



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

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## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



<b>BEDS Code</b>	280208030000
<b>District</b>	Roosevelt Union Free School District
<b>District Address</b>	240 Denton Place, Roosevelt, NY 11575
<b>Superintendent</b>	Dr. Deborah L. Wortham
<b>Date(s) of Review</b>	June 2-3, 2015

District Information Sheet			
<b>Grade Configuration</b>	P - 12	<b>Total Enrollment</b>	3269
		<b>Number of Schools</b>	5
<b>District Composition (most recent data)</b>			
<b>% Title I Population</b>	100	<b>% Attendance Rate</b>	92
<b>% Free Lunch</b>	78	<b>% Reduced Lunch</b>	5
<b>% Limited English Proficient</b>	20.5	<b>% Students with Disabilities</b>	10
<b>Racial/Ethnic Origin (most recent data)</b>			
<b>% American Indian or Alaska Native</b>	0	<b>% Black or African American</b>	49
<b>% Hispanic or Latino</b>	51	<b>% Asian or Native Hawaiian/Pacific Islander</b>	0
<b>% White</b>	0	<b>% Multi-Racial</b>	0
<b>Personnel (most recent data)</b>			
<b>Years Superintendent Assigned to District</b>	2	<b># of Deputy/Assistant Superintendents</b>	4
<b># of Principals</b>	5	<b># of Assistant Principals</b>	8
<b># of Teachers</b>	251	<b>Avg. Class Size</b>	25
<b>% of Teachers with No Valid Teaching Certificate</b>	0	<b>% Teaching Out of Certification</b>	0
<b>% Teaching with Fewer Than 3 Years of Experience</b>	2.5	<b>Average Teacher Absences</b>	10
<b>Teacher Turnover Rate – Teachers &lt; 5 years exp.</b>	22	<b>Teacher Turnover Rate – All Teachers</b>	17
<b>Student Performance for Elementary and Middle Schools (2013-14)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>	10	<b>Mathematics Performance at levels 3 &amp; 4</b>	12
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	80	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>	47
<b>Student Performance for High Schools (2013-14)</b>			
<b>ELA Performance at levels 3 &amp; 4</b>	52	<b>Mathematics Performance at levels 3 &amp; 4</b>	38
<b>Credit Accumulation High Schools Only (2013-14)</b>			
<b>4 Year Graduation Rate</b>	68	<b>6 Year Graduation Rate</b>	84
<b>% of earning Regents Diploma w/ Advanced Des.</b>	9		
<b>Current NYSED Accountability Status</b>			
<b># of Reward Schools</b>	0	<b># of Priority Schools</b>	2
<b># of Schools In Good Standing</b>	3	<b># of Focus Schools</b>	0
<b># of LAP Schools</b>	0		

### District Accountability Status

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

**DISTRICT PRIORITIES AS WRITTEN BY THE DISTRICT:**

1. Maintain a graduation rate greater than 80%.
2. Increase Regents Diplomas with Advanced Designation.
3. Increase the number of ELA and math Level 3 and Level 4 students and decrease Level 1 and Level 2 students.
4. Increase Arts and Technology integration in all curricula.
5. Increase parent involvement and engagement at all levels across the district.

### **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, a Special Education School Improvement Specialist (SEIS) representative, and a SEIS from his department who shadowed him throughout the review.
- 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 made a total of 26 classroom visits 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 principals.

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

	Readiness skills in all content areas and provides fiscal and human resources for implementation.				
<b>Tenet 4 - Teacher Practices and Decisions:</b> 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	<b>Stage 4</b>	<b>Stage 3</b>	<b>Stage 2</b>	<b>Stage 1</b>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> 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	<b>Stage 4</b>	<b>Stage 3</b>	<b>Stage 2</b>	<b>Stage 1</b>
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"/>
<b>Tenet 6 - Family and Community Engagement:</b> 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	<b>Stage 4</b>	<b>Stage 3</b>	<b>Stage 2</b>	<b>Stage 1</b>
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 checked="" type="checkbox"/>	<input type="checkbox"/>

**District Review – Findings, Evidence, Impact and Recommendations:**

<p><b>Tenet 1 - District Leadership and Capacity:</b> 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><b>Overall Tenet Rating</b></p>	<p><b>Stage 3</b></p>
<p><b>Statement of Practice 1.1:</b> 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><b>Tenet Rating</b></p>	<p><b>Stage 3</b></p>
<p><b>Overall Finding:</b></p> <ul style="list-style-type: none"> <li>The district has established a recruitment system that allows them to recruit quality personnel, and has instituted strategies to monitor how the system impacts student needs. Staff provide frequent feedback after regular walkthroughs and this district has utilized its evaluation tool as a way to address shortcomings and strengthen practices. The district has developed strategies to address staff retention, including allowing all new staff to be involved in a mentoring program.</li> </ul> <p><b>Evidence/Information that Led to this Finding:</b></p> <ul style="list-style-type: none"> <li>The district uses an established on-line application system for recruiting personnel. During the selection and appointment process for teachers, the system allows two-way communication between school leaders and district staff so that they can be simultaneously involved in the selection and vetting process. School leaders stated that as part of the vetting process, prospective teacher hires are expected to demonstrate a lesson that is observed by school and district leaders. During discussions with reviewers, school leaders spoke positively about this collaborative process to appoint teachers and reported that they feel their opinions count. Partnerships are successfully established with local colleges and universities, including the State University of New York (SUNY) to widen the recruitment pool. In addition, all new staff participate in a mentoring program, which ensures that the district’s expectations are clearly communicated, and that new staff have support to allow them to succeed. To address the shortage of English as a Second Language (ESL) teachers, the district established links with Molloy College where six teachers are obtaining bilingual dual certification extensions. Information from New York State Education Department (NYSED) shows that the district has a teacher turnover rate of 17 percent. District staff state that this is mainly teachers retiring and there are procedures to identify why teachers leave and is a career ladder for those who stay.</li> <li>The district has strengthened its feedback cycle so that teachers are given timely information on how to improve practices. The district leader, along with her staff, visit classrooms regularly and give actionable feedback to school leaders to help them develop their teacher evaluation skills. School and district leaders state that the feedback process is increasingly strengthening skills, and teachers report that the feedback they receive from their school leaders has become more focused and has helped them to improve. The district uses the Kim Marshall Teacher Evaluation Tool and has set clear expectations regarding what effective teaching practices look like. School leaders have applied this</li> </ul>		

high standard in their feedback to staff and have not been hesitant to judge a number of their staff as being Ineffective or Developing. The district’s willingness to engage in an honest discussion with its staff allows the district to provide feedback that can address weaknesses, celebrate successes, and lead to stronger instructional practices.

**Impact Statement:**

- The district has established a well-organized system for recruiting, evaluating, and sustaining quality staff that allows the district to identify quality staff and provide feedback and support to existing staff to strengthen their practices.

**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 leader and staff have a clear understanding of the goals that the district is working toward and have stated high expectations for the students in their schools. The district goals are known and articulated by everyone.

**Evidence/Information that Led to this Finding:**

- The district leader and staff report that they have high expectations for all students across the district. Five goals and guiding principles have been identified by the district to work toward. These goals are closely linked to improving student achievement, instructional practices, and graduation rates and the district promotes the need for students to be healthy, safe, well supported, engaged in learning, and sufficiently challenged. District staff and school leaders talk about these goals being the center of their work and the goals are available for parents and students to read about on the district website. School leaders state that they seek to align their goals to the district’s. The district has ensured that all documentation and communication relating to its goals and aspirations are translated into the district’s most pertinent languages.
- The district’s high expectations, its goals, and its focus on achievement have resulted in improvement across the district. Recent district formative assessment data shows growth in English language arts (ELA) and math across schools. While the June 2014 graduation rate was 68 percent, when including the August 2014 graduates, the district’s graduation rate rose to 84 percent. There was also a slight increase in the percentage of Regent’s Diplomas with Advanced Designation.

**Impact Statement:**

- The clearly articulated and widely understood goals of the district have been embraced by the school community and have led to some achievement gains in the district.

**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

**Tenet Rating**

**Stage 3**

schools based on the needs of the school community.

**Overall Finding:**

- The district has established structures to ensure that resources address the specific needs of its schools. All district and school leaders have input into resource allocation and student needs are considered during this process.

**Evidence/Information that Led to this Finding:**

- District staff and school leaders state that they are all involved with the process of allocating resources to schools. Discussions between school leaders and reviewers indicate that school leaders are knowledgeable about the structures in place for the allocation of resources and state the belief that resource allocation procedures are focused on meeting the needs of the schools and the students. School and district leaders concur that the allocation process is connected to the district priorities and goals and is well documented at all stages to ensure resources are allocated equitably and adequately.
- District leaders state that initial funding is allocated to schools based on student enrollment, and additional funding is available to schools based on additional needs, such as students with disabilities and English language learners (ELLs). This money is allocated by taking into consideration student assessment data and Individualized Education Plans (IEPs) for the students with disabilities. School and district leaders state that school leaders are supported by district staff in helping to make best use of the available resources to meet the needs of students and staff in the school.
- District staff states that when the budget is submitted to the Board of Education for approval, members of the Board question the district staff about items, such as resources needed to support low performing students. Parents have the option of talking to the Board of Education if they have any questions or concerns about budgetary spending. The Assistant Superintendent for Business spoke to reviewers about the challenge of ensuring that budgetary spending focuses on promoting school improvement and success and stated that spending focuses on the school's priorities and goals.

**Impact Statement:**

- The system the district staff uses to allocate resources is aligned to each school's needs and the district is focused on ensuring resources impact student outcomes.

**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 2**

**Overall Finding:**

- The district staff produces a list of professional development (PD) activities that is driven by observations and school walkthroughs that focus on the district goals; however, a lack of rigor in evaluating the quality and impact of PD hinders its effectiveness as a tool for sustained school improvement.

**Evidence/Information that Led to this Finding:**

- The PD schedule for 2014-15 is communicated to all schools and teachers and is linked to the district’s identified improvement goals and specifies courses that are mandatory. Reviewers noted that this year there has been a focus on further developing teachers’ awareness of aligning curricula to the Common Core Learning Standards (CCLS) and planning for the instructional shifts. Staff are offered additional PD through an electronic program, MyLearningPlan, which enables teachers to volunteer for further PD or for district staff or school leaders to encourage teachers to take part in certain courses.
- Discussions with school and district leaders indicate that district staff is beginning to monitor how PD leads to increased teacher effectiveness. For example, when a number of teachers in grades six to eight decided to take part in voluntary PD on common core modules, school and district leaders found that student performance data in grade seven showed some growth in ELA. However, such procedures are at an early stage of development and district staff confirms that there are no embedded procedures to evaluate the impact of PD or to hold teachers accountable for implementing learned PD strategies. District staff stated that follow-up PD takes place when necessary based on walkthroughs; however, there was limited evidence to support this assertion.

**Impact Statement:**

- The PD offered focuses on some of the districts’ improvement goals, but because there is little evidence of any evaluation of PD, its impact on teacher effectiveness is limited.

**Recommendation:**

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

- regularly check that PD is evaluated to see how it leads to increased teacher effectiveness;
- improve teachers’ awareness of adjusting curricula to meet the needs of students with disabilities and ELLs; and
- improve all teachers’ awareness of developing reading skills, strategies, and techniques to assist them in teaching the many students who are well below their grade level.

**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 2**

**Overall Finding:**

The district uses several electronic programs to collect data. Most school staff is aware of how to use these data systems. Data is beginning to show student growth and inform instructional practices.

**Evidence/Information that Led to this Finding:**

- District leaders stated that the district’s expectation is that the district and schools will use data to

guide decision-making and to drive improvement at the district, school, and classroom levels. However, the review team found that the district leadership has not established and embedded a data driven culture for data usage.

- This year, district staff states they have started to collect data on a new electronic system that shows student growth in ELA and math. School leaders confirm that staff has started to use this system after receiving district led PD, but state that staff competencies in using the system is inconsistent and that the system is not yet an effective tool for assessing and tracking student progress. District and school leaders stated that data is available at the district level that provides information about grade and class level averages of student growth in content areas such as ELA and math. However, school leaders state that the district does not carry out a detailed analysis of how individual students or subgroups of students are performing.
- School and district leaders state that from kindergarten to grade eight, teachers are beginning to collect information from quarterly benchmark assessments in ELA and math. However, school leaders state that PD has not equipped teachers with the skills to analyze this data to drive planning, instruction, or curricular modifications to meet student needs. Evidence from classroom observations carried out in the school review support the assertion that data driven instruction remains a weakness in schools and the district confirmed that it has yet to identify data utilization best practices that could be used as exemplars across the district for all teachers to replicate.

**Impact Statement:**

- District staff are beginning to collect and analyze data to determine student growth in ELA and math. However, there is not enough in-depth analysis that focuses on the growth of individuals and subgroups of students.

**Recommendation:**

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

- make sure that when analyzing student performance data that school and district leaders focus more on individual growth rather than only grade level averages, which can be misleading; and
- when analyzing data, focus on the performance of subgroups to identify successes and areas in need of improvement.

**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.

**Tenet Rating**

**Stage 3**

**Areas for Improvement:**

**Overall Finding:**

- The district provides supports to schools in a number of ways. These supports have helped schools

begin to improve.

**Evidence/Information that Led to this Finding:**

- During the review, school leaders reported that they were supported by district staff, especially through the regular feedback they are given to improve their leadership skills through being involved in the appointment of new personnel and the collaborative allocation of resources. Based on interviews with school and district staff, reviewers concluded that the district has provided a focused vision for improvement and support around identified priorities to drive improvement. The district leader uses book studies, videos, meetings, and PD to develop the leadership team’s leadership skills. Discussions with school leaders indicate that staff morale is generally high and they state that district staff and school leaders work well together. There is evidence of some success, including an increase in the graduation rate, decreases in discipline referrals, and decreases in referrals to the Committee on Special Education. School leaders positively spoke about the Professional Learning Communities (PLCs), which have been set up in all schools that focus on developing curriculum and instruction and providing school leaders and their school staff with some supports, including training to improve the quality of curricula and instruction. School staff report that they have had multiple opportunities for PD, including PD to develop their understanding of aligning curricula to the CCLS and adjusting curricula to meet the needs of all students.
- District staff has started to collect and analyze data that indicates some student growth in ELA and math. In addition, district staff has made concerted efforts to get into schools and share their feedback with school staff. The district also provided a color-coded tracking system that the high school leader must use to monitor and track the school’s graduation rates. The school leader reported that the use of the tracking system has allowed him to focus additional resources and attention on the students in danger of not graduating.
- While the district’s support and the district leader’s vision have been received positively by the schools, the district still faces some organizational challenges that potentially impact the effectiveness of the district’s support. In interviews, school leaders expressed that the current negotiated contract did not appear to be fully aligned to the district’s vision and priorities and created challenges for those interested in innovation. For example, school leaders shared that the expectation that teaching periods are limited to 45 minutes made it difficult to pursue block scheduling. School leaders also indicated that the district has had difficulty providing supports to handle the recent influx of immigrant students. School leaders interviewed shared that more ESL teachers would help address this; though school leaders also expressed some frustration with the amount of time it took to hire staff.

**Impact Statement:**

- The district’s support of its school leaders has helped school leaders enact their vision for success.

**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 2**

**Overall Finding:**

- Teachers have had recent training on reinforcing and developing their awareness of aligning curricula to the CCLS and using instructional shifts to support their instruction. District staff are beginning to monitor the curriculum to address the gaps that exist.

**Evidence/Information that Led to this Finding:**

- School leaders reported that teachers have received some PD that focused on aligning curricula to the CCLS in ELA and math, as well as PD on implementing the instructional shifts. However, classroom visits during the IIT review demonstrated limited evidence of CCLS-aligned curriculum that incorporated the instructional shifts and provided rigorous learning opportunities. School leaders stated that a group of district staff regularly take part in classroom walkthroughs using a checklist and then provide feedback to the school leader about teacher performance. School leaders identify that more work is needed to ensure that feedback provided leads to sustained improvements in how the curriculum consistently meets students' needs. Although district staff and school leaders spoke about improvements in teacher effectiveness with regard to CCLS implementation, there was little documented or data based evidence to support how this is reflected in improvements to student learning and achievement. School leaders report that not all schools have incorporated the arts and other enrichment opportunities into curricula and instruction, and district staff stated that this is one of the district's improvement goals.
- District staff report that schools receive both fiscal and human resources to support curriculum development. For example, all three elementary schools have a curriculum specialist. While school leaders generally spoke positively of the district's curriculum support, such as its emphasis on incorporating more formative assessments into the curriculum, leaders also acknowledged that other barriers remain, such as how the negotiated contract presented a challenge for schools looking to utilize block scheduling. In addition, the lesson plans shared with the review team were not consistently aligned to the CCLS and the instructional shifts to ensure that higher-order questions and rigorous learning opportunities were provided to students.

**Impact Statement:**

- The district's regular walkthroughs have provided insight into the extent to which classrooms have aligned the curriculum to the CCLS and incorporated the instructional shifts. This monitoring process has yet to result in the full implementation of the CCLS.

**Recommendation:**

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

- Further analyze the data collected from the district walkthroughs to determine appropriate supports to provide to teachers and school leaders to assist in the full implementation of the CCLS. Identify benchmark target for schools to achieve, and monitor and evaluate these supports regularly to ensure

that students, including subgroups, receive curricula aligned to the CCLS in all content areas.

**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 2**

**Overall Finding:**

- Although there is much collaboration between district staff and school communities, not all students are provided with rigorous learning opportunities that lead to improvements in student outcomes.

**Evidence/Information that Led to this Finding:**

- School leaders state that they, along with their staff, receive many PD opportunities from the district. The mandatory PD schedule for this current year confirms this and shows PD related to areas such as ELA, math, CCLS alignment, and using iPads to reinforce and develop learning. However, reviewers found that PD priorities do not focus on the analysis and use of assessment data to guide instruction, and there is little PD focused on developing teacher skills in improving student reading. Teachers state they are allowed to select other voluntary courses from an electronic program, MyLearningPlan, which enables them to choose from a variety of courses that may improve their practices in a range of areas. District staff says they sometimes identify staff for these courses and encourage them to attend. This voluntary PD can be administered after school or during the day, but school leaders state that it is often difficult to get substitute teachers.
- School leaders reported that after schools receive PD opportunities, the district staff has conversations with school leaders and teachers about the quality of the PD presented. In addition, sometimes teachers are asked to complete surveys regarding the effectiveness of the PD. District staff also stated that they provide follow-up support following PD. The district utilizes walkthroughs and its application of the Kim Marshall Teacher Evaluation Tool to provide feedback on instructional practices and address areas in need of improvement through PD. While these supports have been established, reviewers found that the PD provided has yet to result in all students receiving effective instruction. During a visit to a focus school in the district, reviewers found that most instruction was teacher-centered and did not result in high levels of student engagement or academic rigor. School leaders' evaluations of staff demonstrate that there is the room for staff improvement, with a significant number of staff rated as Developing or Ineffective. While the district has made a concerted effort to ensure that school leaders understand the district's expectations and that the evaluation and feedback processes are applied consistently and rigorously throughout the district, the feedback process and the PD that follows have yet to fully result in the widespread improvement of practices.

**Impact Statement:**

- The district's efforts to promote high expectations and provide supports to improve practices have yet to lead to all students receiving engaging, effective instruction.

**Recommendation:**

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district staff should use student performance data and focused walkthroughs work:

- monitor and evaluate the impact of PD by clearly defining the practices expected to be seen following PD and using the walkthrough and feedback tools to review the degree to which these practices have been implemented. Review the data to look at why certain PD has yet to result in improved practices, and make adjustments to the PD and to the instructional supports offered that are not resulting in shifts in practice.

**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 provided numerous supports and resources to positively impact students' social and emotional developmental health.

**Evidence/Information that Led to this Finding:**

- The district has instituted a Positive Behavior Interventions and Support (PBIS) program, and children within the district receive character education on a daily basis. In addition, the district has partnered with numerous community organizations to provide additional support for students and families. While the PD offered this year has focused more on academic needs than social and emotional needs, the district provides staff, such as social workers and school psychologists, to help teachers better reach the social and emotional needs of their students. In addition, the district provides workshops and supports for students with specific needs, such as those who are new to the country.
- The district has instituted building-level teams to ensure that individual student needs are met, and that proper interventions are in place to address students' needs. As a result of the district's efforts to monitor students in need and provide supports to those students, there has been a reduction in referrals to the Committee on Special Education. District leaders reported that they provide each school with a social worker and a psychologist and students in the high school have a health center on site. Furthermore, in the middle school there are facilities for families and students to receive guidance and support in addressing any social and emotional concerns or family issues that might impact on learning or school attendance. In addition, all schools have social workers pushing into classrooms to help students to understand the importance of making appropriate choices. The district cited its reduction in suspension and discipline referrals as evidence that these efforts have been effective.

**Impact Statement:**

- The district's efforts to provide supports to promote social and emotional developmental health and

support students in need have helped allow the district to see improvements in student outcomes.

**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 2**

**Overall Finding:**

- The district’s communication with families has yet to result in high levels of parent engagement that would allow parents to best support their children’s academic achievement.

**Evidence/Information that Led to this Finding:**

- The district’s self-assessment document identifies the need to increase opportunities for parent engagement and involvement by scheduling parent workshops to help families understand data and be able to be more involved in their children’s education. During discussions with reviewers, district staff acknowledged that there is more work to do in this area and that there is little evidence of any monitoring or evaluation of how parent participation impacts student achievement in each school or district-wide.
- District staff reported that the Parent Teacher Student Association (PTSA) has been re-established and meets on a regular basis. It has parent representatives in all schools. District staff state that parents are becoming more vocal and aware of issues, such as the curriculum and the CCLS. Both district staff and school leaders spoke enthusiastically about the Parent University, where each school offers families informative activities that relate to school and district issues, such as the importance of dental screening, financial literacy, and workshops for parents to develop their awareness of topics such as technology and robotics. However, school and district leaders state that more parent outreach is needed to ensure that the activities are matched to the needs and priorities of the families each school serves.
- School leaders state that the district responds to the needs of families who speak English as a second language by developing workshops in which Spanish is spoken. School leaders report that the district translates some documents into the languages used by families in the district, and that there are bi-lingual staff members that assist parents in schools as needed. School leaders and district staff report that additional translation is available through the district coordinator.

**Impact Statement:**

- The district is developing ways to further engage parents so that more parents are able to support their children’s education.

**Recommendation:**

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

- work with each school to identify the strengths and areas for development in relation to parent

partnership; and

- evaluate the various parent outreach initiatives to determine what has been successful. Modify initiatives that have had limited success and look for ways to replicate initiatives that have had the most success.