



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	450801060000
District	Medina Central School District
District Address	1 Mustang Drive
Superintendent	Jeffrey Evoy
Date(s) of Review	April 25, 2014
Schools Discussed in this Report	Oak Orchard Elementary School, Clifford Wise Middle School

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	1,721	Title 1 Population	37.4%	Attendance Rate	95%				
Free Lunch	47%	Reduced Lunch	6%	Student Sustainability	%	Limited English Proficient	1.5%	Students with Disabilities	11.7%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	.41%	Black or African American	5.5%	Hispanic or Latino	7.3%	Asian or Native Hawaiian /Other Pacific Islander	.35%	White	79.08%	Multi-racial	7.3%
Personnel											
Number Years Superintendent Assigned/Appointed to District	2.5	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	0	# of Directors of Programs	2				
% 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	NP				
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		Number of Schools in Status	3		
ELA Performance at levels 3 & 4	25	Mathematics Performance at levels 3 & 4	19.1	Science Performance at levels 3 & 4	89	4 yr. Graduation Rate (for HS only)	81.7	6 yr. Graduation Rate (for HS only)	82		

NP = Not Provided

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		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
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
X	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:		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>
<p><u>Debriefing Statement:</u> The district engages in systematic recruitment and staff retention strategies. District staff members are implementing a plan for supporting school leaders in understanding and developing skills for effective staff evaluation. Personnel hired and supported by the district effectively address student needs, resulting in improved student achievement.</p> <p><u>Strengths:</u></p> <p>Overall Finding:</p> <p>The district has processes in place to successfully hire, evaluate, and retain school leaders and teaching staff.</p> <p>Evidence/Information that Lead to this Finding:</p> <ul style="list-style-type: none"> • Although there is limited need to hire additional staff, there is a process in place to recruit teachers to fill existing positions. The district supports school leaders attending recruitment fairs at area colleges and universities. As a recipient of a “Strengthening Teacher and Leader Effectiveness” (STLE) grant from the New York State Education Department (NYSED), the district has put in place a tutoring program using education students from local colleges. This arrangement allows the college students to gain teaching experience working in a school, while allowing the district and school leaders to evaluate, support, and recruit high quality candidates when needed. • The district follows the Danielson evaluation model. As required, staff are evaluated on an annual basis. School leaders receive continual professional development (PD) related to the rubric. To ensure consistency of scoring, school leaders view and rate sample lessons on video and calibrate their findings. The district leader uses “Teachscape” software to review all observations done in the buildings. During his own walkthroughs of classrooms, if there is a discrepancy between what he observes and what appears in the teacher’s evaluation form, he will discuss that with the school leader. The district leader evaluates each school leader annually and a process exists to evaluate teacher aides and clerical staff as well. • A mentoring program is in place for all first year teachers. New teachers are mentored for three years at which time, if their performance has been effective, they are recommended to the Board of Education (BOE) for tenure. To retain high quality staff, the district has used its STLE funds to 		

provide a career ladder and relevant PD to nurture and develop teacher leaders.

Impact Statement:

The district has recruitment, hiring, and evaluation mechanisms in place to ensure that high quality staff are employed and retained to effectively 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

E

Debriefing Statement:

District leadership regularly communicates a theory of action that includes high expectations about school culture and increased student performance to school leaders, the BOE, and stakeholders throughout the community. All communications are translated from English to the other pertinent language for community constituents. As a result, students are successful in achieving at higher levels.

Strengths:

Overall Finding:

District leaders have explicit mission and vision statements regarding high expectations, as well as district goals that are prominently displayed and communicated to the school community.

Evidence/Information that Lead to this Finding:

- The district’s vision and mission statements, along with its goals, address “educational excellence,” reaching full potential and motivating students and staff to “high achievement.” These expectations are communicated to the school community through email, social media, newsletters, and face-to-face dialogue. The banner on the district website reads, “Higher Standards, Higher Expectations.” The vision and mission statements are on placards permanently placed at every BOE member’s place in the boardroom at the district office. Beyond these displays, the district leader has instituted several practices, which reinforce the culture of high expectations for constituents. For example, he holds weekly meetings of school leaders to increase communication, by sharing what transpired in the previous week and what is planned for the following week. In this way, leaders are kept well informed about activities in the schools and can support each other as they work to increase teacher effectiveness and raise student achievement.
- One significant action by the district leader was to create the position of director of curriculum, instruction, and assessment. Although only in place since the beginning of the school year, the director has put many processes and protocols in place, which telegraph the theory of action related to a culture of high expectations for both staff and students. Regular communications with school leaders and staff focus on curricular, instructional, and assessment issues. A newsletter is produced and shared with the entire school community that highlights information about curriculum development, the Common Core Learning Standards (CCLS) and their implementation, and the use of data to drive instructional decisions. The director holds monthly grade level meetings during which time staff and school leaders review assessments, analyze the challenges, and create plans to

ensure that all students are learning. To ensure that the vision and focus of the district and each school are aligned, the district leadership stipulated joint development of the district comprehensive improvement plan (DCIP) and the school comprehensive education plans (SCEP).

Impact Statement:

The district leaders communicate, in words and in deeds, the theory of action with regard to high expectations to the school community. The expectations for both students and staff support higher levels of student 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

D

Debriefing Statement:

The district leader has developed structures for deploying the resources that address the needs of school communities, but the support offered to school leaders does not yet result in the best use of resources in all schools. Therefore, the allocation of district resources does not consistently promote improvement and success for all students.

Areas for Improvement:

Overall Finding:

The district has some systems in place to provide resources to the schools. However, resource allocations do not consistently meet the needs of all stakeholders

Evidence/Information that Lead to this Finding:

- District leadership reported that the district uses established protocols to develop its budget. Initial discussions begin with the BOE, the fiscal manager, and the district leader. General funding is based on an enrollment formula. Data from each of the schools are reviewed, and additional funds are allocated to schools when achievement is lagging. The district leaders ask the school leaders to confer with their staffs to prioritize needs and requests and to share this information with the district leaders. However, this process does not ensure that the resource allocation decisions incorporate staff input and consistently meet the needs of school constituents. For example, in the DTSDE survey for one school, nearly half of the teachers disagreed with the statement: “Our school leadership works hard to obtain resources (people, money, technology) for this school,” and over half of the teachers indicated that support is not available for them to incorporate computers and other technology into their instructional practice.
- While the district was in a challenging position financially a few years ago, the district is in a better situation now with a healthier fund balance and grants, and school improvement funding. Programs are being restored and/or expanded and some additional staff members are being hired. One example of this is the creation of the director of curriculum, instruction, and assessment position. Although district level directors are in regular communication with school leaders with respect to the needs of students and staff, the district does not have a comprehensive system in place for

assessing the effectiveness of the allocations in the schools in keeping with needs of all constituents.

Impact Statement:

Although the district has some resource allocation processes in place to meet school needs, the lack of a comprehensive plan and system that includes the monitoring of fiscal decisions at the school level, limits school improvement and student success.

Recommendation:

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

- Closely monitor the fiscal decisions made at school level to ensure that resources, including materials and staff support, are aligned to practices necessary to result in continuous school improvement.

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 plans and delivers professional development (PD) opportunities that are communicated through a calendar, which are based on the assessment of staff practices, and address concentrated areas of school communities. Follow-up PD support is adaptive and tailored to the needs of staff members of the individual schools, so there is increasing teacher effectiveness, as evidenced by increased student academic progress.

Strengths:

Overall Finding:

Professional development is based on data from a number of sources, delivered in a variety of ways, and aligned with district goals.

Evidence/Information that Lead to this Finding:

- The district had an existing PD plan; however, when district leaders reviewed the plan they found it was outdated and would not satisfy the current needs of staff and goals of the district. Subsequently, staff surveys were taken and a PD committee was established to craft a plan that was better aligned with the goals of enhancing staff skills and knowledge, promoting high student achievement, and supporting continuous student improvement. To this end, a PD calendar was developed that included superintendent conference days as well as grade level meetings, facilitated by the director of curriculum, instruction, and assessment, which are held one day per month for an entire day. The days begin with a “data dive” to look at how students are performing on benchmark examinations. Data are analyzed and curricula are reviewed to ensure that instruction is aligned to standards and reflective of any adjustments necessary to target those areas that are challenging students. Afternoon sessions provide targeted PD depending on the needs of a particular grade

level or content area. In addition, although the director of curriculum, instruction, and assessment does not engage in formal evaluations of teachers, she has access to individual Annual Professional Performance Review (APPR) data, which is used to target group and/or one-on-one PD support for teachers.

- The director of special programs, focusing on special education students, contributes to the PD plan as well. In the middle school, in particular, teachers receive PD focusing on “explicit instruction” strategies. As with general education teachers, PD is provided for small focus groups and/or one-on-one coaching. The Board of Cooperative Educational Services (BOCES) provides coaches through the special education school improvement specialists (SEIS). Ongoing support is provided by the SEIS in the form of regular communication suggesting strategies to be used to support best practices for special education teachers.

Impact Statement:

Purposeful planning and delivery of targeted PD across the district results in improved teacher effectiveness, which promotes student achievement and success.

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

Debriefing Statement: The district has an expectation that all staff members will use data to inform how teachers instruct students. The result is that many staff members understand how their students are achieving and what practices are necessary to increase student achievement.

Areas for Improvement:

Overall Finding:

District leaders are in the process of creating a data-driven culture across all schools. Curricular and instructional decisions, as well as PD offerings, are based on data. However, this practice is not consistent across all grade levels.

Evidence/Information that Lead to this Finding:

- Along with the goals of promoting high student achievement and supporting continuous improvement for students, the district has a goal of “facilitating analysis of student data that will advance classroom instruction and improve student achievement.” Monthly grade level meetings provide an example of one way in which student data are analyzed. Teachers are released from teaching duties for one day and work with the director of curriculum, instruction, and assessment to review student tests and other work. Teachers create a plan to address strengths and weaknesses revealed through this analysis. For example, in one meeting, teachers determined that students were unsuccessful on the test questions that related to sequencing. A plan was developed to re-teach this skill with other examples, test again, and report results at their next meeting. This procedure has been in place for 2013-14 school year. While the district leader indicated that the

“data dive” meetings are currently working well for the elementary grades, there are inconsistencies at the secondary level. District and school leaders indicated to the Integrated Intervention Team (IIT) that they recognize the need to ensure that all teachers are using data to guide their instruction across all grade levels and subjects.

- The technology committee monitors technology usage and makes recommendations for purchases and additional PD based on data. The district leader observes classes, using the information collected to focus discussions with school leaders about strengths and challenges observed in the classroom.

Impact Statement:

The district is in the process of creating and nurturing a data-driven culture. However, not all staff are adjusting their practices based on student data, which limits 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:

- Hold all staff accountable for using all forms of data, such as test scores, student work, attendance, behavior and interest inventories, to guide instructional decisions.
- Monitor instruction to ensure that best practices are used to raise achievement levels for every student.

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

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	E
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Strengths:

Overall Finding:

The district works collaboratively with the school leaders to address the needs of the community.

Evidence/Information that Lead to this Finding:

- The district leader has worked collaboratively with staff and the BOE to develop a mission, vision, and goals for the district. He has communicated the district’s vision to the school leaders and, while supporting them, allows them the flexibility to implement initiatives, to meet the vision in ways that best suit the culture of their buildings. There are some initiatives, however, that the district leader requires. For example, he is concerned about safety and expects a report during every cabinet meeting about evacuation plans and fire drills that were conducted at the schools. School leaders expressed appreciation that the district leader created the position of director of curriculum, instruction, and assessment. They noted that the director provides expertise, assistance with development and implementation of the SCEPs, and works with staff to use data effectively.
- In terms of PD, all school leaders are provided with a leadership coach from the University of Rochester. In addition, school leaders receive support to attend conferences nationally and to participate in local or regional workshops sponsored by BOCES. Each summer all school and district leaders take part in a retreat during which time they review action plans from the past year and work collaboratively to develop plans for the coming school year. Plans and school goals, which are reviewed with the district leader twice a year, must be in alignment with the district goals.

Impact Statement:

A culture of collaboration between district and school leaders promotes improvement in 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 is collaborating with schools to ensure that the curriculum and instruction aligns to the CCLS. However, not all curricula in all content areas have been addressed.

Evidence/Information that Lead to this Finding:

- Work is progressing systematically to align existing curricula with the CCLS, especially in English

language arts (ELA) and mathematics. At grade level meetings, elementary school teachers, in particular, are learning the protocols for data analysis and making determinations about how their curricular materials should be revised to reflect the CCLS and the instructional shifts. There are opportunities for teachers to continue this work during summer curriculum writing sessions. Title I funds will be used to provide stipends for the teachers. Currently, the district has established processes for monitoring and evaluating curricula and is using a systematic approach to prioritize which areas to address first. However, school leaders reported that short- and long-term plans for development and implementation of curriculum across all content areas have not yet been developed.

Impact Statement:

Although the district is working with the schools to support the implementation of comprehensive CCLS aligned curricula, there is inconsistent alignment across content areas, which limits teachers’ ability to provide students with maximum opportunities to meet the CCLS expectations.

Recommendation:

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

- Establish short- and long-term plans, developed with stakeholders, to evaluate and revise curricula in all content areas, as necessary, to provide challenging learning opportunities for 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:

The district, especially through the work of the director of special education and the director of curriculum instruction, and assessment, is collaborating with the schools to provide PD and instructional support to teachers. Since these focused programs are in the early stages, not all teachers are providing rigorous learning experiences.

Evidence/Information that Lead to this Finding:

- The district has been strategic in choosing areas of need to target for the school year. For example, improving instructional practices of special education teachers has been the target at the secondary level. The director of special education, along with the school leader, has worked collaboratively with BOCES to identify areas for goal setting and training. They have chosen the area of universal design/explicitly designed instruction. At the intermediate and elementary school levels, the areas of focus were chosen collaboratively during discussions with school leaders, the director of curriculum instruction, and assessment, and the teachers. Staff have been identifying areas of strengths and need and gaining the knowledge and skills to address these areas successfully. Since

not all teachers have been involved in the early stages of these initiatives, the plan is to broaden the scope to include teachers of content areas other than ELA and mathematics throughout the schools.

- District leaders reported to the IIT that they understand that students must be engaged in their learning if they are to succeed. To this end, they have provided PD for all staff to learn about engagement strategies. A nationally known consultant presented a workshop at the beginning of the school year. Subsequent work in this area was provided through the STLE II grant to support the Advancement via Individual Determination (AVID) program in the high school. A partnership was formed with a neighboring high school that has had this program in operation for six years. While the plans are in place for this initiative, training will not begin until summer 2014 with expansion to grades eight and nine to take place next school year.

Impact Statement:

The district is systematic and purposeful about its support for staff. However, since most initiatives are in the beginning stages, teachers are not consistently providing rigorous learning opportunities for all students.

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 planning and implementation of initiatives is collaborative amongst all stakeholders so that a greater level of acceptance and success can be assured.
- Continue to assess teacher PD needs and to leverage resources to meet those needs.

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:

While the district works collaboratively with schools on issues relating to bullying issues, the district does not have an overarching policy to address the social and emotional developmental health needs of students.

Evidence/Information that Lead to this Finding:

- The district has purchased programs to support students' social and emotional developmental health, such as Positive Behavioral Intervention and Supports (PBIS) and the Olweus surveys. School leaders indicated to the IIT that the district leader is particularly interested in the anti-bullying program Olweus offers and has purchased books for the entire staff related to the Olweus strategies. In addition, the Parent, Teacher, Student Association (PTSA) has collaborated with the district to provide a workshop for district and community stakeholders addressing bullying. The district has a code of conduct and outlines procedures and protocols, particularly around bullying, through the Dignity for All Students Act (DASA). School leaders shared that they focus some

attention on supporting students' social and emotional developmental health. However, they indicated that the support they receive from the district is generic or a "one-shot" speaking event that is not targeted consistently to specific support strategies for students.

Impact Statement:

There is limited district attention, apart from bullying prevention, focused on the social and emotional developmental health of students. Therefore, students do not consistently receive the support that appropriately addresses 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:

- Develop a procedure, such as surveys, interviews, or focus groups to determine, from all stakeholders, the social and emotional developmental health needs of students.
- Work collaboratively with school staff and community agencies to use the results from these fact-finding methods to develop and implement a comprehensive plan to ensure that the needs of all students are addressed.
- Provide training and follow-up support to staff, including processes and protocols they should follow, to enable them to implement necessary strategies to support students effectively.

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 has been attempting, with limited success, to engage families and the community and to create partnerships. Currently, it does not have a comprehensive family and community engagement plan to ensure that the needs of all stakeholders are met.

Evidence/Information that Lead to this Finding:

- The district communicates with families via the Blackboard phone system, the district website, social media, and through the local "Pennysaver" newspaper. They have recently purchased an LED sign for the front of the building so events can be publicized there and are clearly visible to community members driving by the building.
- The director of special programs communicates with families of special education students. In addition, she holds the required Title I meetings each year to describe the services and programs that students will receive. Parent nights, coffees, and dinners have been held but are poorly attended.

- The district and school leaders have visited community organizations to talk with members about school programs, but audiences have been small. In an effort to increase family engagement, the shared decision making team (SDM) at the district, which does not have a parent representative, has administered a survey to the community. The SDM is in the process of compiling the data. The information will inform goals and objectives for the group in order to increase family and community involvement in the schools. Currently, there are few organizations or agencies with which the district can develop fruitful partnerships.

Impact Statement:

The lack of a clear plan and structures to promote family and community engagement, limits the district's ability to work in close partnership with families 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:

- Research creative ways in which other schools and districts in similar circumstances have increased family and community engagement.
- Develop strategies and plans to implement creative ways to provide a welcoming environment for families.