



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	142601030000
District	Kenmore Town of Tonawanda Union Free School District
District Address	1500, Colvin Blvd, Buffalo, NY 14223
Superintendent	Mark Mondanaro
Date(s) of Review	May 16, 2014
Schools Discussed in this Report	Kenmore West Senior High School. The review took into consideration the District Accountability data for 2011-2012 and 2012-2013.

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	7361	Title 1 Population	8.3%	Attendance Rate	95%				
Free Lunch	32%	Reduced Lunch	11%	Student Sustainability	99%	Limited English Proficient	1%	Students with Disabilities	18%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	1%	Black or African American	6%	Hispanic or Latino	5%	Asian or Native Hawaiian /Other Pacific Islander	2%	White	83%	Multi-racial	3%
Personnel											
Number Years Superintendent Assigned/Appointed to District	7	Number of Deputy Superintendents	3	Average Years Dep. Superintendents in Role in the District	5	# 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	1	Average Teacher Absences in District	8				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	N	Focus District	Y	Number of Focus School Identified by District	2	Number of SIG Recipient Schools	0	Number of Schools in Status	0		
ELA Performance at levels 3 & 4	Grade 3-8 32% HS 89%	Mathematics Performance at levels 3 & 4	Grade 3-8 28% HS 89%	Science Performance at levels 3 & 4	Grade 4 96% Grade 8 81% LE 90% Chem. 78% PHYS. 66% ES 75%	4 yr. Graduation Rate (for HS only)	81	6 yr. Graduation Rate (for HS only)	80		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White (Grade 3-8)		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander (Grade 3-8)
X	White (Grade 3-8 and Secondary)		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	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	
	OVERALL RATING FOR TENET 1: EFFECTIVE		E		

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
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	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.1	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.			X	

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.1	The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.			X	

District Review – 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>E</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>E</p>

Debriefing Statement: The district engages systemic recruitment and staff retention strategies. District staff members implement a well-established plan to mentor new teachers during their first three years. As a result, new teachers are well supported and can readily ask for additional support when necessary. School leaders receive district support and training in developing their understanding of staff evaluation. Teachers receive professional development (PD) that is tailored to meet their needs. Personnel hired and supported by the district address the needs of students, resulting in improved student achievement.

Strengths:

Overall Finding:

Systems regarding recruitment and retention of staff are well-established and offered to all schools. District leaders collaborate with school leaders to ensure that when recruiting they select and appoint high quality staff. District leaders have consistent and well thought out systems to support and develop the work of schools leaders and their staff.

Evidence/Information that Lead to this Finding:

- Discussions with the superintendent, his staff, and the school leader at the High School, showed that the district has well-established recruitment strategies and structures, which are fully understood by all staff. The district staff employs various recruitment strategies including visits to career fairs and local colleges, and maintaining a list of experienced teachers who have work with the district in some capacity. The district staff collaborates closely with school leaders during the recruitment process to consider the unique needs of each school community.
- The superintendent stated that the focus of the recent annual leadership training was on supporting school leaders to implementing staff evaluation, providing frequent feedback, and ensuring that PD allows all teachers to reflect on and improve their practices. Evidence from the high school review confirmed that systems, procedures, and structures are firmly in place to support the district’s priorities for evaluating instructional practices. Discussions with the superintendent and the assistant superintendent demonstrated that they know their schools well and know which schools need greater attention. To support all staff’s understanding of the Annual Professional Performance(APPR) process the district staff has changed the format of the annual retreat, which

was previously solely for school leaders, to include a representation of teachers from each building to enable shared discussions about best practices among district staff, school leaders, and teachers.

- The district has devised a mentoring plan, which is nationally recognized. The plan supports new teachers for three years and allows teachers to meet weekly with a mentor during their first year. The mentors are teachers within the district who participate in trainings to become mentors. In addition, teachers receive release time from their classrooms for three years. Mentors also work with other teachers identified through the Policy Board, as needing additional support. The district staff reported that staff retention is high because of the supports and systems in place to assist teachers.

Impact Statement:

District leaders have well-established systems for recruiting, evaluating, and sustaining high quality staff 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: District leadership has implemented some structures to communicate the vision for high expectations to school leaders and staff, the Board of Education (BOE), and the local community. The district staff provides translation for some documents into pertinent languages of the school communities. Although many students are achieving at high levels of success, some students do not make progress because expectations, regarding the alignment of teachers’ professional practices with student outcomes at school level, are not always consistent across schools.

Areas for Improvement

Overall Finding:

District expectations focus on communicating the link between student outcomes, instructional practices, and PD to all schools leaders. However, these high expectations are inconsistently reflected in teachers’ practice.

Evidence/Information that Lead to this Finding:

- District staff has created a vision to establish a clear direction by developing a matrix to support their vision. School leaders and assistant principals in each building received training on how to develop improvement plans and focus on school improvement. During discussions with the Integrated Intervention Team (IIT or review team), the superintendent shared that district staff regularly posts results on the district website from the State Education Department to inform and educate the immediate community. There are 12 schools in the district; seven elementary, three middle, and two high schools. A comparison of district data for 2011-2012 and 2012-2013 shows that more subgroups of students reached AYP in 2012-2013. In addition, seven of the schools had no groups who did not reach AYP. In one of the Elementary schools, there was an improvement in the number of White students reaching AYP in English language arts (ELA). Progress in math

improved for White students in one of the middle schools, which resulted in all subgroups of students in the three middle schools reaching AYP. The graduation rate in Kenmore Senior High School improved in 2012-2013, particularly for the Black and/or African American students who had been previously identified as not doing as well as other students. Over the last two years there is an improving trend regarding the number of subgroups who are reaching AYP.

- A small percentage of students speak English as Second Language in the district. The district leaders shared and school staff confirmed that the district provides translators for school staff to use during meetings. Google translator is strategically placed on the school website to assist families with their translation needs. In addition, at some schools, members of the staff sometimes use students in the school or other family members to translate to parents.
- Members of the district staff shared that they expect school staff to connect their professional practices to student outcomes. Evidence from discussions with district leaders and a review of documents showed a clear focus on systems and structures that focus on the link between instructional practices, student outcomes, and the PD that all members of the staff receive. During the school visit, the IIT found that all teachers now use a consistent format to plan instruction, which has promoted the alignment of CCLS and the use of instructional shifts. In addition, all teachers had a “Look For” sheet guiding CCLS alignment that they follow when planning and delivering instruction. Discussions with district level staff confirmed that the district encourages all staff throughout the schools to use this common format to ensure teachers align curricula with the CCLS. However, during class visits at the school review, the IIT found that teachers are at varying stages of implementing the CCLS. Additionally, teachers inconsistently use assessment information to match work to student ability, particularly in math. Teachers’ lessons do not consistently challenge all students to achieve at high-levels. This school-level issue relating to the monitoring of instructional practices by district and school leaders is not always successful in identifying and addressing areas of weaknesses.

Impact Statement:

The district has begun to communicate its expectations for student success and many subgroups of students have made progress. However, not all teachers’ instructional practices reflect the district’s priorities, which limit opportunities for all students to experience rigorous learning that promotes high levels of success.

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 high expectations are transferred to all teachers and the link between instructional practices and student outcomes is further explained so that all students are given work that accurately matches their needs and abilities and so achieve at high levels of success.

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: District leaders have developed structures, including the Family Support Center and Staff Development Center, for deploying the resources necessary to address the needs of each school community. School leaders are empowered to identify where resources are needed, and all programs are regularly monitored for positive impact. District resources are allocated, adjusted, and monitored to meet the needs of students, staff, and family in the schools and to promote school improvement and student success.

Strengths:

Overall Finding:

District leaders consider the needs of students, families, and staff when allocating resources. The district staff has established systems and structures for monitoring and evaluating actions and decisions to ensure that all school leaders are accountable and that allotted resources aligns with student outcomes.

Evidence/Information that Lead to this Finding:

- When asked what structures the district has in place for assessing and deploying resources that respond to the needs of the school communities, the superintendent explained that there is one traditional format, where student expenditure is tracked and adjusted. However, the schools receive funding based on student needs and school improvement priorities. During conversations with the IIT, district and school staff shared that while the district considers all requests from schools, decisions about school requests align to student outcomes. District leaders reported that school leaders have to justify all spending in their buildings and link it to student outcomes. For example, levelled books have been bought for elementary schools because of a priority for reading, and pathways for graduation have been developed in high schools because of previous issues regarding graduation rates. There is a sharp focus on developing instructional practices, by implementing CCLS and the key instructional shifts, in all of the schools. Some district leaders work to procure grants from which all school buildings can benefit.
- During discussions with the IIT, the superintendent and the assistant superintendent described the district’s process of identifying the needs of different school buildings, as well as how school leaders organize resources within their buildings to maximize resources allocated by the district. District leaders focus on staffing and the various programs in the different school buildings to ensure that resources are equitably distributed throughout the district to meet the needs of students and families. Based on feedback from the school leaders, members of the district staff adjust their plan accordingly. The superintendent shared that district leaders review data to monitor progress in instructional practices. In addition, channels of communication with school leaders are clear and well established. Other district staff as well as school staff confirmed the process described by the district leadership.

Impact Statement:

The district leaders have well-established structures for assessing and deploying resources and for ensuring school leaders focus on student outcomes. As a result, district resources promote school improvement and success.

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

Tenet Rating

E

Debriefing Statement: The district has a comprehensive PD plan based on the needs of staff, as well as the assessment of their practices. The Staff Development Center delivers most of the PD offered to staff. The district staff evaluates all PD, and provides follow-up support for individual schools as needed. Consequently, teachers receive supports to improve their practice and students show improvements in their academic achievement.

Strengths:

Overall Finding:

District leaders devised a comprehensive plan for PD, focused on improving instructional practices in schools. District and school leaders consistently monitor the plan and teachers and leaders in schools evaluate the plan. The district and school staff updates the plan and provides follow-up support for staff as needed. The most recent district performance data shows that more students are reaching AYP.

Evidence/Information that Lead to this Finding:

- The comprehensive PD program is comprised of a series of goals and activities, which individual school leaders and staff then develop further to support their own school building’s needs. The district has established a calendar of PD that is shared with all schools in the district. District leaders said and evidence from the school review confirmed that schools are supportive of the PD offered. District leaders reported that all teachers, through PD, receive guidance of what is expected of them to improve their planning and delivery of instructional practices. While classroom visits showed that teachers are at varying stages of implementing PD strategies, discussions with the district leaders demonstrated that the leaders have a clear understanding of which schools are doing well and which schools are in need additional assistance.
- District staff shared that the district PD focuses on improving instructional practices and teacher effectiveness consistently across all schools. Evidence from accountability data showed across the district that more students in 2012-2013 reached AYP than in 2011-2012, and seven out of 12 schools in the district have no student subgroup that did not reach AYP in ELA, math, and science.
- All staff evaluate the PD they receive through an electronic program, and district leaders then evaluate how successful it has been and decide whether follow up is necessary. During the district review, the IIT observed the assistant superintendent updating the PD plan by including follow-up

sessions and new events as necessary. A review of documents showed that the PD plan addresses individual needs in the different school buildings. For example, teachers at the high schools received additional training for certification to teach the International Baccalaureate program.

Impact Statement:

The district has a comprehensive plan to create, deliver, and evaluate PD. As a result, school leaders and their staff benefit from an array of PD that is tailored and adapted to the needs of individual schools to promote teacher effectiveness, which positively impacts upon student outcomes.

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	D
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Debriefing Statement: District leaders have communicated their high expectations regarding the importance of using data to drive instructional practices to schools. Although members of the district staff are working with all teachers to develop their skills in analyzing student performance data, teachers unevenly use data in their instructional practices.

Areas for Improvement:

Overall Finding:

The district staff uses and analyzes district-wide data to monitor how schools are performing but acknowledge that teachers are at varying stages of using data to inform instructional practices.

Evidence/Information that Lead to this Finding:

- District leaders have high expectations of school leaders and their staff with regard to using data to support the students they teach and establishing goals for students. District staff shared and evidence from the school review confirmed that there have been discussions at all levels in the district and schools, to develop a consistent approach to the use of data throughout the district. The district’s curriculum learning specialists provided PD to teachers to develop their understanding of using data to support instructional practices.
- District leaders reported that they expect teachers to use data regularly, particularly to focus on all student subgroups and create goals for students. The district leaders also shared that they are aware that some teachers are proficient at using data to inform instruction, but that others are still developing in this area. The superintendent spoke of data being used as an accountability tool for teachers and that the International Baccalaureate (IB) program evolved because teachers identified that some students could be doing better.
- School staff confirmed that all teachers use assessment data to gain information on individual students. However, not all teachers use data collected on individuals to adjust their practices to promote further achievement. Despite district leaders promoting a data-driven culture and

providing strategies related to best practices that are transferred to all teachers, not all school leaders effectively monitor instructional practices to identify where data is not being used effectively.

Impact Statement:

The district leaders promote a data-driven culture to enable them to gain a clear picture of how their schools are performing. However, the district has not ensured that all teachers within the district have a deep understanding of how to use data to inform their instruction, establish goals for students, and promote higher achievement, which hinders some students from progressing at optimal levels.

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 teachers develop a deep understanding of using data to adjust their instruction and establish goals for their students, through appropriately designed PD, and rigorous monitoring so all students and subgroups achieve as well as they can.

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>E</p>
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Strengths:

Overall Finding:

The district staff has well-established channels of communication with all school leaders. The district leaders and school leaders are involved in regular contact and conversation, which focus on nurturing a school environment that is responsive to the needs of the whole school community.

Evidence/Information that Lead to this Finding:

- Relationships between district and school staff are respectful, nurturing, and professional. The school leader reported that all school leaders are in constant communication with district staff and that they have regular opportunities, through many different channels, to engage and discuss developments and supports. The district makes clear the importance of the link between instructional practices, student outcomes, and the PD that staff receives. The district has provided opportunities and supports such as, through the curriculum-learning specialists and other external specialists, as well as through the PD program for families through the Family Support Center to promote the work of the school and the leaders’ vision. Schools are able to gain additional advice and support in many areas, such as for students with disabilities, those who display challenging

behavior, or higher attaining students. Recent whole school focuses have been on developing the curriculum to align with CCLS and APPR, and on improving graduation rates.

- Teachers at the high school reviewed, now use a consistent format to plan instruction, which promotes the alignment of CCLS and the use of instructional shifts. In addition, all teachers have a “Look For” sheet to follow when planning and delivering instructions. The IIT attended a meeting where a curriculum learning specialists facilitated a discussion on student performance data with teachers and demonstrated how to analyze the data and to align the data with instruction.

Impact Statement:

The district works collaboratively with school leaders to ensure reciprocal communication and to nurture an environment that is responsive to the needs of community. One result is increased student achievement.

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	D
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Areas for Improvement:

Overall Finding:

The district collaborates and provides support to teachers in order to develop their understanding of aligning instruction to CCLS and providing lessons that challenges all students. Although systems to monitor and evaluate instructional practices are in place, they are not always thorough enough to identify and rectify weaknesses, particularly related to aligning curriculum to CCLS and ensuring that every student is challenged appropriately.

Evidence/Information that Lead to this Finding:

- The district provides support, resources, and training to implement the CCLS curriculum, including 21st Century and College- and Career- Readiness skills. The district leaders have focused specifically on developing teachers’ awareness of the use of the key instructional shifts. All teachers received training; for example, those teachers who teach the IB have received training to enable them to gain the certificate to teach the program.
- During discussions with the IIT, the superintendent and his staff described how district leaders are supporting teachers district-wide to develop and implement CCLS-aligned curricula. The district staff shared that they encourage staff to use the Engage NY materials to watch videos of good practice. A review of documents as well as discussions with staff from the school confirmed that several teachers use the Engage NY materials. In addition, teachers have a consistent planning form and “Look For” sheet, which reminds them what they need to include when planning and delivering instructional practices, such as aligning their lessons to CCLS, employing instructional shifts, and adjusting the curriculum to meet the needs of all students through differentiation. However, reviewers found that not all teachers effectively implement these best practice strategies.

- The district leaders have a number of electronic mechanisms to monitor the performance of schools. Despite this, the systems and structures in place for the monitoring and evaluation of instructional practices, school and district-wide, are not thorough enough. For example, reviewers found that while all teachers at the High School use a common template for curricula planning, not all teachers are focusing on the pointers on the planning form relating to aligning curricula with CCLS or on the “Look For” sheet, particularly with regard to adjusting curricula to the needs of all students. As a result, achievement is limited for some students because the curriculum and instruction do not challenge every student.

Impact Statement:

Because systems and structures to monitor and evaluate instructional practices and PD, particularly in school, are not rigorous enough, not all teachers provide curricula that is aligned to CCLS and adjusted to enable all students to be sufficiently challenged.

Recommendation:

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

- Rigorously monitor and evaluate curricula planning and instructional practices to ensure that all teachers develop and implement instruction aligned to the CCLS and modify instruction to meet the needs of all students.

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

D

Areas for Improvement:

Overall Finding:

Teachers and staff work with district leaders to ensure teachers have access to supports to improve teacher effectiveness. However, students are not consistently receiving rigorous learning opportunities because not all teachers and staff plan effectively and take account of student data to identify students' needs and to enable students to work towards their established goals.

Evidence/Information that Lead to this Finding:

- There is much collaboration between the district and school leaders, curriculum learning specialists, and school staff to provide relevant PD opportunities for staff to improve their instructional practices. For example, the curriculum learning specialists have unpacked the tri-state rubric and provided targeted PD linked to CCLS and the key instructional shifts. Through a review of previous PD and immediate staff needs, follow-up PD is then identified. However, evidence from the school review demonstrated that this process is not rigorous enough.

- Evidence from the High School review and discussions with district leaders show that teachers have had PD on developing their instruction. Although school leaders observe teachers during classroom visits, school leaders lack consistent mechanisms to identify, share, and address weaknesses. Teachers have been encouraged to use a consistent planning format, which helps to improve their planning and delivery of instruction. Despite this, not all teachers take into account student data when planning or delivering instruction, use instructional shifts, or align their instruction to CCLS. As a result, students show inconsistent engagement and participation in their lessons.
- District leaders minimally addressed PD focused on student engagement or the development of goals for students. The superintendent highlighted two different types of goals, whole-school goals driven by district goals and classroom goals where student data drives instruction. Evidence from the school review reflected that some teachers inconsistently establish goals for students. Although during discussion with the IIT, some teachers identified long-term goals for students as a priority, during the school visit reviewers found limited evidence of teachers incorporating goals in their plans or instruction. Other teachers spoke of goals for students being the learning objectives in lessons. Reviewers noted that in some lessons teachers shared learning objectives effectively with students as instruction progressed and all students knew the goal of the lesson. However, in other lessons, not all students knew what the learning objective was and were unsure of the focus of their learning. This resulted in variations in student engagement and student needs not always being met.

Impact Statement:

The district works collaboratively with schools to provide supports for teachers to develop curricula and their instructional practices. However, teachers inconsistently align curricula to CCLS and use data to inform planning and adjust instructional practices to meet student needs. Consequently, not all students receive rigorous learning opportunities.

Recommendation:

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

- Provide additional PD focused on using data to improve teachers planning and to adjust their instructional practices to meet the needs of individuals and subgroups. Monitor teachers' implementation of strategies to ensure teachers create goals for students and provide all students with consistent rigorous learning opportunities.

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:

Although the district leaders have focused on training staff to implement Positive Behavioral Interventions and Supports (PBIS) next term, currently there is no well-established policy or program in place to support student social and emotional developmental needs. As a result, not all students receive optimal support to address their needs.

Evidence/Information that Lead to this Finding:

- Although all staff throughout the district has received training on PBIS for implementation in the next academic year, the district leadership reported that there is no well-established plan or program in place to support student social and emotional developmental health needs.
- The district supports some district-wide initiatives that support students social and emotional development health needs. For example, the Family Support Center focuses on students and families in crisis. The district and school staff has also developed many partnerships with external agencies to support students and families. The district leaders shared that the district has policy of not excluding students from school. Therefore, staff works with families to get retain students in school after suspensions.
- During the school review, the IIT found that although there are some structures in place to address barriers to social and emotional developmental health and academic success, not all parents are sure of how some systems work. There are weaknesses in how the school monitors and evaluates how successful it is at identifying strengths and weaknesses in supporting student social and emotional development health needs. Systems are in place, some electronic, to collect data, but there are some inconsistencies regarding their use and checking that they are working effectively. In addition, data are not analyzed enough to respond to all student social and emotional developmental health needs.
- Evidence from the school review identified that some students for example, higher attaining students, do not consistently receive supports that appropriately address their needs. Support staff is offered a range of PD, but there is limited evidence of how the district or school monitors its impact during any follow-up procedures.

Impact Statement:

Because there is no well-established district-wide program or training in place to support student social and emotional developmental health, and systems that exist are not monitored or evaluated effectively using data

to establish how well student needs are met, not all students receive supports that appropriately address their needs.

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 schools implement PBIS. Provide PD for school leaders and staff aligned to student social and emotional developmental health needs. Monitor and evaluate PD and supports to ensure all students’ needs are addressed.

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 through the Family Support Center. District-wide, schools communicate with families in a number of ways. However, the district lacks a comprehensive family engagement plan to ensure consistent reciprocal communication with families. Although staff collects data, staff does not consistently review data to identify which families need support.

Evidence/Information that Lead to this Finding:

- The Family Support Center provides outreach and support to families in a variety of ways including crisis intervention, offering “Take a coat or Leave a coat” program, and providing a Food Pantry for the hungry. In addition, the Center provides support, training, and services for families with students with disabilities.
- The district staff reported that schools in the district have few students who speak English as a Second Language (ESL). Staff from the High school reported that the district provides translators for their pertinent language, which is Arabic. Although not all documents are translated, the school has a translator program on its website.
- Throughout the district, schools use a number of electronic systems for students and their families to communicate with schools. However, the High School review showed that staff are not regularly monitoring how often parents and students are using these channels of communication. During interviews at the school, although school staff reported that they are developing procedures to ensure better communication between home and school, members of the staff reported that they are aware that they need to reach out to more families. Members of the school staff reported that parent involvement with the school is low and that they have received minimal PD on how to improve and sustain family participation.

Impact Statement:

The district supports schools to communicate with families. However, the lack of a comprehensive family engagement plan that ensures all schools establish and monitor home school connections, limits opportunities for families to work in close partnership with all schools to provide supports needed to improve 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:

- Collaborate with school leaders to devise a plan for developing reciprocal communication and partnerships with families to provide supports to improve their children's achievement. Offer PD to staff on how to improve and sustain family engagement.