



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	060800010000
District	Dunkirk City School District
District Address	620 Marauder Drive, Dunkirk NY 14048
Superintendent	Gary J. Cerne
Date(s) of Review	June 3 and 6, 2013
Schools Discussed in this Report	Dunkirk Middle School

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	2160	% Title 1 Population	69	% Attendance Rate	94.05				
% Free Lunch	62	% Reduced Lunch	8	% Student Sustainability	NP	% Limited English Proficient	13	% Students with Disabilities	9.6		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	NA	% Black or African American	8	% Hispanic or Latino	46	% Asian, Native Hawaiian /Other Pacific Islander	NA	% White	42.4	% Multi-racial	2.2
Personnel											
Number Years Superintendent Assigned/ Appointed to District	8	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	NA	# of Directors of Programs	6				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	0	% Teaching with Fewer Than 3 Yrs. of Exp. in District	3.7	Average Teacher Absences in District	25.6				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	1	Number of SIG (a) Recipient Schools	1	Number of SIG (g) Recipient Schools	Number of Schools in Status		NA
% ELA Performance at levels 3 & 4	E/M=70 HS=62	% Mathematics Performance at levels 3 & 4	E/M=83.7 HS=15	% Science Performance at levels 3 & 4	E/M=70 HS ES=50.81 LivEn=63.8	% 4 yr. Graduation Rate (for HS only)	2007 cohort 65.84	% 6 yr. Graduation Rate (for HS only)	77.7		

NP = Not Provided

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
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
X	White		Multi-racial
X	Students with Disabilities	X	Limited English Proficient
X	Economically Disadvantaged		
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
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective			
	Limited English Proficiency		

X - Elementary/Middle students did not meet AYP

X - Neither E/M nor High School students met AYP

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 is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.			X	
1.3	The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.			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 to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			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 that lead to 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 Narrative:

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.	Overall Tenet Rating	D
---	-----------------------------	----------

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.	SOP Rating	E
---	-------------------	----------

Debriefing Statement: The district has relationships with local colleges and professional groups that enhance its ability to recruit high quality personnel. A comprehensive plan exists for evaluating staff, providing feedback, and offering extensive professional development (PD). The proactive use of retirement incentives has enabled the district to hire some new staff. As a result, the district is able to address the needs of the community.

Strength:

- The district has an effective system in place for hiring, evaluating, and sustaining high quality staff. The district leader reported to the Integrated Intervention Team (IIT) that there are long-standing partnerships with post-secondary educational institutions and other school districts in the area to ensure that vacant positions are communicated to a viable pool of high quality candidates. As part of the district’s focus on hiring staff from diverse racial and ethnic backgrounds, the district leader stated that the district recruits candidates who are bilingual and hold dual certifications. He noted that the district’s strategy has proven helpful for staff by providing the district the flexibility of transferring employees to other positions rather than eliminating large numbers of staff when reductions are necessary. In order to prevent some staff reductions, the district leader stated that a retirement incentive package was used to encourage retirement by eligible personnel. The district leader reported that the Annual Professional Performance Review (APPR) plan had been approved, and extensive training was provided to school leaders over the summer. The district’s self-assessment document states that the district enjoys a ninety-nine percent rate of staff retention. The district leader attributes the high retention rate to the district’s extensive PD, highly competitive salaries and benefits, the district’s orientation process for new staff members, and the district mentoring program. The district leader also shared that he has an open-door practice and teachers connect with him directly by email. Consequently, the district’s comprehensive approach for recruiting, evaluating, and sustaining high quality personnel enhances the district’s ability to meet the needs of the school community.

Statement of Practice 1.2: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.	SOP Rating	D
---	-------------------	----------

Debriefing Statement: The district allocation of resources and generic support to the schools is based primarily on the previous year’s budget. This procedure does not incorporate the analysis of data to adequately consider schools’ needs based on student academic performance, social and emotional developmental health, diverse cultures, or the needs of staff and families. Schools compete for additional resources when district and grant funds are available. Therefore, many needs of the school communities are not addressed.

Area for Improvement:

- The district allocates financial resources to schools based on the size of each school in terms of pupil enrollment. However, the allocation of resources does not always reflect the strategic use of resources based on the unique needs of each school. The district leader informed the IIT that there are meetings between district and school leaders and that the shifting needs of each school are considered for resource allocations. District leaders reported that the structure used to deploy resources includes annual school enrollment, the previous year’s use of resources, and available funds. State, federal, and grant funds are directed, as allowable, to meet unique needs of a school. The district leader informed the IIT that for efficiency purposes, he meets with elementary school leaders separately from middle and high school leaders. The leader groups discuss issues relating to the grade levels they serve without taking up the time of the leaders in dissimilar groups. The district leader states that he has ongoing meetings and conversations with each school leader every day; the conversations cover all school needs, especially staffing. The district leader reported that he considers district priorities and plans before funding school leader requests. While district leaders expect that school leaders consider school and student data as they prepare their requests for resource allocations, there is no tracking or monitoring system used by district leaders to ensure that school leaders’ requests consider the needs of students, staff, and families. As a result, the district structure for allocation and deployment of resources does not address fully the types or levels of support needed to promote school improvement or student success.

Statement of Practice 1.3: The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.	SOP Rating	D
---	-------------------	----------

Debriefing Statement: The district leadership has expressed an expectation for improved student outcomes. However, there is not an explicit commitment to systematically promoting a school culture that includes high expectations for addressing the needs of all constituents. As a result, professional practices and instructional strategies are not being connected to student outcomes.

Area for Improvement:

- While the district leaders espouse expectations for school and student improvement within a culture that addresses the needs of all constituents, explicit, measureable goals are not communicated to stakeholders. The district leader reported that expectations include increases in student achievement and removal from

the accountability list as a focus district. He expects that school leaders will collaborate and communicate with each other toward “acting as a single mind” to generate consistency across the schools in the district. Additional district expectations shared by the district leader are that curricula support for the implementation of the Common Core Learning Standards (CCLS) be provided and that the APPR is implemented with fidelity across the district in order to ensure each teacher’s progress toward meet expectations for curricula alignment. Although district leaders communicate expectations for change and improvement to various constituent groups throughout the school community, an explicit action plan that connects curricula reflective of the CCLS, professional staff practices, student outcomes, and school improvement is not articulated. The district leader told the IIT that he communicates expectations using multiple avenues, including meetings with staff and parent groups, written communications that are translated into pertinent languages, and presentations before community groups. The lack of an explicit, comprehensive, strategic action plan with clearly articulated, measureable goals, limits efforts to improve professional practice to meet the needs of all constituents.

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.

SOP Rating

D

Debriefing Statement: The district PD committee creates the PD plan based on requests of staff in relation to initiatives and grade/subject needs. Assessments of staff practices and needs in individual schools do not inform the PD plan. Follow-up support based on school needs, and the impacts of PD on changes in instruction have not been fully evaluated. The lack of a comprehensive PD plan that is adaptive and tailored to the needs of individual schools limits improvement efforts.

Area for Improvement:

- The district is in the beginning stages of creating, delivering, and monitoring PD in pertinent areas based on the needs of individual schools. District leaders reported to the IIT that there is a PD committee that includes parents, trainers, building staff, and teacher union representatives. This committee provides the district with input from the various groups. School leaders also provide information to the committee regarding staff needs, specific program training needs, and training to respond to district or State initiatives. District leaders informed the IIT that the district has an electronic system to track the continuum of PD and support activities per teacher for comparison with the assessment of school staff practices. The district continues to negotiate with the teacher’s union regarding the establishment of a PD calendar that targets specific areas of need for teachers based on APPR findings tracked electronically. The district leader indicated that instructional coaching will be part of the district PD model and that there will be a system to track the implementation of coaching. Leaders and teachers reported that, sometimes, the district provides follow-up PD support to school staff, particularly when it is specific to programs such as Positive Behavioral Interventions and Supports (PBIS) or the Sheltered Instruction Observation Protocol (SIOP). Because the district is in the beginning stages of implementing a PD plan based on the particular needs of each school, school improvement efforts are limited.

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.	SOP Rating	D
---	-------------------	----------

Debriefing Statement: While the district expects staff to use data to support instruction and establish goals, schools and staff are not held accountable for using data to inform instructional strategies connected to best practices. As a result, efforts to hold school communities and staff accountable for providing or using best practices are limited.

Area for Improvement:

- District leadership is putting structures in place for teachers to use data to inform their instruction. The district has invested in electronic collection and management systems to store, analyze, and generate a variety of reports based on school and student data. The district leader of technology informed the IIT that she is creating an infrastructure of a data-driven culture supporting the CCLS, including a comprehensive approach for teachers to analyze data strategically. The district leader reported that “data drives everything,” and that the district pilots the purchased electronic programs before expecting full district-wide implementation. The DTSDE self-assessment document indicates that data drives the discussions of the school-based data inquiry teams and that teachers are expected to examine the data of their students to inform instructional planning. The district leader stated that he expects teachers to know class and student data and use it to inform their instruction throughout the school year. District leaders stated that some students and teachers are able to discuss individual needs after reviewing the student data collected over time. However, the district leader stated that the district continues to negotiate with the teacher’s union regarding the targeting of specific areas of need for teachers based on APPR findings relative to the observations of teachers’ use of data to inform their instruction. The IIT did not find evidence that the district provided data analysis regarding subgroup performance or identification of best practices on the use of data to improve instruction or student achievement. Although the district has begun to implement expectations for data use, the lack of full implementation limits its ability to hold staff and schools accountable for student achievement and school improvement.

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

Tenet 2 - School Leader Practices and Decisions Statement of Practice (SOP) 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.	SOP Rating	D
---	-------------------	----------

Area for Improvement:

- While district leaders communicate frequently with school leaders, the district has not provided support to enable the school leaders to implement interventions to meet the needs of the schools. The district leader reported to the IIT that he separates the groups of school leaders, elementary and secondary, to provide

more time to focus on their different needs. For example, the district leader explained that he encourages elementary school leaders to collaborate toward the vision of an aligned, seamless, consistent, and sequential progression from kindergarten to grade five across all elementary schools in the district. The school leader explained that one of the district leaders, whose office is housed at the middle school, is a liaison between the school leader and the district leaders. The district leader informed the IIT that he communicates his expectations for each school leader to ensure that resources will be used to improve the proficiency of students. In addition, the district leader reported that school leaders receive training about the CCLS and curricula modules, focused on developing instructional leadership so that the school leaders are better-able to provide support to teachers. The district leader states that the district vision is the foundation for each school’s vision, and that school leaders are allowed to achieve their vision in whatever way they choose. Thus, it becomes each school leader’s responsibility to create the vision for the school and organize resources to achieve the school vision through the goals set. During interviews, some school leaders indicated to the IIT that school leaders are expected to make things different with no new or real supports. While the district self-assessment document indicates that there is a high level of collaboration between the district and the school, there is no detailed information concerning the school vision, school improvement, or increased levels of student academic proficiency. As a result of the limited district support provided to school leaders, they are hampered in their ability to develop schools that are responsive to the needs of the community.

Tenet 3 - Curriculum Development and Support

Statement of Practice (SOP) 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.

SOP Rating	D
-------------------	----------

Area for Improvement:

- The district has relocated its leader of curriculum and instruction to the middle school building to provide support to the schools in implementing the CCLS. The school leaders stated that this school-based district leader provides them with support in conducting APPR observations, attending school-based intervention team meetings and statewide trainings, and functioning as a communication conduit between the school leader and district leaders. Additionally, school leaders reported that, at times, they are told what materials and guidelines to use. According to some school leaders, the district has instituted a common assessment system, and it has yielded some pertinent information. School leaders also reported that there are opportunities provided for teachers to work across subjects to review and analyze data in order to inform unit and lesson planning. If the school-based district leader and/or school leaders observe that any teachers are not, “owning their own data,” the leaders collaborate to clarify district expectations for the teachers and provide necessary PD opportunities. The district leader stated that moving the curriculum and instruction district leader to the school building has helped the district accept ownership of accountability for the school. He also reported that the common assessment system is available district-wide and provides valuable data that relates to APPR components. However, district leaders and school leaders reported that

the implementation of district-wide assessment, accountability, and APPR systems are in the beginning stages and do not yet yield sufficient data to assess school-wide effectiveness, monitor school progress, or determine patterns in student learning. The district leader, school leader, and teachers indicated that the district participates in the CCLS Ambassador Program and has appointed a full time teacher to be on assignment to assist with the full implementation of the New York State (NYS) modules in grades six to twelve for the 2013-14 school year. The elementary and secondary ambassador will provide training in incorporating the arts, technology, and enrichment subjects across curricula aligned with the CCLS, and increase teacher accountability for, and ownership of, implementation of planning and instruction aligned to the CCLS. Because the district is in the beginning stages of implementing curricula and instruction that support the CCLS and the use of assessments to monitor school progress, students' access to a rich educational experience is limited.

Tenet 4 - Teacher Practices and Decisions

Statement of Practice (SOP) 4.1: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.

SOP Rating

D

Area for Improvement:

- The district PD committee includes representatives from various school constituent groups. The school leader informed the IIT that leader and staff representatives provide input about PD interests and needs to the committee from school groups in order to produce a menu of summer PD opportunities. However, teachers reported that PD offerings sometimes change without the knowledge of committee members. One district leader stated that the district PD plan was revised after completion of the District Comprehensive Improvement Plan (DCIP). The district leader reported having negotiated with the teachers' union for an additional day of PD in August to extend PD offerings. He also stated that teacher leaders are identified and the teachers' union will hold turnkey training through the teacher leaders. The district leader reported that one of his goals is to deliver information and use staff time more efficiently. The school leader informed the IIT that because of the PD offered and supported by the district, teachers use new strategies, such as SIOP. On the other hand, some teachers state that they need more skill-building training and fewer awareness or informational PD events, such as the basic information provided about the CCLS. Teachers who chose to take advantage of technology-related PD reported a positive impact on their classroom instruction. Teachers also reported to the IIT that it is very difficult to receive approval to attend non-district sponsored PD opportunities. Review of district documents and IIT interviews with the school leader indicated that the district provides follow-up support for PD through district leaders and resources such as the Regional Bilingual Education Resource Network (RBE-RN). Because the district does not provide sufficient PD opportunities based on needs identified by school and district data, the ability of teachers to effectively plan instruction that leads to high levels of student engagement or progress is limited.

Tenet 5- Student Social and Emotional Developmental Health Statement of Practice (SOP) 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.	SOP Rating	D
--	-------------------	----------

Area for Improvement:

- While required policies, such as the Dignity for All Students Act (DASA), are in place, there is no district policy specifically designed to ensure the availability of opportunities and resources in the schools to positively support students’ social and emotional developmental health. The district DTSDE self-assessment document indicates that the district provides schools with counselors, social workers, and psychologists. Student support leaders report that they create a network of district social workers who are in constant contact with each other and community partners as well as community agencies. This network uses a team approach to address “whole child” needs focused on intervention strategies. Student support leaders also described their efforts to collaborate with the Boards of Cooperative Educational Services (BOCES) and community agencies to provide PD opportunities for school staff. The district-BOCES collaborative results in the development of voluntary PD opportunities that feature two behavior specialists, a summer institute, and an awareness program about gangs and violence. The school leader informed the IIT that the district has provided initial training in the PBIS program, that follow-up training focuses on meeting the needs of all students, and that other schools in the district have adopted the middle school structure for implementation of the program. However, district leaders and school leaders reported that PD opportunities offered to all school staff were designed to increase awareness rather than build adult capacity to effectively respond to the social and emotional developmental health needs of all students. Other than the follow-up PD and support linked to a specific program, such as PBIS, there is no follow-up support connected to district PD. From interviews with district leaders, school leaders, and staff the IIT found that not all staff members are required to attend PD and therefore, not all staff members understand the connection between student social and emotional developmental health and academic success. The limited training and support provided by the district, limits the ability of schools to provide opportunities and resources that positively support students’ social and emotional development health.

Tenet 6 - Family and Community Engagement Statement of Practice (SOP) 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.	SOP Rating	D
--	-------------------	----------

Area for Improvement:

- While the district espouses a climate of welcoming and belonging for families and the district communities, there is no comprehensive family and community engagement strategic plan. The district leader stated to the IIT, “We are here for the community; we open our buildings to be used by community members.” District leaders reported that a district-wide culture that includes and encourages parent involvement in,

and understanding of, the connection between social and emotional developmental health and academic success is being created. Through a parent-teacher organization (PTA), parents engage in individual and/or group discussions and awareness sessions regarding student issues and needs. Leaders reported that family participation in these discussions/sessions range from thirty to one hundred family members. District leaders indicated to the IIT that there are two primary languages spoken by the school community, English and Spanish. Newsletters, flyers, and notices are distributed in the two languages. The district as hired a bilingual staff person to assist family members that speak languages other than English. At the district level, a registrar who speaks English and Spanish assists incoming families who are primarily Spanish speaking. The school leader states that, because of committee discussions during the completion of the DCIP, the middle school now has a bilingual family outreach coordinator. District leaders indicated that a number of community resources provide services to segments of the community, such as the migrant, mental health, probation, and foster care populations. However, many of the community resources cited by the district are programs that provide services by State or federal mandate, or function independently rather than in partnership with the district. Some efforts were being made for district personnel to be more reflective of the diversity of the surrounding community. The lack of a comprehensive strategic plan for engaging all school constituents, limits the schools' ability to ensure family and community engagement in the schools and student success.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

In order for the District's strategy and practices to fully align with the concepts in the Effective column of Tenet 1, the District should:

- 1.2: Explore and review district resource allocation models that focus on meeting the needs of each school community rather than the foundational student enrollment-funding model. Require school leaders to provide supportive school and/or classroom data when approaching district leaders to fund requests, especially the annual school budget. Ensure that data-supported leader requests clearly propose benefits that support the needs of students, staff, and families; include a monitoring plan to track the collection of evidence indicating the benefits.
- 1.3: Develop a written comprehensive theory of action for the district that includes explicit high expectations for connecting professional practices in every classroom to student outcomes. Communicate the theory of action, a strategic implementation plan, and the expected completion timeline to all district stakeholders, including parents, administrators, teacher and the wider school community in all pertinent languages.
- 1.4: Create a comprehensive PD plan that focuses on addressing the needs of concentrated areas of each school community. Establish specific plans and a calendar for the provision of follow-up PD support based on the needs of staff members in each school.
- 1.5: Ensure teachers document strategic instructional planning that reflects best practices and decisions based on class and student data, for all students. Develop systems and procedures to enable school leaders to track teacher accountability for connecting instruction and strategies to class and student data.