basic Educational Data System (BEDS), graduation and drop-out rates, standardized and state assessments, teacher input, and focus walks. A district leader oversees implementation of the plan, monitors and evaluates its effectiveness and its

impact on classroom instruction and student achievement. School leaders and coaches reported that all PD activities are evaluated and then adjusted to improve future offerings, and all teachers complete My Learning Plan, an online PD planning tool, to help them identify areas for additional training and to evaluate PD sessions that they attend. District leaders, in turn, monitor which PD offerings are best attended and evaluated most highly. During discussions with the IIT, the school and district leaders reported that the limited number of substitute teachers impacted school leaders' ability to schedule inter-visitation. However, one school leader was able to schedule such PD during teachers' preparation periods as teachers in that school were willing to use this time for that purpose. The district leadership stated in interviews that district staff is seeking to promote inter-visitation across the district. School leaders stated that additional funds were made available to each school for school leaders to provide school specific PD for school staff. The district leadership reported after reviewing recent data analyzed from Right Path, the APPR process, focus walks, PD feedback and My Learning Plan, district leaders developed a new calendar of PD offerings and determined that future PD priorities should include differentiating instruction, teachers learning from teachers via inter-visitation, and support for mainstream teachers in teaching English as a New Language (ENL). In addition, district leaders reported that based on growing needs, additional PD will be offered on supporting students' social and emotional developmental health need.

- The district has provided extensive PD and follow-up support in the area of vocabulary study in order to address the needs of the growing Hispanic/Latino student subgroup. The district leadership reported that district staff analyzed feedback results from the fall and winter focus walks to determine impact of the PD on vocabulary had on classroom instruction. The district leadership indicated that data showed that for the category "Teacher provides student-friendly definition of words;" teachers' implementation of this strategy rose from 52 percent in the fall to 67 percent of the time in the winter. In addition, the results showed that for the category "Students generate their own definitions of words that are based on text information" students' participation in this area rose from 38 percent in the fall to 54 percent of the time in the winter. The district leaders said that district staff believes that teachers' increase use of PD strategies is contributing to the improvements in the four-year graduation rate for the Hispanic/Latino subgroup and to advancements in closing the achievement gap for students with the limited English proficiency (LEP).

Impact Statement:

- The district's PD program is carefully monitored and evaluated to ensure impact on instructional practices and student learning. Professional practices have improved as evidenced by increased student achievement.

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 3

Overall Finding:

- District leaders have established a data-rich culture that informs school leaders' and teachers'

instructional decisions and deepens school staff understanding of student needs. Further, data-driven instruction is monitored for accountability to ensure its impact on student achievement.

Evidence/Information that Led to this Finding:

- District, school leaders, and teachers reported that there exists a district wide expectation that staff uses data to plan curriculum and drive instruction. School leaders, coaches and teachers reported that all teachers participate in articulation meetings during the month of September at which time staff analyze student data and develop action plans for each class. In addition, teachers develop six-week curriculum plans for each class and subject at this meeting. District and school leaders indicated that identifying individual student targets is a helpful next step in raising achievement rates for identified subgroups. Each school has a district supported data inquiry team that meets quarterly to analyze local and state achievement data to determine what patterns emerge and how to address identified needs. The district's focus on best use of data at both classroom and school level contributes to the upward trajectory of improvement for students in ELA and math in grade three to eight, including that for the achievement of different subgroups.
- School leaders and teachers state that the district has created a culture emphasizing data-driven instruction. In addition, district staff has identified best instructional practices of data usage to provide PD across the district to support staff in using data to inform instruction. All school leaders, teachers and support staff participate in September data and articulation meetings by grade or department followed by a minimum of one follow-up meeting in the spring. The district administers in-house benchmark examinations in September, midyear, and the spring to monitor and evaluate student progress. Students who achieve level two in ELA and math are invited to attend a Saturday academy for academic intervention services (AIS) and district and school leaders reported that attendance in the academies increased as the year progressed. School leaders stated that teachers are expected to integrate assessment and checks for understanding into every lesson; although, learning walks' data indicated, and the IIT concurred, elementary teachers consistently use formative assessments, but that teachers at other levels do not consistently implement this practice.

Impact Statement:

- The district and school leaders' emphasis on data-driven instruction has increased teachers' understanding of how to utilize data to plan and deliver instruction. As a result, the number of students achieving at levels three and four on state assessments, and graduates earning advanced diplomas and graduating college- and career- ready have increased throughout the district.

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 3</p>
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<p>Strengths:</p> <p>Overall Finding:</p> <ul style="list-style-type: none"> The district’s support of the schools’ mission and its leaders has been consistent and has helped schools achieve incremental gains in student academic growth. <p>Evidence/Information that Led to this Finding:</p> <ul style="list-style-type: none"> The school leaders reported that school leaders have full support from district leaders for implementing district and school initiatives. School leaders stated that the district conducts monthly school leader, coach, and directors’ meetings and that the district staff’s transparency and collaboration supports the school leaders’ efforts to maintain an environment conducive to learning. School leaders and teachers confirmed that the district has provided training to the school staff on conducting focus walks and analyzes resulting data to provide schools with targeted PD in common areas of need. School staff stated in interviews that the district continually seeks to hire high quality staff and tenure is not granted easily or automatically. School leaders confirmed that the district staff reinstated a small allocation to each school for school-based PD, and the school leaders reported that district has approved the school leaders’ requests to attend professional conferences. Teachers and school leaders stated that the teachers’ contract negotiated by the district provides four half days for teachers to conduct data analysis. The school leaders reported in interviews that the district leaders conduct quarterly assessments in all core subjects and organize quarterly data meetings by grade and department to help teachers analyze assessment data, and plan curriculum and instruction based on these data. Teachers state that they collaboratively complete protocols for evaluating their instruction for its impact on student achievement. During discussions with the IIT, school leaders identified other supports that the district staff provided including, an additional .4 full-time equivalent for self-contained special education services and increased resources for students with interrupted formal education. In addition, the district supports Response to Intervention (RtI) school-based inquiry team meetings to provide targeted interventions to at-risk students. School leaders expressed positive comments about the districts use of designated improvement funds and the STLE grant, to work with building leaders and district directors/chairs in support of a school learning environments are responsive to the needs of all of its stakeholders and the school community. For example, at each elementary school the school leaders have instituted parent academies to inform parents about the Common Core Learning Standards (CCLS). Through these workshops the building leaders and school staff have been able to provide parents with information that supports student learning at home.

- As a result of the district’s cumulative support for schools, data provided by school and district leaders indicate that there have been some improvements in student achievement. For example, in grade three ELA, proficiency levels rose from 30 to 35 percent and in grade six from 36 to 42 percent. In grade three mathematics, proficiency levels rose from 32 to 40 percent, in grade four from 28 to 34 percent, in grade five from 30 to 35 percent, and in grade six from 29 to 45 percent. Further, the black/African- American, LEP and economically disadvantaged subgroups all made gains in ELA and math achievement from June 2013 to June 2014.

Impact Statement:

- The district has a clear vision for improving students’ academic success which is having a positive impact on how well students learn and achieve.

<p>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.</p>	<p>Tenet Rating</p>	<p>Stage 3</p>
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Overall Finding:

- The district staff provides support to schools in developing, implementing, and monitoring curricula that align to the CCLS and provide rigorous learning opportunities for most students. Consequently, incremental gains in student achievement continue to be made.

Evidence/Information that Led to this Finding:

- School leaders stated that the district leadership began implementing the CCLS in the 2010-11 school year, and the district staff has continually provided schools with support to align curriculum and incorporate the instructional shifts. In addition, the successful implementation of CCLS over time has resulted in achievement gains for students. School leaders and teachers said that the district has created templates for teachers to use to plan six-week units of study that are monitored and adjusted based on student learning. Although Atlas Rubicon and EngageNY are valuable curricular resources, the IIT found occasional insufficient adaptations in plans for subgroups of students.
- School leaders stated and teachers confirmed that a number of curriculum writing projects have received support from district office. One such example is the staff that is rewriting the elementary science curriculum to incorporate the use of Carolina Biological Science Kits. School leaders and teachers reported in interviews that district staff collaborated with school staff to analyze data to update the CCLS curriculum maps that were developed in Atlas Rubicon. Teachers stated that the PD and support provided by the district has contributed to teachers’ capacity to use data to make adjustments to the curriculum to address gaps in students’ knowledge identified from annual NYS testing and local quarterly testing. School leaders and teachers also reported that teachers expressed confidence in their ability meet the demands of CCLS and evidence from district and school leaders’ focus walks indicate that a growing percentage of teachers are implementing the CCLS shifts and using

the instructional approaches required to teach a rigorous body of knowledge.

Impact Statement:

- The district provides equitable curricular support to schools and curricula throughout schools in the district are better aligned to the CCLS and instructional shifts. As a result, student subgroups' achievement levels continue to improve incrementally.

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 3

Overall Finding:

The district offers a comprehensive PD plan, based on data, to provide supports and trainings that have improved teacher practices.

Evidence/Information that Led to this Finding:

- School leaders indicate that the district leaders discuss, monitor, and evaluate PD offerings with school leaders and coaches at their monthly meetings. According to school leaders, the district uses data from APPR feedback and focus walks to plan and offer PD options to schools, departments, and individual teachers. School leaders state that the district is also supportive of leaders and teachers engaging in PD outside the district and ensures that they turnkey effective research-based strategies with their school staffs.
- The district staff provides opportunities for teachers to engage in learning activities with their colleagues that extend beyond the traditional PD workshops. School leaders reported that they strongly supported the district staff's efforts in selecting teachers to work with coaches on the rollout of the math modules at both the elementary and secondary levels. In addition, several teachers served as demonstration teachers to provide job embedded PD for other colleagues through inter-visitations.

Impact Statement:

- The district staff provides various PD options based on data to improve teachers' instructional practices.

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 3

Overall Finding:

- The district has consistently supported initiatives that to allow schools to meet the social-emotional developmental health needs of students.

Evidence/Information that Led to this Finding:

- During the school review, support staff reported that student review teams comprised of clinicians and teachers at each school who have received training in cognitive behavioral therapy meet to monitor

the progress of referred students, although this team only meets a few times a year according to staff. District staff reported in interviews that four social workers as well as nine psychologists, three of whom are bilingual serve the crisis and intervention needs of elementary level students. In addition, staff uses the Rtl model for intervention in grades kindergarten through six to provide three tiers of progressively intensive supports for students. The support teams also conduct home visits and make student and family referrals to outside agencies such as The Family Service League and Pederson-Craig, when the schools cannot provide the level of services needed. While support staff and school and district leaders agreed that these efforts are not always coordinated to meet all needs, school staff stated that they felt the district was very supportive of the ideas schools wanted to pursue to assist with social and emotional learning, such as the high school’s requirement of ten hours of community service. The district staff has also supported individual school’s social-emotional education efforts such as Project Wisdom at the middle school and book study of Dweck’s Growth Mindset at the high school.

- The district has focused attention on some social and emotional developmental health supports for unaccompanied minors and other newcomers to the district. School leaders and support staff reported that the district coordinated several PD sessions, delivered to staff by a bilingual social worker entitled, “A Survey of US Immigrants: Service Delivery Issues for School-Based Speech Language Pathologists” and “Understanding the Challenges of the Immigrant Student and What You Can do to Help,” which were attended by 127 staff members. School leaders stated that the district provided support to schools by addressing the needs of the immigrant students’ social and emotional growth and providing training to elementary and middle school teachers on Lions Quest, a kindergarten through grade 12 comprehensive youth development program that promotes social and emotional learning, character education, bullying prevention, drug awareness, and service-learning. However, school leaders indicated that Lions Quest is somewhat outdated and school leaders are currently looking for a more relevant program.

Impact Statement:

- The district has provided supports to assist schools in meeting social and emotional developmental needs and has supported the ideas generated by schools to allow these needs to be met.

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 3

Overall Finding:

- The district staff has a family and community engagement plan to develop partnerships with community members. The district has established a welcoming culture in schools that supports most parents in their efforts to help their children achieve at the highest levels.

Evidence/Information that Led to this Finding:

- District and school leaders indicated in interviews that the parent engagement coordinator, who is also a school leader, chairs the Parent Engagement Committee that brings together different segments of the Huntington community to discuss ways in which all families can be supported to help their children and ensure that the district meets student needs. The parent engagement coordinator conducts community walks to local churches and hosts social gatherings in an effort to connect to the members of the community, particularly Hispanic/Latino families. The coordinator has also worked to ensure handouts and other resources are provided in the families' native languages. School leaders expressed appreciation for the district initiated open houses in each school to welcome parents and introduce parents to their children's teachers. School leaders reported that these events have been well-attended by most families. The district and school leaders have also held "coffee meetings" with parents.
- The parent university coordinator has worked closely with school leaders to ensure parent course offerings are appropriate for their individual communities. The menu of workshop offerings is varied and attracted large numbers in the fall but fewer parents in the winter due to inclement weather. The school leaders indicated that during the past two years, the reading workshop for the parents of at risk readers has not been well attended, particularly by families for whom English is not their first language. The parent coordinator said that district and school staff will increase efforts to maximize attendance by providing childcare and translation services. The school leaders also stated that the district website provides valuable information to parents and community residents and can be viewed in English and Spanish.
- District and school leaders and parents reported that the district has established reciprocal communication with members of the school community. Staff members' email addresses are linked to the district website. Some parents interviewed during the school review reported that district and school staff members are extremely responsive to their inquiries and concerns.

Impact Statement:

- The district has organized resources around supporting parent and community engagement to allow families to assist in their child's learning.