



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	662300010000
District	Yonkers City School District
District Address	One Larkin Center Yonkers, NY 10701
Superintendent	Dr. Michael V. Yazurlo
Date(s) of Review	May 14, 2014
Schools Discussed in this Report	Scholastic Academy for Academic Excellence Museum School 25 Yonkers Middle School

District Information Sheet																							
District Grade Configuration		Prek-12		Total Student Enrollment		26,220		Title 1 Population		78%		Attendance Rate		92.5%									
Free Lunch	67.6%	Reduced Lunch		6.2%		Student Sustainability		0%		Limited English Proficient		11.7%		Students with Disabilities		6.3%							
Racial/Ethnic Origin of District Student Population																							
American Indian or Alaska Native		0%		Black or African American		21%		Hispanic or Latino		54%		Asian or Native Hawaiian /Other Pacific Islander		5%		White		18%		Multi-racial		1%	
Personnel																							
Number Years Superintendent Assigned/Appointed to District		3 mos. 2/2014		Number of Deputy Superintendents		0		Average Years Dep. Superintendents in Role in the District		0		# of Directors of Programs		4 Executive Directors 6 Directors 7 Asst. Dir.									
% of Teachers with No Valid Teaching Certificate in District		0%		% Teaching Out of Certification in District		NONE		% Teaching with Fewer Than 3 Yrs. of Exp. in District		1%		Average Teacher Absences in District		6%									
Overall State Accountability Status (Mark applicable box with an X)																							
District in Good Standing				Focus District		X		Number of Focus School Identified by District		6		Number of SIG Recipient Schools		2		Number of Schools in Status		14					
ELA Performance at levels 3 & 4		40.5%		Mathematics Performance at levels 3 & 4		46.6%		Science Performance at levels 3 & 4		81% grade 4 56% grade 8		4 yr. Graduation Rate (for HS only)		72%		6 yr. Graduation Rate (for HS only)		75.9%					

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
X	American Indian or Alaska Native	X	Black or African American
	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
X	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White	X	Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Science			
X	American Indian or Alaska Native		Black or African American
	Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander
	White	X	Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
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:			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>
<p><u>Debriefing Statement:</u> The district has a series of practices to support the recruitment, evaluation, and retention of personnel; however, there is no comprehensive plan employing a systematic matrix of those practices that is aligned to a set of expectations for teacher performance. As a result, not all staff is capable of effectively addressing student needs.</p> <p><u>Areas for Improvement:</u></p> <p>Overall Finding: The district is reviewing and improving its practices concerning the acquisition, evaluation, and retention of personnel to better address student needs.</p> <p>Evidence/Information that Lead to this Finding:</p> <ul style="list-style-type: none"> • The district recently created guidance to building administrators for improving the quality of APPR-aligned teacher observations as evidenced by the “Formal Observations Exemplars Project.” The guidance included a publication aimed at improving the consistency, alignment, and quality of formal observations; however, the implementation of strategies provided in the guidance have not been in place long enough to ensure improved teacher performance. • Due to dramatic reductions in staff in the past, the district’s recruitment efforts are influenced by the need to “call back” personnel who have been laid off. The district has a partnership with Mercy College to employ student teachers, and they have a partnership with Manhattan College that operates a leadership program that trains teachers to become administrators. While the district has relationships with area colleges, colleges are not engaged in reciprocal dialogue with the district to align student training to the vision and instructional needs of the district. • The district offered a wide range of professional development (PD) for administrators in the district during the 2013-14 school year, including PD on school law (January/February), how to create productive, effective, and positive parent and staff meetings (March), instructional interventions for staff (April), and setting goals using data (May). At the time of the visit, this series of PD activities had just recently occurred so there was only preliminary evidence of its impact on instructional improvement and student achievement. 		

- During the 2013-14 school year, the district collaboratively developed a series of workshops centered on the SCEP. This series included SCEP Review (March), SMART goals (April), Master Schedule for Curriculum Development supporting the CCLS (April), Developing Teams, Part 1 (May) with other workshops to continue through the summer of 2014. This framework of workshops served to enhance administrator awareness and to set expectations for performance for the following school year concerning the establishment of a culture of change designed to improve student achievement.
- At the time of the visit, there were no provisions made to provide training for long-term substitute teachers to acquaint them with the changing expectations for teacher and student performance.

Impact Statement:

The district is establishing a foundation to ensure that personnel are able to effectively address student needs.

Recommendation:

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

- Develop rigorous and systematic strategies for assigning and/or recruiting highly effective personnel in all schools that include partnerships with colleges and other institutions.
- Use a comprehensive plan to support school leaders to create systems for providing frequent, relevant feedback and PD focused on the improvement of instructional practices.

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

I

Debriefing Statement: The district’s activities related to the promotion of improved student performance do not constitute a comprehensive, cogent, and explicit theory of action related to school culture that communicates high expectations for addressing the needs of all constituents in the school community. As a result, the lack of a comprehensive and explicit theory of action hinders the full development of a culture of success.

Areas for Improvement:

Overall Finding:

The district has not adopted a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.

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.)*

- While administrators who were interviewed could not articulate an explicit theory of action and while no documents that described an explicit theory of action were available for review by the Integrated Intervention Team (IIT), the district asserts that it operates from an implicit model of logic. Evidence of this model of logic constitutes a series of activities and practices that promote high expectations for student performance. These include: communication of district goals and initiatives; a calendar of school visits by district officials; a Department of Instructional Support webpage on the district website to increase communication with stakeholders; presentations by the superintendent at Parent-Teacher Association (PTA) meetings; goal sharing at administrator forums; and board of education meetings broadcasted over the district website and public access cable channel. However, the lack of a clear and articulate theory of action that is made known to all schools, stakeholders and community members means that there is a lack of understanding as to the path for school improvement. During the visit, discussions with district leaders indicated that they are committed to improving student achievement but that this commitment is not explicitly stated in terms of high expectations connected to professional practices and student outcomes in all schools.

Impact Statement:

The absence of a strong, cogent theory of action that includes how all staff members must establish a set of high expectations for connecting their professional practices to student outcomes hinders the ability of students to achieve at high levels of success.

Recommendation:

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

- Create and explicitly communicate a strong, cogent theory of action.
- Establish an organized approach for timely communication of the strong, cogent theory of action using a variety of strategies and methods, including translations into all pertinent languages, for all constituents.

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 provides resources that are intended to support identified student needs. Decisions are made based on recommendations from building leaders and the perceived priorities of the district. However, there is no formal plan that governs how allocations are determined to ensure an alignment of allocations to the assessed needs of the school community. As a result, there is limited assurance that resource allocations to promote school improvement are directly tied to well-defined priorities and a clear set of district goals.

Areas for Improvement:

Overall Finding:

While the district has established a series of practices that promote communication of building level needs to the district, there is no formal plan for assessing and deploying resources that readily respond to the expressed needs of the school communities or that ensures an equitable distribution of resources.

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 structures for deploying resources that address the needs of its schools. The district directors of relevant departments meet regularly to discuss and share school reports as a means of determining performance capabilities. District administration liaisons are assigned to each school to directly determine the status of resources within the building. School leaders submit requests for additional funding, personnel, and materials with justifications for those expenditures. Those requests are evaluated to determine the viability of those requests. The district has also assigned a budget analyst to centralize funding and to ensure that appropriate funding is allocated to all schools.
- The district has provided additional funding to schools that have been designated as “priority” or “focus” schools within the district. For example, only priority and focus schools are provided with after school bus transportation to facilitate students engaging in expanded learning time programs. However, there is no written plan or directive stating that this practice or any other prioritization of resource allocation was part of a decision-making process.
- Reductions in personnel at the district and building level are perceived by district officials to have had negative impacts on the ability of the district to deliver needed services and required district officials to depend on alternative sources of funding for essential activities such as PD for teachers and administrators.

Impact Statement:

The reliance on an informal structure of resource allocation decision-making limits the ability of the district to ensure that resources are effectively administered to promote school improvement and success.

Recommendation:

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

- Use ongoing assessments to provide adaptive support to school leaders regarding how their school is organized.
- Create a decision-making, priority matrix that ensures that resources are equitably distributed and

adequately allocated throughout the district, while realigning resources through a collaborative process with building leaders.

- Use a system of effectiveness monitoring to hold building leaders accountable for delivery of intended results.

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 to deliver PD to the school community and conducts a wide range of PD activities. However, there is no comprehensive mechanism for ensuring that these activities are in response to a formal assessment of need, including a process of monitoring the fidelity of implementation of these activities, and providing on-going support tailored to the needs of teachers and administrators in individual schools. Consequently, opportunities for teachers and administrators to engage in cogent and sustainable growth in professional practice are limited.

Areas for Improvement:

Overall Finding:

The district provides PD that is beginning to address the needs for improved teacher effectiveness.

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.)*

- Professional development is generally funded through the utilization of grants that often stipulate the focus of the PD and provide a list of potential providers of the PD. However, there is a wide range of PD activities throughout the district. Some of the PD results from grant funding are linked to the CCLS or the priorities of the funding agency, while other PD results are from district initiatives. In addition, some PD results are from the expressed requests of building leaders.
- Time is available at 8:05 – 8:45 a.m. within each building for the delivery of PD. After school PD, activities are provided for teachers who volunteer to attend. District officials reported that often teachers who volunteer for such training sessions do not reflect a larger group of teachers perceived to have greater needs for improving instructional practice. The district understands the increased need for PD yet carefully works in the constraints imposed by the negotiated work rules of the district.
- There is no comprehensive plan to formally gather data on the instructional needs of teachers and the learning needs of students to direct the acquisition of appropriate, tailored PD. Funding limitations have curtailed the ability of the district to provide the levels of instructional coaching needed to support the effective and sustained implementation of the PD that is delivered.

- The district is in the initial stages of developing a systematic process of implementing a plan for monitoring teacher performance based on the PD delivered that deals with the CCLS and the instructional shifts. There is no formal system to evaluate the effectiveness of the new instructional practices on student outcomes.
- During district interviews, district officials acknowledged that teachers are struggling with data driven instruction (DDI) and differentiation. They are aware that teachers need more PD and ongoing instructional support in order to assist them as they modify instructional practice to accommodate these requirements.

Impact Statement:

The district is in the initial stages of creating a targeted PD program leading to increased teacher and administrator 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 a comprehensive plan that addresses the creation of a wide array of PD opportunities and that identifies working models that result in success for strategies that are optimal for the range of instructional needs of the students in the district.
- Communicate an established calendar of PD opportunities that are based on the assessment of school staff practices and are offered in ways that allow and encourage high levels of participation and engagement.
- Provide follow-up support that is adaptive and tailored to the needs of staff members from individual schools through a building-level professional developer and coach.

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 begun to communicate expectations for the use of data to building-level data teams and coaches. However, there is an inconsistent level of knowledge among teachers and administrators regarding the use of data to inform instruction. As a result, a deep understanding of how the use of data promotes student achievement is limited among stakeholders.

Areas for Improvement:

Overall Finding:

The district is engaged in the process of providing training and support to school administration and staff in the effective use of data and how to disaggregate and analyze the data to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup deficiencies. This process is designed to hold school

communities accountable for adjusting their practices to improve 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.)*

- During the visit, the district provided an emphasis on improving the use of data in schools for the 2013-2014 school year. The district set an expectation that all schools would establish a data team consisting of one administrator, one special education teacher, and representatives from other grade levels to analyze data and maintain ongoing communication with school stakeholders. The district established an expectation that these teams would communicate with the whole staff monthly.
- The district provided training to data teams to assist them to develop an understanding of how to use data to address student social and emotional developmental health needs. The district also provided each school with a data specialist to make student data more accessible to teachers and administrators. These recent district initiatives have set the stage for the effective analysis and utilization of data to positively impact student performance.
- District officials expressed the belief that teachers and building administrators are struggling with the need to adapt curriculum to address the individual needs of students and student sub-groups. However, at the time of the visit, there was no set of best practices currently in place concerning the use of data for instructional planning.
- District officials reported that they have made a commitment to both provide building leaders with greater PD resources to establish a data-driven culture and to hold building leaders responsible for the use of data to improve student outcomes.

Impact Statement:

At the time of the visit, the first year of a three-year initiative to build a data-driven culture had been established to create a foundation for creating a district where stakeholders have a deep understanding of how students are performing and are able to adjust their practices accordingly to promote further 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:

- Establish a clear vision and expectations for how data is to be used across the district.
- Identify a wide array of evidence-based best practices concerning teacher use of data that informs what, when, and how teachers instruct students.
- Provide coaching to teachers and administrators to support the PD provided while setting up a

mechanism for monitoring and revising data-driven instructional practices.

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

Strengths:

Overall Finding:

School leaders' perceptions are that student achievement is positively affected by the district's support of the schools' vision and of the school leaders.

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

- The school leaders reported that they have a supportive relationship with the district and can reach out when they need resources for the school. The school leaders reported that the district assists in the recruitment of high quality staff. The district assists the schools in the implementation of the goals set forth in the SCEP documents.
- The school leaders reported that they have a good relationship with the school district and receive appropriate support. One school leader reported that when she came to the school, there was a lack of computers and when she approached the district, they gave her the computers she needed for the school. The school leaders stated they are welcome to approach the district any time they need resources for schools and that the district representatives assist the schools in the ongoing evaluation of SCEP implementation.
- A school leader reported that she receives adequate support from the school district in creating an environment that meets the needs of the school community and that she is able to reach out to the district to support her in achieving school wide goals such as increasing student achievement. School leaders confirmed that the district representatives assist schools by monitoring the recommendations that the district set forth in the review of the school during prior DTSDE reviews and further assists schools in ongoing evaluation of their SCEP implementation for improvement.

Impact Statement:

The school communities have a clear vision supported by district staff members that positively affects 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

E

Strengths:

Overall Finding:

The school leaders' perception is that the district collaborates with teachers to ensure that all instruction is aligned to the CCLS and challenges all students.

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

- A school leader reports the district encourages schools to work with other schools to build relationships and inter-visitations for PD and other learning opportunities. Another school leader reported that the district is responsive to the needs of the school and provides curriculum development. Teachers stated that the district assists and monitors the implementation of the CCLS. The school leaders also reported that representatives from the district visit the schools and evaluate the efforts the schools are making. In addition, the district has assisted schools in developing a data-driven culture and works collaboratively with schools in providing guidance in implementing curricular programs.
- One school leader stated that the district encourages the school by holding monthly meetings to work collaboratively with other school leaders to implement best practices. The district holds meetings to help the school implement the CCLS. The school leader also reported that in terms of human resources, the district is responsive to the needs of the school. The district is responsible for the curriculum and the fiscal support that the schools need and district representatives visit the schools to assist the schools in the implementation and monitoring of the CCLS. School leaders reported that the district encourages schools to work together to build relationships and seek and support other learning opportunities.

Impact Statement:

The curriculum created and used provides teachers opportunities to deliver instruction that is CCLS aligned and challenges every student.

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	E
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Strengths:

Overall Finding:

School leader perceptions are that rigorous learning opportunities are provided for all students because of collaboration between the district and school communities.

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

- A school leader reported that the district assists the school in providing PD in the use of data to improve student achievement and that the district representatives follow up with school practices in using data and explaining how it can best be used to improve teaching strategies. School leaders indicated that the district has been instrumental in helping to create a data driven culture in schools and has provided support for both school leaders and teachers in how to use and monitor the use of data as a tool for driving instruction. For some schools this is often an area of weakness but teachers reported that the district support has helped them to address some of the weaker aspects of teacher practice. School leaders confirmed that the district has established a data team who can be called on to support schools and teachers in analyzing data for patterns and trends and for identifying strategies to address weaknesses. The school leaders pointed out that the district closely monitors the impact of its support and PD on improving school-wide and individual practices.

Impact Statement:

Teachers and instructional staff provide students with consistent rigorous learning opportunities.

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

Overall Finding:

The school leader perception is that the district and schools collaborate to address the social and emotional developmental health needs of all students so that they experience success.

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

- The school leaders of all three schools reviewed reported that the district provides PD in the area of social emotional development health needs of students. The district provides a code of conduct that is shared with all stakeholders and addresses expectations for student behavior. The school leaders also reported that the district works collaboratively with the schools to support and sustain the social and emotional health of all students.
- School leaders and teachers confirmed that the district provides follow up support through coaching, observations and other mechanisms that enable staff to implement interventions, strategies and practices what they learned during the district level PD.

Impact Statement:

Students receive supports that appropriately address their needs.

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

E

Strengths:

Overall Finding:

The school leader perceptions are that the district establishes and supports partnerships between all families and schools in order to improve 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 leaders of all three schools reviewed reported that the district is supportive in communicating with families in all pertinent languages. The district has a cable channel to communicate with the community about school issues. In addition, the district provides workshops for parents on how to support their children and advocate for their achievement.
- The school leaders reported that the district creates policies related to family engagement, school involvement, channels of communication, and outlines available support and intervention services with the intention of creating a climate of belonging to the school community for parents and families. Additionally, the district has put an effective strategy in place for communicating with parents in all pertinent languages, which helps to facilitate a process of reciprocal communication between the school and home.

Impact Statement:

Families in the district work in close partnership with schools to provide supports needed to improve student achievement.