



The University of the State of New York

The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	280208030000
District	Roosevelt Union Free School District
District Address	240 Denton Place, Roosevelt, NY 11575
Superintendent	Dr. Deborah L. Wortham
Date(s) of Review	April 24, 2014
Schools Discussed in this Report	Roosevelt Middle School

District Information Sheet										
District Grade Configuration	K-12	Total Student Enrollment	3248	Title 1 Population	100%	Attendance Rate	95.6%			
Free Lunch	78.9%	Reduced Lunch	8.4%	Student Sustainability	%NP	Limited English Proficient	21.4%	Students with Disabilities	%NP	
Racial/Ethnic Origin of District Student Population										
American Indian or Alaska Native		Black or African American	47.9%	Hispanic or Latino	52.02%	Asian or Native Hawaiian /Other Pacific Islander		White		Multi-racial
Personnel										
Number Years Superintendent Assigned/Appointed to District	1	Number of Deputy Superintendents	4	Average Years Dep. Superintendents in Role in the District	1	# of Directors of Programs	4			
% 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	4	Average Teacher Absences in District	91			
Overall State Accountability Status (Mark applicable box with an X)										
District in Good Standing		Focus District	X	Number of Focus School Identified by District	1	Number of SIG Recipient Schools	1	Number of Schools in Status	3	
ELA Performance at levels 3 & 4	Elem-25-83% Second-63%	Mathematics Performance at levels 3 & 4	Ele-34.33% Sec 67%	Science Performance at levels 3 & 4	82%	4 yr. Graduation Rate (for HS only)	79.3%	6 yr. Graduation Rate (for HS only)		

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		All Students
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-racial
X	Students with Disabilities	X	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			
X	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: DEVELOPING			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>E</p>

Debriefing Statement: The school district has systems in place to hire new staff and retain staff members with very little turnover, which addresses the needs of the community.

Strengths:

Overall Finding:

The district uses multiple tools to attract desirable candidates that includes collaboratively conducting multiple interviews and mock demonstrations for each candidate, as well as offers staff opportunities and support for career advancement. These practices have established a standard for recruiting and retaining in the district.

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

- The school district has a communication system, which generates a multitude of applications from which to select new teacher candidates. The school district posts vacancies on the online application System (OLAS), and will typically receive over 100 or more applicants for a teacher position. For a recent mathematics teacher opening, over 400 applications were reviewed. The district leader stated that the school district is looking for experience in the content area and experience in working with a diverse population, as she believes that this would better translate into success with the Roosevelt student body.
- The school district has also formed partnerships with local colleges and universities, such as Hofstra, Adelphi, and Malloy, all of which have teacher colleges and have sent student teachers and observers to Roosevelt. As there are a greater percentage of Spanish speaking students entering the district, the school district favors bi-lingual candidates who can work with these learners. This systematic approach to recruitment allows the school district to draw from a large pool of applicants to ensure a quality population of candidates.
- There is a collaborative process in place to ensure that various groups of stakeholders have input in the hiring process. A committee made up of teachers and key administrators conduct the interviews, and the teacher candidates go through a series of interviews and teach a mock lesson in front of their peers in order to gauge what the candidate considers a high rigor lesson. This process allows the district to promote the standard of teaching that they seek in candidates.

- The school district utilizes a career ladder from which many current administrators have developed. For example, two school level staff started in the district as teachers, and then a curriculum specialists, before being promoted to administrative positions (school leadership and coordinator). Currently, six staff members are enrolled in graduate programs working toward obtaining their doctorate degrees, all supported by the district. This established career ladder allows staff to grow and progress throughout their career with Roosevelt, enabling the district to retain high quality staff members. The school board and district leader will not provide tenure for any untenured staff member who is rated ‘Developing’ or ‘Ineffective.’

Impact Statement:

- The school district’s processes for the recruitment, retention, and promotion of staff lead to high quality candidates working with students within the district.

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: Though the school district is in the process of establishing a culture of high expectations, this has not yet permeated to all groups and subgroups of students, which is limiting high levels of success for all.

Areas for Improvement:

Overall Finding:

The school district has sought to establish high expectations for its stakeholders, though these expectations have yet to make a positive impact on student achievement.

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

- The school district has established regular and on-going “walkthroughs” in which teams of district and school staff visit classrooms in the various schools using a document entitled “systems memo-non-negotiables” which contains 21 essential components of good teaching and supervision. The entire district has received training in this process, and staff is very familiar with these 21 components. The district leader and all other administrative and instructional staff interviewed believe that these walkthroughs have helped create a common understanding of high expectations among all of the school’s staff in terms of what needs to be done to improve teaching and learning. However, these beliefs have not yet been translated into notable improvements in the quality of instruction and student achievement. Although the culture is becoming more collegial and professional, the data to demonstrate a steep upward trajectory of academic achievement is not yet evident.
- Collaboration and expectations among the school leaders have improved as the result of weekly meetings in which expectations are discussed and best practices are shared. When the district

leader took her position this past summer, she did not see a “common thread” in any of the schools. The schools were independent and not cohesive, with the district or with one another. Her goal was to “bond” them together. As a result, the school leaders meet every other week and use this time to discuss goal setting, how to provide teacher feedback and encourage best practices. The district uses and has been trained in the Kim Marshall Rubric. Despite these best practices, the school district lacks interim measures to examine if these practices are effective and having positive affects student achievement.

Impact Statement:

The lack of an overarching system and quantitative measures limits the school district’s ability to monitor and evaluate program effectiveness.

Recommendation:

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

- Create quantitative measures to allow the school district to monitor and evaluate processes for sharing and implementing protocols that emphasize high expectations; rigorously evaluate the impact of these measures on improvements in the quality of instruction and student achievement.

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
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Debriefing Statement: The school district has introduced procedures for the allocation of resources, using a system based on the student population and identified school needs, and has provided its school leaders with support on how to utilize these resources. However, at this time, it is unclear whether this new system will have a positive impact on student achievement.

Areas for Improvement:

Overall Finding:

The school district allocates resources using a new system, which ties in with teacher effectiveness and the CCLS but not connected to student achievement.

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

- The school district reported being cited by the State Education Department (SED) for not being financially responsible. In response, the district leader and business officer have implemented a new budget process, which is connected to the CCLS and teacher effectiveness. Teachers met in the fall and provided feedback on the following question: “What is needed in the budget to do an exemplary job and be highly effective?” School leaders submitted budgets to the district cabinet and the district budget was developed from that information. The budget stems from the mission

statement and reflective of the CCLS, as each request had to be shown to fit in with the new standards. The board unanimously adopted the budget. However, there is no evaluative system regarding the impact of the budget decisions on school and district improvement efforts.

- A desk audit was conducted to see if each non-instructional position was necessary in order to determine if any funds could be put into instructional programs instead. The district leader reviews each purchase order to determine how money is allocated. Though measures have been put into place, during the visit there was no student performance data to demonstrate the positive impact of this new budget process toward improving student achievement.

Impact Statement:

Because the school district has not implemented evaluative systems for the new budget process connected to student performance data, its impact on overall student achievement efforts in the district.

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 comprehensive evaluative process, which correlates student performance data with the budgetary process to determine if spending decisions are leading to increased student achievement.

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 school district’s professional development (PD) plan drives focused activities in several areas of vital importance to its stakeholders, though the follow through in its practice is not being maximized. Because much of the PD is newly embedded in the school district’s culture, it has only been able to demonstrate the impact on professional practices through the fidelity of its implementation.

Strengths:

Overall Finding:

The PD provided by the district is targeted and focused on the CCLS but its impact on student achievement has yet to be established.

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

- The district provides PD to schools, so the schools can provide targeted training. In the school, it was evident that some teachers did not understand the role of essential questioning based on walkthrough data. As a result, one PD session was held on the development of essential questions and this was noted as positive during the next round of walkthroughs in this building. In another building, lesson closure was noted to be insufficient and as a result, a video and follow up PD on this topic was provided, which improved the staff’s use of this strategy. These examples show how

purposeful feedback triggers targeted PD, which improves instructional practices.

Impact Statement:

The school district’s observation process provides a means for the school and district to provide feedback to teachers on the quality of their instruction practices. As a result, the district creates, delivers, and monitors professional development that is adaptive and tailored to the needs of individual schools.

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: Though the use of student performance data is used to make decisions concerning school and district operations, it is not used regularly to drive modifications to the curriculum or instruction in order to meet the needs of all learners.

Areas for Improvement:

Overall Finding:

The school district ties many of its decisions to various forms of data, but lacks overarching systems to determine if newly implemented practices are having a positive impact on student achievement.

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

- The school district uses data to make budgetary and PD decisions; however, it lacks systems to determine if these decisions are having a positive impact on student achievement. The district was unable to provide evidence that the new protocols are having the desired effect on teaching and learning.
- The school uses data to determine what academic interventions are necessary to increase student achievement; however, the school leader was unable to accurately state what percentage of students is at what levels and what percentage of students has moved from one level to the next.
- The district and schools track student disciplinary data as a means of evaluating the success of its Positive Behavioral Intervention and Supports (PBIS) and determined that student disciplinary referrals are down 88 percent from last year, largely due to this program.

Impact Statement:

The school district uses student data to make strategic decisions; however, it does not have a comprehensive system to determine the effectiveness of its school improvement efforts.

Recommendation:

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

- Create a comprehensive system to collect, analyze, and monitor data progress, and evaluate outcomes in all areas of district operations to determine effectiveness.

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	D
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Areas for Improvement:

Overall Finding:

The school leader receives regular feedback and support from the school district, though there is no evidence to corroborate that this support is leading to increased student achievement.

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

- The school leader meets regularly with the district leader and the other school leaders in the district in order to establish expectations that permeate throughout the district. One particular support is that Dr. Kim Marshall has coached the school leader throughout the school year and provided support in regards to the district’s use of his rubric to evaluate teachers. The school leader conducts two formal observations and five shorter ones, and meets with the teachers regularly to discuss what went well and what still needs to be worked on. Despite the targeted and focused PD provided by the district on the CCLS, school staff noted that the CCLS are still not being implemented on a regular basis and that data is still not being used systematically to drive modifications to curriculum and instruction in order to meet the needs of all learners.
- Aside from data provided noting a significant decrease in disciplinary referrals, the school leader was unable to articulate the extent to which the pedagogical supports provided by the district make a positive impact on student achievement. Additionally, the district has not provided the school leader with a means to determine if decisions regarding increased time for Response to Intervention (RTI) or the time set aside for teachers to meet in Professional Learning Communities (PLCs) are increasing student achievement.
- The school district has supported PBIS in all of the schools, leading to a more consistent climate across the district. The school leader identified a need for additional supports for the students in

the school, and based her request on an analysis of data. The school district provided her with a full time social worker. The school leader also attributes this new position and the PBIS training with contributing to a decrease in disciplinary incidents over the previous year.

Impact Statement:

The lack of a systematic approach to monitoring the academic program’s effectiveness limits the school’s ability to determine if its actions are increasing 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:

- The school district should provide its schools with methods to link their activities with specific measures in order to determine program effectiveness.

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

Areas for Improvement:

Overall Finding:

The school district does not take a systematic approach to developing and sustaining a CCLS-aligned curriculum.

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

- The school district uses a range of curricula and programs. The school visited by the IIT uses the New York City curriculum for science only, and believes that this curriculum is in alignment with the CCLS. The high school uses the curriculum from Greece, New York for US History and Global Economics. Go Math is used in the elementary schools and Harcourt textbooks and Expeditionary Learning modules are used in grades three through eight. The New York State mathematics modules are used in these grades as well. There have been no conversations about what students in the elementary school need to learn in order to be successful in middle and high school. According to one school leader, the articulation that the schools have had among themselves about the curricula has not been very good, and that sometimes there is a repeat of curricula as a result.
- During the visit to the school, the IIT noted a lack of CCLS-aligned lessons. The team also noted insufficient modifications and instructional scaffolding based on student needs, and a lack of implementation of shifts, and few interdisciplinary learning opportunities. Teachers noted that, though they discuss the CCLS, they are still learning how to design and implement aligned lessons.

Impact Statement:

Without opportunities to connect the variety of curricula used across schools and lessons that incorporate the

CCLS instruction shifts and instructional modifications, the district and schools are limited in their ability to provide students with consistent and sequential high quality instruction.

Recommendation:

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

- Establish opportunities to connect the curricula learned across schools to improve transitions between grades. Introduce systems to monitor and evaluate the implementation of the CCLS instructional shifts.

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 school district provides PD opportunities for its schools, but does not use student performance data to determine the effectiveness of its efforts.

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

- The school district has provided the school staff time each day for professional learning communities (PLCs), in which teachers meet to discuss and be trained in pedagogical areas, such as formative assessments, the use of higher-level activities, thinking maps, and the use of data to drive instructional and curricular modifications. However, during the IIT’s visit to the school, these areas were noted as only part of the school’s instructional culture.
- The school leader was able to provide anecdotal information when asked if the school’s PD plan was leading to greater academic achievement but could not provide detailed, hard, and accurate data when asked if students were moving up academically as a result of the school’s RTI program. Consequently, data are not yet used in a systematic way to evaluate program effectiveness for PD.
- The school district has implemented regular and ongoing “walkthroughs” in which district and school staff walk into classes together using a unified document detailing teacher expectations. After each visit, the feedback is provided to the school leader, who may use it to target PD in areas of need. However, this PD promotes a common vision and expectations for all participants; there is too little data to show that this is having a positive impact on student achievement.

Impact Statement:

Because the school district has not established overarching data systems to inform the evaluation of PD effectiveness, the school district’s ability to modify the program to better meet identified needs for staff and

students is limited.

Recommendation:

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

- Develop data-driven systems to determine whether the PD program is having a positive impact on student achievement and use this information to make timely modifications.

Statement of Practice 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

Tenet Rating

D

Areas for Improvement:

Overall Finding:

The school district provides supports in the form of programs and staffing towards meeting schools' needs, but there is no systematic approach at the school levels in regards to the social and emotional referral process or awareness of productive interventions.

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

- In the school district's PD team interview, it was stated that there is district-wide training for staff in terms of the referral process, but that it must be requested by the individual school with "turnkey trainers" providing training to staff on the social and emotional referral process. In addition, staff are provided access to online training for both PBIS and RTI protocols.
- According to the school leader, a documented protocol, detailing the school's RTI program has not been developed. The school leader stated that while members of the school's support team are aware of protocols and processes, the general education staff members are not, even though they also need support with implementing the referral process. Furthermore, teachers interviewed did not know their roles in the process.
- According to a school's student support team, training for the development of Functional Behavioral Assessments are offered in the beginning of the year, but only to the student support team members, and follow-up sessions in regards to this training do not take place.

Impact Statement:

The school district does not provide defined protocols and processes or sufficient training for schools to meet the social and emotional developmental needs of all of its students, which diminishes the schools' ability to establish common expectations to meet the social and emotional developmental health needs of all of students in the district.

Recommendations:

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

district should:

- Develop a social and emotional support plan for students where each of the stakeholders' roles is clearly defined and can be streamlined into each school's overall plan and systems; and provide corresponding training so that each person may effectively carry out their roles and responsibilities.
- Develop an understanding among all of the school's stakeholders on how to use data to identify students who need additional supports, and create a data system to correspond with this vision and application.
- Provide regular PD opportunities for school stakeholders to understand how to use data to trigger referrals- academic or social/emotional, and to identify students who need additional assistance.

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:

Though the school district has taken action to engage its community stakeholders, reciprocal communication is still not evident.

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

- The district has made efforts to engage its rapidly growing Hispanic community, at the school level and at the district and school board level, including providing translation services at school board meetings. However, during the school parent interview some parents shared that they and most of the Hispanic population do not feel welcome or heard during district board meetings. During a school review, it was found that less than 15 percent of parents attended the parent conferences held twice a year. Though the district has started a parent training program for families who have children with disabilities, only three to four parents show up each month for this program indicating a lack of engagement. In addition, parents shared that they have not received enough training and guidance on the CCLS and instructional shifts and, though they have access to the parent portal to get grades, the information provided does not paint a complete picture of how their child is doing.
- During parent interviews at a school, the parents shared that many programs are made available to students, but the information is not widely disseminated. While the district does provide information in multiple languages on its website and in its materials sent to families, parents interviewed could not easily identify the documents or people who could inform them of what community or school programs may benefit their child or family.

Impact Statement:

The lack of comprehensive family and community engagement with the school district inhibits the district from making families full partners in their child's education.

Recommendations:

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

- Develop a long-term district and school plan for family and community engagement, including and collaborating with members of the community to foster mutual trust and high levels of stakeholder engagement. Incorporate specific, measurable, ambitious, results-oriented, and timely (SMART) goals, of success to monitor and evaluate for progress towards the goals.