



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010000
District	Rochester City School District
District Address	131 West Broad Street, Rochester, NY 14614
Superintendent	Dr. Bolgen Vargas
Date(s) of Review	March 28, 2014
Schools Discussed in this Report	Louis Cerulli School, Audubon K-8 School, Nathaniel Rochester Community School, Joseph Wilson High School, Joseph C Wilson Foundation Academy

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	29,845	Title 1 Population	100%	Attendance Rate	89.2%				
Free Lunch	100%	Reduced Lunch	%	Student Sustainability	%	Limited English Proficient	12%	Students with Disabilities	17%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0.2%	Black or African American	60.1%	Hispanic or Latino	25.5%	Asian or Native Hawaiian /Other Pacific Islander	3.8%	White	10.2%	Multi-racial	0.1%
Personnel											
Number Years Superintendent Assigned/Appointed to District	4	Number of Deputy Superintendents	2	Average Years Dep. Superintendents in Role in the District	2	# of Directors of Programs	42				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	3%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	2%	Average Teacher Absences in District	5.5%				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	No	Focus District	Yes	Number of Focus School Identified by District	29	Number of SIG Recipient Schools	8	Number of Schools in Status	22 Priority		
ELA Performance at levels 3 & 4	5%	Mathematics Performance at levels 3 & 4	5%	Science Performance at levels 3 & 4	48.5%	4 yr. Graduation Rate (for HS only)	48.6	6 yr. Graduation Rate (for HS only)	58%		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
-	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander
No	White	No	Multi-racial
No	Students with Disabilities	-	Limited English Proficient
No	Economically Disadvantaged	No	All Students
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics NYS Report Card 2011-12			
No	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander
No	White	-	Multi-racial
No	Students with Disabilities	No	Limited English Proficient
No	Economically Disadvantaged	No	All Students
Did Not Meet Adequate Yearly Progress (AYP) in Science NYS Report Card 2011-12			
No	American Indian or Alaska Native	No	Black or African American
No	Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander
No	White	-	Multi-racial
No	Students with Disabilities	No	Limited English Proficient
No	Economically Disadvantaged	No	All Students
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
NA	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:			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
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>D</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>D</p>

Debriefing Statement: The District collects information about its schools’ systems, including the need for District and school personnel. It has a planned approach for recruitment, support, and evaluation. However, this approach is not consistent or effective in ensuring that staff members are placed in positions where they are contributing to raising student achievement and social and emotional development. Some members of the District team recognize this and have within their many strategies plans to:

- improve accountability of staff for action across the District and in schools and classrooms
- accelerate the intentions of the District team into practice in classrooms

Currently the impact of staffing procedures is less than effective.

Areas for Improvement:

Overall Finding:

Strategies and partnerships are not systematic and do not provide schools the opportunity to readily access effective staff. Strategies for improvement are currently listed and indicate the developing state of the District’s practices, but effective implementation has not occurred.

Evidence/Information that Lead to this Finding:

- Staffing levels in the district have been impacted by decreasing student numbers. Efforts to recruit and deploy teachers are made throughout the year, not only in reaction to when vacancies occur. Except in specific areas where there are staffing shortages, the challenge is more on achieving transfer and redeployment to vacant positions than on new recruitment. This has meant that initiatives to appeal to experienced personnel outside of the district have been limited.
- District team members reported that the ways in which teachers are recruited, retained, and deployed does not bring about the educational standards required. District personnel say that teachers with multiple certifications provide many benefits to the educational system, but that each year the District is faced with displacement, or elimination, of teachers and administrators who are critical to programs within schools due to statutory and contractual requirements.
- The overall approach to recruitment and retention is contractually driven and uses embedded historic practices where seniority plays a more significant part in transfer and placement than open

selection. The District team shared that they are aware of this and are trying to develop ways to improve the situation.

- The Division of Human Capital Initiatives (HCI) indicates that as many as 300 teachers on average are displaced annually, but that many may be re-employed as the school year begins. HCI has increased its efforts to recruit and retain high-quality leaders and teachers with urban experience to reflect the student population, and has integrated a talent management module, Oracle Corporation's PeopleSoft/ePerformance, to monitor human resources. Many grant provisions are sought and won by the District to increase capacity and sustainability. Strategies have been strengthened through a 2013 New York State Strengthening Teacher and Leader Effectiveness 1 (STLE 1) grant, which have resulted in applications for educational positions in Rochester from highly qualified and diverse candidates from across the nation, though proportionally few are employed.
- The budget director reports that the Superintendent sets the plans and allocations follow. This year it was deemed necessary to centralize the process, but next year more input will be sought from school leaders with greater delegation occurring. The District team report an extensive list of policies and programs including the Master's Degree Reimbursement Program, Oracle eRecruit, Career in Teaching (CIT) & Career in Administration and Supervision (CIAS), and Rochester Leadership Academy, but the impact of these on raising student outcomes, as described by the various teams within the District, is limited.
- The Annual Assessment and Performance Review (APPR) uses a state approved plan. It is reported that all school leaders and peer-evaluators have completed training using Teachscape. The District has a sizeable teacher incentive fund (TIF) and a professional development (PD) component based on school data. The theory reported is that if teachers are struggling, then data will drive the relevant PD for them, but the District team acknowledges that the impact of PD on teacher instructional practices and student outcomes is not substantial.
- Partnerships and intern arrangements are in place, such as the Dream Schools initiative where pockets of good practice in six schools have been identified, and through teacher preparation programs with St John Fisher College and Nazareth College. The list of improvement strategies identified by HCI illustrates the extent to which the District recognizes the serious need for action to improve the quality of the impact of its personnel on student success.

Impact Statement:

Systems do not ensure schools have personnel who fully address student needs effectively and in ways that bring about the required improvements in student academic achievement and social and emotional development.

Recommendation:

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

- Examine the rules on staff recruitment, evaluation, and placement, and make amendments where

possible in order to recruit and retain the best teachers who meet the needs of the schools.

- Accelerate the implementation and monitoring of District identified improvement strategies that include hiring by HCI; reducing the number of itinerant staff; improving performance evaluations; including content area directors in screening and recommending staff to school principals for hiring; and continuing to strengthen partnerships for high-need areas of recruitment, such as bilingual, science, and English as a second language (ESL).

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 leader’s high expectations, though not specific, are widely communicated. The connections between professional practices and student outcomes are made in theory at the central office level, but not consistently in practice. The Superintendent’s priorities are well known, however, actions at the school-level are not consistently aligned to the District action plan. Students are not achieving at high levels because the theory is not effectively translated into practice in each school and each classroom.

Areas for Improvement:

Overall Finding:

Staff members in the District and in schools have limited alignment between their professional practices and the improvement of student outcomes. Methods adopted are not being implemented in ways that meet the needs of staff and students, although some initiatives to share better practice are developing.

Evidence/Information that Lead to this Finding:

- Emerging from the RCSD Strategic Plan 2008-13, the Superintendent has identified the District’s theory of action and published priorities in the RCSD Action Plan 2014-18. The District has used outside consultants to help with this process, and has established an internal group, the Efficiency Management Team (EMT), to monitor, evaluate, and adjust the plan. The District’s theory of action was produced after consultation and advice about the process from McKinsey, and was circulated in March 2014.
- The Superintendent says that the expectations are now clearly set, but actions by schools and other stakeholders do not necessarily match these expectations, as evidenced by continued poor performance and low-test scores by students. The Superintendent reports the process as “simple but not simplistic.” For the RCSD Action Plan 2014-18 to be effective, the District leaders are attempting to change the ways things have worked historically. For example, there are attempts to change the inconsistent expectations for unit and lesson planning for courses and lessons.
- PD is often seen as merely a means of teachers becoming better qualified, rather than a vehicle for raising achievement.

- One member of the District team said that, “We make plans, we just never do them!” Many District staff shared that their teams work in isolation, as coordinated efforts are few, though the Office of School Innovation reports some initiatives to bring the efforts of teams together.
- The Superintendent reports positively about Dream Schools (Transformation Leadership Cohort), a project that provides intensive support to six schools and used local funds from July 2008 through June 2011. There are some indications of success. The project includes driving the change process based on data-driven decision making, creating a new culture, using technology, and focusing on instructional leadership. Through the three-year cycle from 2014 for the Dream Schools project, it is anticipated that 18 schools, 54 school leaders, and 18 district office personnel will bring improvement to schools.

Impact Statement:

Although some improvements are identifiable, inconsistent expectations and fragmentation of initiatives causes students to fail to achieve at the levels they should.

Recommendation:

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

- Establish the expectations for schools across the District, coordinate the work of the different District teams, and ensure professional practices change in order to secure better student outcomes.
- Implement plans with increased drive, and hold staff accountable for improved actions, behaviors, and their impact on improved outcomes for students.

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 has a variety of resources available to support students, teachers, and school and District leaders. The District has recently shifted to a more centralized system of resource allocation. The system for the deployment of resources is inconsistent and leads to gaps and redundancies in the District’s effort to comprehensively support the school community.

Areas for Improvement:

Overall Finding:

The centralized system of deploying resources provides school leaders with generic support, but the process of allocation is not effective in meeting the needs of students, staff, and families.

Evidence/Information that Lead to this Finding:

- The District has a complex structure for deploying resources to address the needs of schools. Although greater delegation is planned, the District has adopted a centralized system of resource management, which is intended to create consistent and compatible schedules using equity as a guide throughout the District. Centralized operations include master scheduling, reductions in the range of high school courses offered, rationalized PD, more coordinated arts, music, and sports programming, and the issuing of core textbooks for the CCLS.
- Staff in the Department for Teaching and Learning report that they are not involved in resource allocation to the degree they should be, and new ideas emanating from the Office of School Innovation do not appear centrally in the District's established core processes. The review team concurs with this. Coaches operate centrally under HCI rather than through the Department of Teaching and Learning. District staff report that School Chiefs have the authority to operate independently, and schools report mixed accounts of their effectiveness. Professional development is reported as receiving positive feedback from teachers. However, this feedback is based on the quality of content and delivery, not on the degree of impact on improving school and instructional practices and student outcomes brought about by the use of those resources.
- Due to a history of low performance and inefficiencies, the Superintendent centralized a number of operations in order to make efficiency savings, improve practices, and to develop better approaches. Significant savings of \$51 million have been made over the past three years. Some of this saving has been used to increase the number of social workers in schools, but there is little evidence to indicate that the money has been used to fund initiatives aimed at improving academic standards. A neighborhood placement and local transportation plan is being developed as an inclusive and efficiency concept, with the results still to be evaluated.
- School leaders overall do not feel closely supported by the District, and senior staff in the District report that they are not surprised, as there are few systems to support school leaders at both personal and professional levels. Schools say that their voice is not heard sufficiently because of the District's centralization. District staff in various departments shared that there has been a loss of capable high-level administrators from the District team, but the review team was not clear on the reasons for the loss of senior District staff.

Impact Statement:

Resources in the District are not effectively administered in ways that promote and support school improvement and the raising of 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:

- Seek more input from schools about resourcing, and use the staff in the Department of Teaching

and Learning and Office of School Innovation to match resources to school needs. Subsequently, involve the Departments of Finance and HCI to support decisions, so that policy and resources are efficiently directed at raising student achievement.

- Assign one or two members of the central office to each school to provide support to leaders, and to facilitate better understanding between schools and the central office. This should include the production of a short report and projection that provide a transparent account of the use of school resources building by building.
- Review and address the reasons why high-level administrators have left the District or been demoted, and take steps to secure the most effective personnel to close gaps and lead the school community at both school and District levels.

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: The District has a plan for PD opportunities that focus on the Regents Reform Agenda. While PD is tied to the needs of staff on Teaching and Principal Improvement Plans, PD activities for other school staff are not mandatory. The District provides coaches to support the CCLS in English language arts (ELA) and math, and offers on-line PD, but follow-up support is not provided for many PD offerings. Due to the fact that participation in professional learning opportunities is not required, and that there is a lack of systematic follow-up, teacher potential to build capacity for tangible school improvement is not optimized.

Areas for Improvement:

Overall Finding:

While the PD plan is based on the Regents Reform Agenda, it is not implemented in ways that make a significant difference to the quality of instruction and student achievement. Through the PD plan, a wide range of staff development strategies and initiatives are in place for those teachers who wish to use them. While these are well conceived and detailed, they are not operating in a systematic and coordinated context that brings proactive support and improvement to schools efficiently.

Evidence/Information that Lead to this Finding:

- The District has a plan for PD, but many members of the District team agree that follow-up is not systemic. The District advertises and offers extensive PD opportunities, though not necessarily directed at the most appropriate stakeholders. The content, topics, and delivery styles that form the central program are reported by District team members as not well matched to the needs of teachers in relation to student learning. There is no means to require attendance or implementation of strategies unless a teacher is on a TIP, as most PD is not mandatory. The District team agrees that a major weakness systemically is that there is no requirement to implement what is learned at PD sessions.

- The District has developed on-line methods to offer and track PD. It uses Teachscape, Avatar, Network Team Initiative training, content directors, ePerformance, members of the IT department, and data teams to track and analyze PD events. The allocation of resources for coaching, in terms of financial support and personnel changes yearly and this is not helpful to continuity.
- District staff report that methods of communication are mainly monthly bulletins and activities, but schools themselves say they are not sufficiently involved in reciprocal dialogue. School leaders have little direct and tangible support in the analysis of PD needs. School leaders and teachers are grappling with implementing the CCLS, its impact on instruction, and associated training for the development of their staff. Though programs for ELA and parallel initiatives for algebra, such as Ramp-Up and On-Ramp, are having some effect, the impact from the District’s efforts is not raising academic standards at the school level. Projects such as CIT and CIAS are positive, but the limited implementation of these initiatives into teacher practice hinders student achievement.

Impact Statement:

PD is not targeted and does not effectively lead to improvement in instructional practices and 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:

- Align school plans, PD, the needs identified from teacher evaluations, and coaching actions in order to ensure that instruction improves and students achieve higher standards
- Work with constituent groups to establish mandatory PD where required, and ensure the use of more effective instructional practices that improve student performance.

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 is in the process of promoting a data-driven culture in its schools through its collection of various forms of data, its utilization of literacy and math coaches, and district-wide PD offerings. There is a lack of regular communication among District teams. Additionally, communication from central office staff to the schools on best practices concerning the use of data to inform instruction and other student needs is inconsistent. Consequently, the school community does not have a deep understanding of how to use data to drive student progress.

Areas for Improvement:

Overall Finding:

- Data is not used consistently to drive routine and continuous improvement in schools and across the District. While data is collected related to teacher evaluation, it is not shared in order to develop PD

specific to teacher needs, unless a TIP is in place.

Evidence/Information that Lead to this Finding:

- A wide-range of programs for gathering information are in place, which capture student learning objectives, performance results, student courses and work flow, goal setting from observations of peer reviews and evaluation, and coaching of interns. Content-area directors use item analysis of student skills and test results to identify strengths and areas for development. EMT uses various sources to monitor and evaluate effectiveness, but these do not sufficiently inform actions. Data sources exist in many forms including Link It, School Performance Analytics (SPA), Parent Connect xP, PowerSchool, Workflow management, ePerformance evaluation processes, and the Harvard Data Fellows Program, but these are only at the developing stage and have not had a significant impact on practice.
- Staff and student actions are not data-based. The District is data and information rich, but poor on ensuring that data is used to raise standards. Two senior administrators stated that the District and schools do not use data to create change. Goals to raise standards of achievement exist, but they are not set at the teacher level, or monitored. There is insufficient understanding about how to use data that exists in ways that can measure performance by school leaders, teachers, and students against specific goals. Staff members are not held accountable for gaining a deep understanding of how and why students and schools are performing based on data available, or for taking action necessary to bring about rapid improvement.
- The Greenhouse Project, planned for summer 2014, is intended as one way to improve instructional practices. In addition, a classroom walk-through tool has been developed by the District and is beginning to be used extensively as a part of the APPR, but the lack of use of specific data related to teacher performance constrains this process.

Impact Statement:

Too few stakeholders across the District have sufficient understanding of how data should be used to change practices in order to rapidly improve instruction and 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:

- Improve academic standards by developing a better understanding for using data to inform daily and long-term instructional practices in ways that measure performance against specific goals set for students, teachers, schools, and the District.
- Hold staff accountable for understanding how students and schools are performing, and for taking action to improve deficits at individual, school, or District levels.

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>D</p>
<p><u>Areas for Improvement:</u></p> <p>Overall Finding:</p> <p>The District’s relationship with school leaders is developing. Regular means of exchanging implementation strategies are weak. Some support options are available, and basic requirements are fulfilled, but the mechanism for improvement is not clear or understood by stakeholders.</p> <p>Evidence/Information that Lead to this Finding:</p> <ul style="list-style-type: none"> • The School Chiefs and content area directors are available on an as needed basis. Although one school describes this as "super," because the allocated School Chief is readily available and does walkthroughs frequently followed by feedback to staff, most school leaders are more negative in their views about District support. This school leader also reports the school’s close relationship with the Superintendent because he is in the school approximately every two weeks. • Schools have not incorporated previous DTSDE reviews into their plans. PD is based on available funding and secured grants, but this is not reliable, as funds are added or lost annually or over extended periods. Some schools and District team members report that good partnerships are forged with community agencies that provide services for students. • Positive Behavioral Interventions and Supports (PBIS) were stopped, but the tenets of the program still exist in practice, though not implemented universally or consistently. There are programs of excellence in existence, but these are not consistently identified and used across the District. • It is reported by District personnel that the District is beginning to effectively deal with ineffective teachers. For example, fewer teachers receive tenure and more staff has been dismissed than in previous years. Instructional time was low compared to schools in other districts, so the Superintendent added more time to the school day. • Groups of administrators express that they do not always feel properly empowered to exercise their responsibilities, which in their view has contributed to the loss of key administrators. • The Department of Finance prints information for the community to show priorities related to fiscal expenditure, which is both reliable and helpful. <p>Impact Statement:</p> <p>The school community does not have a clear vision of an implementation strategy that is supported consistently by the District staff as to how student achievement can be raised with appropriate urgency.</p>		

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 process so the results of DTSDE reviews are incorporated into the schools' SCEPs, and assign central office staff to spend time in the schools assigned in order to strengthen relationships and streamline decision making.
- Increase classroom walkthroughs using the District tool to deepen understanding about what is happening in classrooms.

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:

Implementation of the CCLS across schools has been inconsistent, and the connections between budget and resources to ensure curriculum development of consistent quality have not been monitored and evaluated effectively.

Evidence/Information that Lead to this Finding:

- Schools report that many organizational structures that are in place inhibit the improvement of student learning. One school reports that the District wrote their "Learning Grant" for the school without consulting them on what the priorities were to be addressed in order to meet the needs of students at this particular school.
- The District provides limited time for curriculum development and some teachers have to find time outside of the workday to provide learning opportunities for themselves. Schools report opinions that are wide ranging on the extent and quality of follow-up from the District on the development of the CCLS within schools. Most say that the District has initiated some curriculum development activities and attempted to get information to school leaders and staff about curriculum expectations, especially about CCLS developments. Additionally, schools report that the District has been effective in distributing the State CCLS modules district-wide. The District has provided useful PD on the use of SMART Boards for curriculum implementation.
- Schools report that the District's centralized master schedule to ensure consistent curriculum delivery was given to them on short notice and without consultation. In addition, PD is available district-wide, but is not mandatory, and the means of monitoring and evaluating implementation are unclear. The impact of PD on improving student achievement has been limited.

Impact Statement:

Inconsistent implementation and ineffective monitoring and evaluation of the delivery of the CCLS is resulting in limited relevant learning and challenge to students.

Recommendation:

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

- Empower schools to implement and deliver quality curriculum appropriately resourced and PD based on the needs of the students and teachers.
- Monitor and evaluate the implementation of the CCLS.

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
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Areas for Improvement:

Overall Finding:

Supports for teachers are not directly connected to specific teacher needs, teacher evaluations, or student outcomes, and there is little follow-up from PD to support teachers in their instructional practices. Consequently, improvement to student achievement is limited.

Evidence/Information that Lead to this Finding:

- School leaders and staff say that the data system the District had in the past was abandoned, and that schools are now free to choose how they collect and use data within their schools. The flow of information about rates of student achievement from the District is inconsistent, and the relevance of PD opportunities and their subsequent effectiveness are not communicated to the schools in a timely manner. School and District staff report that classroom observations show a lack of consistent inquiry, differentiation, engagement, and high-levels of questioning.
- There are few walkthroughs done by the District staff, hence there is limited feedback given to teachers. The District, through its APPR plan, has developed a system for evaluating staff and a format for doing walkthroughs, but the link between PD, performance, and student outcomes is weak. Though PD opportunities exist, the outcomes and learnings from these opportunities are not routinely put into practice in classrooms. Consistent progress monitoring does not exist at either the school or the district levels, which results in limited student achievement.
- The District eliminated common planning time, and school staff members report that they have not found other means to meet to discuss student needs. As a result, school staff is not addressing their common challenges consistently. Nevertheless, student support centers exist throughout the District’s organization to support student academic and social-emotional needs, which are having a

limited effect.

Impact Statement:

Teachers and instructional staff do not consistently provide students with 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:

- Identify the skills needed by teachers and develop a system to ensure those skills are gained and demonstrated on regular basis.
- Provide accurate, developmental, and constructive feedback to individuals on their progress toward acquiring skills.

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:

PD to support student social and emotional well-being and developmental health is provided by the District, but on a voluntary basis, apart from teachers on a TIP. Follow-up to training is minimal, and there is limited change in teacher practice and in Extended Learning Time.

Evidence/Information that Lead to this Finding:

- School and District staff members report that there is a lack of a formalized vision for social and emotional developmental health, which affects schools in developing their systems for targeting resources and PD to meet student social and emotional needs. The District has many community resources that support students, such as Hillside, school-based health centers, PBIS, social workers, the Young Mothers program, expanded learning, sports and arts activities, Youth in Transition services, summer programs, and a safety office. However, these have had limited impact to date on raising student achievement.
- The District staff report that the District does not provide follow-up support to school-level staff that ensures a direct connection between the objectives of District level PD, student achievement, and social and emotional developmental health. One school leader reports that the school receives its PD from professional organizations because the District does not provide adequate PD related to student social and emotional developmental health. The District social workers and psychologists have been reduced, so the amount of services available to the schools has declined.
- Schools report that the budget for community organizations has been cut. As this traditionally supplements social work and counselor services in the schools, ancillary services to schools and

students have been reduced. There is little follow-up support or PD provided by the District that is connected to student social and emotional developmental health. The District scheduled schools with Extended Learning Time without input from schools or the community. For example, one school reports that its schedule used to be 7:30am to 3:30 pm, but is now 9:00 am to 5:00 pm, and that PD provided by the District started at 4:00 pm when school is still in session.

Impact Statement:

Students are not receiving enough social and emotional developmental health support in ways that match the District’s stated expectations for schools.

Recommendation:

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

- Ensure relevant agencies receive timely and accurate information about students, and coordinate student academic and social-emotional data to improve student achievement.
- Expand Extended Learning Time across the District.

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 promotes a positive climate and policies to encourage school-wide family engagement. However, this is not consistent across schools and does not address sufficiently the varying needs of families in supporting their children’s education.

Evidence/Information that Lead to this Finding:

- The District has a school-level family engagement policy. The Superintendent has championed a welcoming attitude in each building. For example, he is striving for parking to be provided for all parents and he checks for implementation. The District provides the Parent University, a parent-liaison assistant in each school, after-school programming, family literacy, the Hillside program, and school-based health centers.
- The District keeps families informed with extensive mailings. The local media is used by the District to communicate with parents about the District’s strategies and new initiatives. Schools report that although the District promotes partnerships with some agencies, it depends too heavily on school leaders to initiate partnerships for their schools.
- Local workshops and information hearings are held to inform parents of changes. However, one

school reports that the district changed the school's schedule, but did not convey this to the parents. Parents reported they found out about the change only two weeks before the school year began.

Impact Statement:

The District does not consistently ensure that schools or District personnel work closely with families to support 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:

- Involve more groups of parents systematically in planning processes that focus on raising the aspirations, achievement, and well-being of students.
- Develop a system that provides transparent accountability for the effectiveness of the District's efforts in providing student data to all relevant stakeholders, particularly families, in order to support student needs.