



# The University of the State of New York

## The State Education Department

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



<b>BEDS Code</b>	130801060000
<b>District</b>	Hyde Park Central School District
<b>District Address</b>	PO Box 2033 Hyde Park, NY 12538
<b>Superintendent</b>	Dr Greer Rychcik
<b>Date(s) of Review</b>	March 13, 2014
<b>Schools Discussed in this Report</b>	Havilland Middle School, F.D. Roosevelt High School

District Information Sheet											
District Grade Configuration	K-12		Total Student Enrollment	3676		Title 1 Population	18.9%		Attendance Rate	93%	
Free Lunch	36.3%	Reduced Lunch	14.3%	Student Sustainability	%	Limited English Proficient	2%		Students with Disabilities	15.7%	
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	12%	Hispanic or Latino	12%	Asian or Native Hawaiian /Other Pacific Islander	2%	White	71%	Multi-racial	3%
Personnel											
Number Years Superintendent Assigned/Appointed to District	4		Number of Deputy Superintendents	3		Average Years Dep. Superintendents in Role in the District	7		# of Directors of Programs	6	
% of Teachers with No Valid Teaching Certificate in District	0		% Teaching Out of Certification in District	0		% Teaching with Fewer Than 3 Yrs. of Exp. in District	3%		Average Teacher Absences in District		
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	2		Number of SIG Recipient Schools	0		Number of Schools in Status	
ELA Performance at levels 3 & 4	<b>53%</b>		Mathematics Performance at levels 3 & 4	<b>58%</b>		Science Performance at levels 3 & 4	<b>78%</b>		4 yr. Graduation Rate (for HS only)	<b>80.9%</b>	
									6 yr. Graduation Rate (for HS only)	<b>83.1%</b>	

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	Limited English Proficiency		

**Tenet 1 - District Leadership and Capacity:** The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	H	E	D	I
1.1	The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.		X		
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.			X	
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.		X		
1.4	The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.			X	
1.5	The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.				X
	<b>OVERALL RATING FOR TENET 1:</b>			D	

**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	H	E	D	I
2.1	The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.		X		

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.1	The district works collaboratively with the school(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.		X		

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
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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.			X	
<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	H	E	D	I
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.			X	
<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	H	E	D	I
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

**District Review – 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>D</b></p>
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<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>E</b></p>
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**Debriefing Statement:** The district has developed a number of external partnerships to recruit staff. These include partnerships with local colleges and the use of the Online Application System (OLAS). However, the district acknowledges that procedures to recruit a more diverse staff are under-developed and is addressing the issue. A plan is in place to support district and school leaders in monitoring and evaluating instructional practices using a teacher observation rubric. The district has designed programs to retain staff, such as a mentoring program for new teachers and professional development (PD) to increase staff capacity to improve student achievement. As a result, schools have appropriate personnel in place to address the needs of students.

**Strengths:**

**Overall Finding:** The district has a comprehensive approach in place for recruiting, evaluating, and sustaining personnel to meet the needs of the community.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The personnel administrator shared with the review team a number of connections that the district has with local colleges, such as Marist College, Bard College, and State University of New York (SUNY) New Paltz that the district uses to recruit teachers. Additionally, the district posts vacant positions on the district website and advertises in local newspapers, and personnel from the district attend careers fairs. The district has recently joined OLAS, which gives them access to a broader pool of applicants. However, the personnel administrator acknowledged that there is no formal plan to recruit a diverse staff to meet the needs of all the students, but that the district was working to address this matter through OLAS.
- A document review of the district’s Comprehensive Induction and Mentoring Program demonstrated that the district has structures in place to build capacity and retain staff. This program includes procedures for developing and supporting new teachers through a structured mentoring process. The district personnel administrator explained that the school board offers additional salary points to hire staff for hard to fill positions, and that the district encourages teacher retention through PD opportunities.

- A review of the comprehensive district PD plan for 2013-14 demonstrated that the district provides staff with access to a variety of training opportunities. Further, the review team found that the district supports school leaders in evaluating staff. For example, a district leader shared how she meets with school leaders on a regular basis to discuss instructional practices and to conduct learning walk-throughs with school leaders. Additionally, the review team found that there is a district-wide teacher evaluation process for classroom observations, along with a district rubric.

**Impact Statement:** Schools have appropriate personnel in place to address student needs.

**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**

**D**

**Debriefing Statement:** Although district leaders visit schools frequently, the district’s expectations for school leaders and teachers are not widely understood, or adopted. For example, there is limited evidence that teachers are following district expectations to use lesson plans to organize their instructional strategies and practices in order to support student learning. The district does not ensure that all communication is translated into pertinent languages for all constituents. Without communication that is widely understood and embraced, the district is limited in its ability to ensure that its efforts will result in high levels of success for all students.

**Areas for Improvement:**

**Overall Finding:** The district has a clear theory of action, but it is not widely understood, or adopted, in schools.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- A document review of the district 2012-14 Academic Strategic Plan demonstrated that the district has set high expectations for curriculum, instruction, assessment, environment, collaboration, and community connections. However, discussions with staff and school visits demonstrated that not all staff know, or adopt, these high expectations. For example, the district’s instructional expectations include differentiation, collaborative work, use of technology, and experiential learning, which review teams did not find consistently applied in classrooms, particularly in the secondary schools. Additionally, few teachers had lesson plans that were fully developed, and in some cases, teachers did not share their plans with school leaders.
- The district superintendent told the review team that there is an expectation that schools internalize the district’s vision and mission at the building level. However, school leaders in the secondary schools have not developed their own building-specific vision statements that reflect the district’s vision, in order to drive school improvement.

- The district does not communicate with families in languages other than English, and the district website is in English only. This hinders families who are unable to read English from having a clear view of district expectations, and to communicate their needs to the district.

**Impact Statement:** The lack of consistent implementation by all stakeholders of the district’s expectations limits the success of students.

**Recommendation:**

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

- Work with school leaders to draw up a plan to ensure that the district expectations are adopted fully in the schools by posting them in staff rooms, revisiting them regularly at staff meetings, and monitoring that they are being adhered to during lesson observations and walk-throughs.
- Work with the school leaders to ensure that each school develops building-level vision statements that reflect the district’s mission and vision.
- Ensure that the district translates notices on the district website, and all correspondence, into pertinent languages, so all families can access them.

**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**

**E**

**Debriefing Statement:** A structured system is in place for allocating resources to the school community. The district actively seeks additional federal grant funding for multiple programs, such as in the arts and music. Cost savings have been made through bringing students with disabilities back into the district to a least restrictive environment. These funds are being used to provide additional academic and positive behavior support for all students, including those with disabilities. Resources are adequately allocated throughout the district to meet student, staff, and family needs, and the district is developing a system to ensure that resources are available to communicate effectively with families who speak languages other than English. Overall, the resources are effectively administered to promote school improvement and success.

**Strengths:**

**Overall Finding:** Systems and procedures, including careful strategic planning and close liaison with school leaders, are in place to ensure that budget allocation and the distribution of resources are based on the needs of the school community.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The assistant superintendent for business told the review team that there are regular meetings with

school leaders to review and determine priorities for spending. For example, a focus for budgeting is to prioritize spending to help close the achievement gap for students with disabilities.

- There is evidence that the district plans strategically to target resources. For example, students with disabilities have returned to the district from external placements into least restrictive environments. As a result, the students benefit from being educated in their local communities, and there are significant cost savings that the district has used to hire three teachers at each of the secondary schools, as well as five behavior teaching assistants (TAs), and three regular TAs.
- The district actively seeks grant funding to extend opportunities for students. For example, the director of fine and performing arts stated that the district had accessed grant money to enrich the music curriculum with orchestras and concerts.
- The district allocates funds to support the English language learner (ELL) population. For example, ELL tutoring is available at the high school, there is an ELL summer class for elementary students, and there is an annual family night to discuss statewide testing. However, there is no funding in place to support day-to-day communication with families in languages other than English, but the district is working to address this need.

**Impact Statement:** The district administers resources to promote school improvement and success. Although resources are in place to support ELLs, the district acknowledges a need to continue to improve in this area.

**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**

**D**

**Debriefing Statement:** There is a district-wide PD plan created collaboratively by a committee of stakeholders. However, the plan is not based on an analysis and understanding of data related to student outcomes. The lack of monitoring of the strategies and practices taught in PD hinders the effective implementation of these practices in improving student achievement through classroom instruction.

**Areas for Improvement:**

**Overall Finding:** Professional development and training for staff is not based on student data. The current strategies to monitor and evaluate the impact and effectiveness of PD and training are not successful in ensuring that new methods are implemented in classrooms.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- A detailed PD plan is in place for 2013-15, which was created by the PD council that includes district leaders, school leaders, and a representative group of school staff from each of the district’s schools. The PD plan is communicated to teachers via the district web-based system, My Learning Plan.

However, the PD plan is not connected to an analysis of teacher observation or student achievement data. This is because the management, exchange, and use of data between the district and the schools, particularly the secondary schools, is under-developed. Therefore, schools do not consistently share information with the district, which results in PD that the district offers not directly meeting the needs of teachers.

- There is limited evidence that the district’s PD plan is improving teaching, specifically in the high school. Although the district directors conduct follow-up PD, there is conflicting evidence from the schools and the district as to how much follow-up there is. Directors and district leaders monitor teaching through observations using the Marshall rubric, and by conducting walk-throughs in the schools using the Engage NY rubric. However, the review team found during classroom visits in secondary schools that teachers do not consistently implement strategies learned in PD when they return to their classrooms. This was particularly evident in the high school, where few teachers were delivering data-driven differentiated instruction. Additionally, while teachers have received PD and follow-up strategies to implement the CCLS shifts, there was little evidence in the high school that teachers are modifying their instructional practices to ask deep questions, or use complex text to develop critical thinking. In the district self-assessment, and in meetings with the review team, district leaders acknowledged that they are developing and implementing plans to assess the impact of PD on teacher practice and student outcomes in the secondary schools, but that this has been challenging and is an ongoing target for improvement.

**Impact Statement:** Although a detailed PD plan is in place, the district does not ensure that training leads to increased teacher effectiveness.

**Recommendation:**

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

- Ensure teacher observation and student achievement data are used to plan PD.
- Review strategies and procedures for monitoring teacher implementation of strategies learned in PD.

**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.

<b>Tenet Rating</b>	<b>I</b>
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**Debriefing Statement:** The district does not have comprehensive systems and protocols to collect, analyze, and use data connected to their mission and goals. For example, the district does not review attendance data for identified subgroups that are underachieving academically, such as students who are economically disadvantaged or those with disabilities. When the analysis of data is available, it is not consistently accurate, or detailed, to develop appropriate strategies to improve academic outcomes for students. The district has not provided adequate support to secondary school staff to enable them to determine what data needs to be collected, how to analyze data to monitor student progress, and how to use data to develop strategies to help close the achievement gap. This weakness in the collection, analysis, and use of data district-wide significantly

limits the district's capacity to understand precisely how well students are performing, and hinders data-driven decisions and practices that promote student achievement.

### **Areas for Improvement:**

**Overall Finding:** The district does not collect or analyze a full range of data from the secondary schools, or give the schools sufficient support and guidance to make improvements in overcoming their weaknesses in the collection, analysis, and use of data to promote student achievement.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The district reported that it has identified the collection and analysis of data in the schools as an area for development, and put strategies in place to improve these, such as regularly scheduled data team meetings in the elementary schools. However, there is limited evidence to demonstrate that this district support is improving the use of data in the two secondary schools, particularly in the high school. Senior leaders at the high school acknowledged that their understanding of how to use, collect, and analyze data is weak, and stated that there are not clear expectations from the district to hold them accountable to develop a data-driven culture. Further, high school leaders do not use data, such as attendance data, to evaluate the outcomes for subgroups of students, or share data with the district. Therefore, district leaders do not have a good understanding of how all students are performing. In the reviews of both secondary schools, the review team determined that the analysis, review, and use of achievement data were areas of weakness, which were limiting school improvement towards goals.
- The district has adopted Measures of Academic Progress (MAPS) for tracking progress in literacy and math in kindergarten through grade ten. However, the district is in the early stages of a process of sharing with teachers their expectations for how this, and other data sources, should be used to guide instruction. District leaders told the review team that all teachers have been trained to use MAPS to create an instructional ladder, or lesson plan, and to help students to create goals. However, a few teachers at the high school told the review team that they had not had been trained on how to use MAPS, and that grade 11 teachers did not have access to grade ten student data. Presently, teachers in the secondary schools are not effectively using MAPs, and other available data, to adjust their instructional practices to meet the needs of all students.
- Discussions with district and school leaders, and an analysis of data, demonstrated that a district-wide data-driven culture is not yet established. Achievement data in both district and school documents lacked detailed analysis, and it is not clear how data is being used to raise achievement. At times, the review team found that data is not presented accurately, or is out of date. An example of this was in January 2013 graphs, which were produced by the district to show the achievement in ELA and math of students from high-and low-income families. However, the district did not label the graphs correctly, and as a result, the graphs indicated that students from low-income homes

were achieving much better than those from high-income homes, which was not the case.

**Impact Statement:** The district’s ineffective collection, analysis, and use of data limit the capacity of stakeholders to understand how well all students are performing, and hinder data-driven decisions and practices to promote student achievement.

**Recommendation:**

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

- Develop a clear set of expectations for all schools with regard to what and when data should be collected, how it should be analyzed, and how teachers and school leaders should use it to set goals for students and for the schools.
- Provide training so that all school leaders in the district have a good understanding of how to collect, analyze, and use data to monitor student outcomes, close achievement gaps, and drive school improvement.
- Establish clear systems to ensure that school data is shared regularly and systematically with the district.
- Provide training for teachers so that they can use the MAPS data effectively to guide instruction.

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

<b>Statement of Practice 2.1 - School Leader Practices and Decisions:</b> 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.	<b>Tenet Rating</b>	<b>E</b>
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**Areas for Improvement:**

**Overall Finding:** The district works closely with schools to help create learning environments that meet the needs of the school community.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The school leaders stated that the district is working closely with them to support the district vision statement, “We are confident, curious, and courageous learners who change the world,” and to develop building-level statements which reflect this. Each school is expected to develop two SMART goals to drive school improvement. School leaders stated that they have regularly scheduled support from district leaders, and that they meet with each assistant superintendent at least monthly to collaborate and plan. At these meetings, recommendations are made by district leaders to support school improvement and then funding is agreed upon for specific projects, such as to establish Positive Behavior Intervention Strategies (PBIS). Elementary school leaders shared that the district has

fostered good collaboration between the four elementary schools, and that school leaders carry out walk-throughs of each other’s buildings and discuss strategies.

- School leaders point out that the assistant superintendent for instruction and personnel visits all of the schools twice a month to support school leaders in improving instructional practices, and to help conduct joint classroom walk-throughs. The district has provided training for schools to implement the Annual Professional Performance Review (APPR) for teacher evaluations. All schools in the district use the Marshall rubric for teacher observations, and district personnel are closely involved in this process. For example, the middle school leader stated that the district has observed more than ten teachers in his school this year. Both secondary school leaders told the review team that the district directors have been supportive concerning curricula development. School leaders meet with the directors individually, or in interdisciplinary meetings, and the directors run department meetings and provide PD for teachers. One leader commented that the district played a strong role in the delivery of PD activities. The director for math and science has worked closely with the integrated algebra department at the high school to support teachers in the implementation of the CCLS. Due to the support that has been given to school leaders, the district has equipped them with the skills to improve instructional practices, and has fostered collaboration across the district to raise student achievement.

**Impact Statement:** Schools are aligning their work with the district’s vision for student achievement. The regular input from district leaders and directors, and the district’s focus on collaborative work between schools, supports student success.

<p><b>Statement of Practice 3.1 - Curriculum Development and Support:</b> 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><b>Tenet Rating</b></p>	<p><b>E</b></p>
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**Strengths:**

**Overall Finding:** The district works collaboratively with school leaders and teachers to plan for curriculum development, to write curriculum modules, and to implement the CCLS in schools. The district allocates funding and resources to support the work through an annual plan, and has a variety of procedures in place to check on the alignment and fidelity of the CCLS implementation.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- School leaders informed the review team that the district directors work closely and collaboratively with the assistant superintendent for instruction and personnel, and with school leaders, to produce an annual list of priorities, and to schedule curriculum writing. Funds are in place for teachers to be released to work with directors on this, and the directors, who are also content specialists, facilitate all projects. For example, teachers have been involved recently in evaluating modules for the science curriculum. Common templates are used for curriculum writing based on Wiggins and McTighe’s

“Understanding by Design.” The director for math and science has established a model of good practice for implementing the CCLS with the integrated algebra teachers at the high school. School leaders confirmed that teachers in their schools have received considerable support and that the director monitors them regularly. Teachers meet daily to review lesson delivery, co-plan, develop unit modules, and discuss strategies for ensuring that the CCLS shifts are put into place. The expectation of the district is that this model should be rolled out to other subjects and departments.

- Secondary school leaders gave the review team a number of examples to illustrate the support the district provided them in introducing the CCLS, such as the work with non-core subject teachers in implementing the CCLS and the instructional shifts. The director of fine and performing arts runs a vertical team teacher PD where they sequence the curriculum and discuss the CCLS and its application in the arts. The district has facilitated collaborative work among the directors to implement the CCLS. For example, the humanities director and the director of math and science have worked closely with the director of fine and performing arts, and the director of physical education, to integrate the CCLS into their subject areas.
- School leaders outlined to the review team the accountability systems used by the district to monitor the CCLS curricula, and programs used to check for the alignment and accuracy of implementation. The leaders said that there are specified formal accountability systems, a monthly meeting with the directors, a parent engagement survey that is being rolled out by the superintendent at the next faculty meeting, agendas and work preparation documents, and parent letters that are sent from the superintendent. The district shares findings with schools through letters, emails to staff, department meetings, and PD.

**Impact Statement:** Procedures and systems are in place to create a curriculum that is suitable for the needs of students in the district and is supported by the schools. Support from the district enables teachers to deliver instruction that is CCLS aligned.

<p><b>Statement of Practice 4.1 - Teacher Practices and Decisions:</b> 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.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
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**Areas for Improvement:**

**Overall Finding:** Although the school and district communicate collaboratively around PD, the district makes only limited use of school and student data. Opportunities to observe best practice on the utilization of data are largely only for teachers who are participating in the mentor scheme. Although the district provides follow-up support following PD, it is not comprehensive or effective in ensuring that teachers implement new skills acquired through PD into their classrooms.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- A secondary school leader told the review team that in the summer there is a district summer retreat

where school leaders and directors discuss staff PD needs based on observations. Priorities, dates, and times are then set for PD. However, because of the current weakness in the use and analysis of data in the secondary schools, there is limited connection between PD and school and student data. One school leader shared that evaluations of the PD are now submitted electronically, and are often not completed, which makes it hard to determine how much teachers have gotten out of attending PD, or what follow-up is required.

- There are limited opportunities for teachers to observe good teaching practice. One school leader stated that the district provided teacher coverage to allow internal school inter-visitations in the past. While another school leader stated that some teachers have gone to visit other schools, but there are no inter-visitations within the school. Both leaders shared that teachers who are a part of the district mentor program conduct inter-visitations with their mentor. This lack of a planned program for teachers to observe colleagues exhibiting best practice restricts teacher opportunities to develop their instructional practices.
- Although the district provides follow-up support for PD, it is unclear how comprehensive this is, or the effect the support has on improving teaching. In the district self-assessment document, the district stated, "Follow-up training and support happen in a number of areas, but not yet across the board, and are not yet consistently focused on goal setting, or student use of data." However, a school leader stated, "They do the PD and that's it. PD on differentiation, but no follow up. The follow-up is the APPR. Follow-up needs to happen with PD." The lack of a consistent planned strategy to follow-up PD activities limits the likelihood that teachers will adopt new instructional practices in their classrooms.

**Impact Statement:** Teacher capacity to offer students rigorous learning opportunities is limited by the restricted opportunities to observe good instructional practice, the limited use of data when planning PD, and the limited follow-up of training.

**Recommendation:**

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

- Ensure that all PD planning takes school and student data into account.
- Identify good instructional practice in schools, and schedule inter-visitations for each building, including opportunities for teachers to observe good instructional practice in other schools in the district.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:** The district delivers PD for a small number of specialist staff in relation to student social and emotional developmental health needs. Follow-up support is limited, and there are no protocols in place to

determine the success of follow-up.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- The district has trained select groups of staff in relation to student social and emotional developmental health. The PBIS program is in place in both secondary schools. However, a secondary school principal shared that PBIS is new to the high school and is at an early stage of implementation. The assistant superintendent of pupil services stated that the district is investing in specialist classes for the return students with complex social emotional needs in order to keep them in the district. As a result, teachers in specialist classes have access to relevant training. For example, the teacher in a 8:1:2 class for students at the high school told the review team that he had been supported by the district in trainings on Therapeutic Crisis Intervention (TCI). The secondary leaders stated that a few teachers had attended a variety of PD for social emotional health including a Functional Behavior Analysis (FBA) boot camp, PREPARE safety and post crisis training, and specialist training for counselors. As a result, although there is trained staff in schools to support students, schools and teachers across the district have received limited PD to support student social and emotional health.
- School leaders shared that there is limited follow-up for training in relation to social and emotional developmental health. One school leader stated that PREPARE was a new initiative that will be filtered through the safety team monthly building and district-level meetings. The PBIS program has ongoing training built in. However, the district shared that social emotional PD opportunities have been limited over the last several years beyond PD what a few specialists received.

**Impact Statement:** PD on student social and emotional developmental health only enables specialist staff to meet the needs of a small number of students. Although PBIS was recently introduced, particularly at the high school, the training has not yet had a measureable impact across the schools. The lack of protocols to follow-up on, and support, training for social emotional development, limits the new strategies from becoming successfully embedded in schools.

**Recommendation:**

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

- Develop a policy for delivering PD topics to all pertinent school staff to promote student social and emotional developmental health. This should include strategies to increase the number of staff included in PD, such as through staff turn-keying strategies they learn from district PD with their colleagues.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:** The district reaches out to families, but there is no strategic plan to support this communication. Although the district uses a variety of methods to communicate with families, the limited translation of district communications into languages other than English restricts the involvement of families who cannot communicate in English.

**Evidence/Information that Lead to this Finding:** *(Note: the Integrated Intervention Team (IIT) gathered evidence from a review of documents and interviews with district leaders, principals, staff, parents and students.)*

- School leaders stated that the district does not have a strategic plan for family engagement. However, parents are encouraged to engage with the district and schools through the district Parent-Teacher Association. The superintendent told the review team that they are working on family engagement, particularly focusing on strategies to bring in disenfranchised families. The district recently conducted a parent engagement survey, and will share the results in the near future. However, the survey was only conducted in English.
- The district uses a variety of methods to communicate with families and the community, including Facebook, a school messenger, televised board of education meetings, newsletters, and a website. Additionally, both secondary schools have provided information for parents on the CCLS through newsletters and meetings. Although the school leader of the middle school stated that there is a contract for translation services, and that the district will provide translation on request, little information is provided in pertinent languages, and key communication tools, such as the district website, are posted only in English.

**Impact Statement:** The lack of a clear plan and structures to promote family and community engagement, and the lack of translated communication into languages other than English, limits the district's ability to work in close partnership with families to meet student needs.

**Recommendation:**

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

- Develop a family engagement plan that includes a clear communication strategy to ensure that all information is communicated in pertinent languages.