



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

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## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



<b>BEDS Code</b>	190301040000
<b>District</b>	Cairo-Durham Central School District
<b>District Address</b>	424 Main Street, Cairo, New York
<b>Superintendent</b>	Mary Fassett
<b>Date(s) of Review</b>	May 12, 2014
<b>Schools Discussed in this Report</b>	Cairo-Durham Middle School

<b>District Information Sheet</b>											
District Grade Configuration	PK-12	Total Student Enrollment	1330	Title 1 Population	12.7%	Attendance Rate	92%				
Free Lunch	36%	Reduced Lunch	9%	Student Sustainability	N/A%	Limited English Proficient	0.15%	Students with Disabilities	15%		
<b>Racial/Ethnic Origin of District Student Population</b>											
American Indian or Alaska Native	0%	Black or African American	1.6%	Hispanic or Latino	8.4%	Asian or Native Hawaiian /Other Pacific Islander	0%	White	84.4%	Multi-racial	4.8%
<b>Personnel</b>											
Number Years Superintendent Assigned/Appointed to District	1.4	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	NA	# of Directors of Programs	1				
% of Teachers with No Valid Teaching Certificate in District	0	% Teaching Out of Certification in District	1%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	3%	Average Teacher Absences in District	13 days				
<b>Overall State Accountability Status (Mark applicable box with an X)</b>											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	3	Number of SIG Recipient Schools	3	Number of Schools in Status	2		
ELA Performance at levels 3 & 4	31.4%	Mathematics Performance at levels 3 & 4	33.6%	Science Performance at levels 3 & 4	70.3%	4 yr. Graduation Rate (for HS only)	76%	6 yr. Graduation Rate (for HS only)	81%		

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
	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
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
	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	
	<b>OVERALL RATING FOR TENET 1: DEVELOPING</b>			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><b>Tenet 1 - District Leadership and Capacity:</b> 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><b>Overall Tenet Rating</b></p>	<p><b>D</b></p>
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<p><b>Statement of Practice 1.1:</b> 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><b>Tenet Rating</b></p>	<p><b>D</b></p>
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**Debriefing Statement:** The district has recently created a recruitment committee to engage in developing a consistent approach to recruiting new personnel. In addition, the district has put systems in place for evaluating administrators and staff; however, feedback to personnel has not always led to instructional practices that raise expectations for increased student achievement. As a result, the evolving nature of recruiting, evaluating, and sustaining high quality personnel hinders the district’s ability to address student needs.

**Areas for Improvement:**

**Overall Finding:**

The district is engaged in efforts to improve the recruitment, evaluation, and support of personnel, to ensure that student needs are addressed appropriately.

**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 is formalizing the process of recruitment through the development of a recruitment plan, which includes hiring highly qualified staff and expanding the current district level recruitment committee framework. Elements that are being reviewed, clarified, and expanded include increasing the current contact list with area colleges and universities for improving the student teacher experience, so that the experience provides a bank of candidates of proven ability who demonstrate the skills and abilities most desired by the district. The district has also developed a plan for becoming involved in college job fairs to expand the range of potential candidates. In addition, the district has developed a plan for creating an annual, community-based mini job fair in order to recruit for open full-time positions and for an expanded substitute teacher pool. In addition, the district has begun to serve as a clearinghouse for employment applications to ensure a consistent process of review for potential staff.
- The district has developed a list of key elements that are part of a strategy to align recruitment activities with best practices: a ladder of staff selection, use of an interview committee, a plan for reference checking and performance investigation, teaching of sample lessons, and submission of a writing sample.

- The district leader stated that the district has provided training to building leaders in the processes associated with data-driven instruction (DDI) and school leaders have conducted an analysis of the question strands in the New York State examinations resulting in an emphasis on key elements of literacy.
- Professional development (PD) has been provided to build awareness of how to use Bloom's Taxonomy to guide the development of higher order questioning in classrooms and school leaders have been directed to develop common lesson plan formats linked to the implementation of the Common Core Learning Standards (CCLS) and instructional shifts. The district emphasis on fully incorporating the CCLS into the instructional program can be seen in the new district policy.
- This year, the district leader reported, he has required school leaders to modify the teacher evaluation system to incorporate all domains of the Charlotte Danielson Framework for Teaching Evaluation (Danielson Framework). Working collaboratively with school leaders, the district is in the process of reviewing the effectiveness of this strategy and is considering reducing the range of observations to provide better focus, based on an analysis of the instructional areas within an individual school that need greater monitoring and support.
- The district leader reports new teachers are provided with mentors in order to increase retention and to facilitate the professional growth of new faculty members. However, an analysis of the efficacy of current practices has led to a goal of re-designing this program to improve the monitoring of the process and to provide more opportunities for mentors to give increased direction regarding instructional best practices.

**Impact Statement:**

The district is developing its efforts to create a comprehensive plan to recruit highly effective personnel, evaluate personnel, and sustain them as they grow within their profession. However, some of these efforts hinder the district's ability to provide selected staff that have received coaching in the use of best practices and have been provided with supports tailored to their individual needs, to continue to improve their practices, while also increasing student academic achievement.

**Recommendation:**

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

- Constitute an Annual Professional Performance Review (APPR) committee to review the 2012-2013 school year's APPR process in order to recommend potential modifications to the process; create a comprehensive recruitment plan that includes establishing reciprocal communications with colleges to clarify the instructional needs of the district, to ensure effective matching between student teachers and 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**

**I**

**Debriefing Statement:** The district mission, vision, and goals are long standing and do not reflect the current theory of action, which the district is developing. The district currently models a theory of action that involves the analysis of student and staff performance to generate quantified needs and priorities; however, these practices have not been crafted into a formal process for creating programs and strategies within each school, to address the needs of all constituents. As a result, the ability of students to achieve at high levels of success is limited.

**Areas for Improvement:**

**Overall Finding:**

The district has a range of practices and protocols in place, which each, individually, promotes high expectations for professional performance and student achievement; however, there is no written theory of action that establishes a culture of expectations for professional practices linked to greater student achievement consistently, across all schools 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.*

- Current plans within the district were developed without community involvement and are not universally known or consistently implemented. The district mission, vision, and goals have been long standing and do not reflect the current theory of action that the district is in the process of developing.
- There are no evidence-based systems for measuring progress in increasing student academic achievement and nurturing the social and emotional developmental health of all students. The district leadership team devoted 2013-14 school year to addressing the findings in a previous DTSDE report. The district leader stated that the district is developing a comprehensive restructuring of shared leadership among stakeholders of the district and is preparing to implement a new district/school governance model. District and school level teams were re-constituted with membership and purposes to reflect shared decision-making along with community and parental involvement.

**Impact Statement:**

The absence of a comprehensive and explicit theory of action, focused on high expectations, and increased student achievement and success 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:

- Collaboratively develop a written theory of action aligned to a mission, vision, and a set of district goals that establish a culture of expectations for professional practice, connected to improved student achievement across all school buildings in the district; communicate the mission, vision, goals, and comprehensive theory of action to all stakeholders through multiple means.

**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**

**I**

**Debriefing Statement:** The district responds to the resource needs identified by instructional, maintenance, and transportation leaders. However, beyond a sense that all requests should be related to increasing the achievement of students, there is no comprehensive and prioritized plan for assessing the relative merits and potential impact of each request. As a result, there is limited assurance that the district's resources are effectively administered to promote school improvement and student success.

**Areas for Improvement:**

**Overall Finding:**

There is no comprehensive, prioritized plan for assessing the relative merits and potential impact of resource allocations within the district on school improvement and student 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.)*

- While the district has recently begun to review the efficacy of past practices regarding a range of budgetary allocations, including the use of current facilities and the assignment of teaching personnel, this review is not conducted within a framework of priorities collaboratively developed as part of a comprehensive long-range planning process.
- While the district is reviewing its allocations of special education (SPED) personnel resources and the relative efficacy of those allocations, it is doing so without a collaboratively developed and comprehensive plan that recognizes best practices in the field.
- There is no current process for systematically assessing how well the resources allocated by the district are benefitting individual schools and leading to productive learning and higher standards, or that resources are distributed equitably based on the specific needs of the schools.
- The district leadership and the Board of Education (BOE) concerned about the long-range planning for the district, commissioned a study to review current data to determine options in facilities usage for the student community over the next three years. The goal of the study was to assist the district administration with suggestions for efficiencies in current programs within available resources. The study provided potential rationales for closing one elementary school, so that financial savings could

be used to provide an expanded educational program, across the district

**Impact Statement:**

The lack of a comprehensive plan for the allocation, administration and for monitoring and evaluating resources in the district hinders the promotion of school improvement and student success.

**Recommendation:**

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

- Develop a long-term plan to establish criteria for allocating resources across the district that addresses student, staff, and family needs. The plan should identify data that will be used to inform allocations and to measure the impact and success of the allocations.

**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 produced specific plans to address the range of student instructional needs. These plans have resulted in some PD related to targeted standards and district-wide instructional initiatives. However, the activities have not been framed within the context of a comprehensive plan to systematically produce, deliver, and monitor professional development. Consequently, the status of PD hinders the increase of teacher effectiveness to boost student achievement.

**Areas for Improvement:**

**Overall Finding:**

The district has implemented a wide range of PD activities during the current school year; however, no comprehensive plan currently exists.

**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 begun the process of creating a comprehensive PD plan. A collaborative team, which includes teachers from each grade level, department facilitators for the core content areas, administrators, and a member of the instructional technology team developed the PD calendar dates for staff training and is determining SMART goals for the plan.
- The district provided PD during the current school year to respond to the perceived needs of individual schools, including topics as wide ranging as: Achieve 3000 training, Edoctrina training on instructional data analysis, Teachscape update training, data-driven instruction (DDI) training through Questar III BOCES, literacy across content areas at the secondary level, and therapeutic Response Training. However, evidence indicated that there are no rigorous and strategic

procedures in place to provide follow up activities to PD provided or to evaluate the impact of PD on school improvement in general and in particular to improving student achievement, learning, social, and emotional outcomes, and the quality of instruction.

**Impact Statement:**

Because the district has not developed a strategic approach to PD, its ability to increase teacher effectiveness and raise student achievement 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:

- Implement plans to use the district-wide PD committee, facilitated by the newly appointed district curriculum director, to develop a written PD plan that is focused on a common vision with specific goals targeted at greater teacher effectiveness and increased student achievement. Provide rigorous follow up and monitoring activities to ensure that there is a direct alignment between the PD provided, its implementation in the classroom and overall school improvement.

**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 recently developed a draft DDI plan that includes expectations for analysis of data, power indicators, and PD. The district is in the initial stages of implementing the plan and monitoring the use of a common planning template to promote the creation of a data-driven culture. Therefore, best practices concerning the use of data to inform instruction and other student needs are in the early stages of implementation.

**Areas for Improvement:**

**Overall Finding:**

The district’s draft DDI plan is setting the stage for holding school communities accountable for adjusting their practices to improve student achievement, based on a thorough analysis of data.

**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 leader stated that the district began the current school year with a presentation to the Board of Education and community regarding the accountability status and student performance. This awareness-raising presentation was followed by building-level activities for teachers to review the performance data in English language arts (ELA) in order to identify instructional weaknesses to be addressed. The district provided PD activities to teachers through a Questar III data analyst to

increase their understanding of proficiency and performance and to enable them to focus on student item analysis and test design. An outcome of that training was a district-wide review of student performance on State testing in ELA and math, which resulted in a district-wide emphasis on developing literacy skills. However, the district leader recognizes that these strategies are at an early stage and more work needs to be done. This was confirmed by observations in schools, to ensure that all school leaders and teachers implement a data driven culture where data is used effectively to guide, inform, and drive planning and instruction, so the needs of all students are better met.

- The district commissioned a comprehensive review and analysis of its district performance data to determine areas of strength and need. The district is reviewing the resulting comprehensive data analysis by a consultant from the SUNY Albany School of Social Welfare to determine relative factors in relation to student academic, social, emotional, and behavioral needs. The district leader confirmed that this information will be shared with schools and expectations will be set at a high level.

**Impact Statement:**

The current stage of implementation of the DDI plan limits the ability of stakeholders across the district to have a deep understanding of how students are performing and to adjust their practices accordingly, promoting 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:

- Fully implement the district DDI plan to communicate a vision and clear expectations for how data is to be used by all staff members for supporting instruction, establishing goals for students and schools in order to raise student achievement.

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

<p><b>Statement of Practice 2.1 - School Leader Practices and Decisions:</b> The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</p>	<p><b>Tenet Rating</b></p>	<p><b>D</b></p>
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**Areas for Improvement:**

**Overall Finding:**

The district is developing a collaborative relationship with the school, based on open and transparent dialogue.

**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 reported that his relationship with district leadership is characterized by open and honest dialogue. He reported that he has been given a significant degree of autonomy and that the district is developing a governance model that, once completed, will follow a distributive leadership model. However, the new governance model with clear definitions of the roles and responsibilities has yet to be adopted.
- The school district has provided protocols that support school leaders through weekly cabinet meetings and ongoing PD through Questar III. This PD has guided the adoption of the Danielson Framework and the development of shared leadership teams in the school buildings. School leaders reported that resource allocations have been made at the request of the school leader, including the acquisition of Achieve 3000 and Edocrina. Furthermore, the district has responded to requests for PD to address perceived building level needs.
- School leaders stated that the district has empowered the school leader to develop a building vision statement with core values; however, because the district has not revised its own mission statement and goals, there is currently insufficient alignment between the school district and the school.

**Impact Statement:**

The school does not have a clear vision of all district priorities, thereby limiting the scope of school improvement.

**Recommendation:**

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

- Align the district vision and the school mission statements and continue the process of engaging school leaders in the development of long-range strategic planning.

**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.

<b>Tenet Rating</b>	<b>D</b>
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**Areas for Improvement:**

**Overall Finding:**

The district is beginning to leverage resources to comprehensively build a collaborative effort ensuring full implementation of the CCLS in all subject areas.

**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.)*

- School leaders reported that the district has supported teachers in the development of adopting and adapting the CCLS to established curriculum maps with summer workshops and common planning time for teachers in Kindergarten through grade twelve. However, evidence from lesson observations and analyses of curriculum planning indicated that these “first efforts” do not fully reflect a comprehensive understanding of the expectations of the CCLS and the instructional shifts.
- The district and the school leader have worked to create a common lesson plan template. However, the template has not resulted in modifications for all student subgroups. In addition, the district and school leaders have worked together to establish common planning times for grade level teachers. However, observations and documentation in the school, during the visit indicated that the ability of teachers to use the planning time in ways that best support the CCLS and the instructional shifts in order to guide planning and instruction has been inconsistent. The district and school recognize that these processes need to be monitored more rigorously so there is a greater alignment between planning and implementation. With this in mind, the district has provided training for school leaders in the process of monitoring teacher performance in order to provide needed supports and individualized coaching.

**Impact Statement:**

Because teachers are in need of more training and support in implementing the CCLS and instructional shifts, students are not appropriately supported in making academic advances at a faster rate.

**Recommendation:**

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

- Develop short- and long-term plans for curriculum development to align to CCLS with curricula and work to achieve fidelity of implementation; and ensure, through monitoring, that an effective curriculum is implemented consistently that meets the needs of all students.

**Statement of Practice 4.1 - Teacher Practices and Decisions:** The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.

**Tenet Rating**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district has recently implemented a number of interventions in collaboration with the school to provide teachers with time, training, and the supervision necessary to plan for and implement instruction supporting

the CCLS.

**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.)

- School leaders and teachers reported that the district supported teacher practices through an expanded, district-sponsored PD program, including DDI training and leveled literacy. However, the impact of these efforts is not replicated in all visited classrooms. Work is still needed to ensure that data driven instruction lies at the core of all instructional planning and delivery so students are guaranteed learning opportunities that are closely matched to their academic levels. The district and school leaders collaborated and targeted subject-specific training to teachers in math, ELA, and social studies. However, the follow up from district and school leaders is not always rigorous enough to ensure that teachers consistently implement the strategies learned in PD sessions.
- The school leader reported that the district has supported the creation of grade level team meetings to promote interdisciplinary efforts to build literacy skills among the students. While class observations indicated that these meetings are yet to be effective in sustaining improvements in student learning and engagement, the IIT concurred with school leaders that they are important “first steps.”

**Impact Statement:**

The inconsistent ability of teachers to deliver data driven instruction and instruction that supports the CCLS and instructional shifts hinders the ability of students to benefit from consistent, rigorous learning opportunities.

**Recommendation:**

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

- Develop professional learning communities (PLC) that provide opportunities for teachers to discuss best practices in using data to align curricula to the CCLS and instructional shifts; and provide PD that develops teacher understanding of how to use high quality assessments to effectively inform instruction.

**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 district continues to work with the school to develop policies and practices that support student social and emotional developmental health; however, the recent implementation of these efforts precludes a complete

assessment of the effect of actions on students' SEDH.

**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.)*

- School leaders reported that the district has responded to the concerns of school personnel concerning the relationship of poor attendance to poor school performance by creating the position of attendance coordinator within each school. The district has also addressed school concerns about inconsistency in the delivery of student support services by creating the district office position of director of pupil personnel services. This new director has begun the process of aligning personnel, identifying roles and responsibilities, and collaboratively developing with building personnel, protocols, and activities to address student social and emotional developmental health.
- The district responded to suggestions from student support personnel and building leaders to address the special learning needs of students by providing PD on "Teaching with Poverty in Mind." While this was only one option in a program of PD, many teachers attended the training.
- School leaders reported that the district initiated an instructional support team (IST) process that identified students who are experiencing academic difficulties. The team includes a regular education teacher, a special education teacher, a school counselor, the school leader, and the school nurse. The team is designed to identify a student's need for academic help, develop strategies to assist the individual students, implement those strategies, and monitor progress.
- School leaders welcome the new initiatives but have rightly identified the necessity to ensure that the impact of these initiatives are closely monitored and evaluated. In addition, teachers agree that there needs to be a strategic program of training for school personnel to build the adult capacity in schools, to support and enhance the supports and interventions provided by these initiatives.

**Impact Statement:**

The recent activities have worked towards enabling students to receive supports that appropriately address their need; however, more remains to be done.

**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 support policy that guides the provision of PD topics and opportunities for school staff, designed to address the array of student needs. Provide follow-up support that is dynamic and tailored to the meet the skills and capacity of the school-level staff to enable them to effectively implement the strategies during the district-level PD. Evaluate the impact of the programs and PD on meeting student need.

**Statement of Practice 6.1 - Family and Community Engagement:** The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.

**Tenet Rating**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district is in the process of expanding its activities designed to create and sustain a partnership 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 confirmed that the district recently developed a parent involvement policy that is designed to increase opportunities for partnerships with families and community organizations.
- The district has identified personnel in schools (school counselors, school psychologists, and school social worker) who are to interface with community agencies and establish a schedule of ongoing meetings. These agencies include Greene County Mental Health, Drug Abuse Resistance Education (DARE), and Greene County Community Action. This again, is at an early stage of implementation.

**Impact Statement:**

Efforts to unite schools, families, and the community are at an early stage, which does not provide the necessary supports to improve student achievement.

**Recommendation:**

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

- Ensure that the plan to build and sustain partnerships between schools, families and the community is implemented with fidelity and with appropriate training for school staff as well as close monitoring leading to academic and social success for all students.