



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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| BEDS Code | 460701040000 |
| District | Hannibal Central School District |
| District Address | 928 Cayuga Street, Hannibal, NY 13074 |
| Superintendent | Donna J Fountain |
| Date(s) of Review | 10 April 2014 |
| Schools Discussed in this Report | Kenny Middle School and Hannibal High School |

| District Information Sheet | | | | | | | | | | | |
|--|------------|---|------------|--|-----------|--|-----------|-------------------------------------|-----------|--------------|----|
| District Grade Configuration | Pre K-G12 | Total Student Enrollment | 1440 | Title 1 Population | 60% | Attendance Rate | 94% | | | | |
| Free Lunch | 76% | Reduced Lunch | 13% | Student Sustainability | % | Limited English Proficient | 5% | Students with Disabilities | 7% | | |
| Racial/Ethnic Origin of District Student Population | | | | | | | | | | | |
| American Indian or Alaska Native | %0 | Black or African American | 1% | Hispanic or Latino | 2% | Asian or Native Hawaiian /Other Pacific Islander | 1% | White | 95% | Multi-racial | 0% |
| Personnel | | | | | | | | | | | |
| Number Years Superintendent Assigned/Appointed to District | 2 | Number of Deputy Superintendents | 0 | Average Years Dep. Superintendents in Role in the District | n/a | # of Directors of Programs | 3 | | | | |
| % 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 | 14 | Average Teacher Absences in District | 5% | | | | |
| Overall State Accountability Status (Mark applicable box with an X) | | | | | | | | | | | |
| District in Good Standing | | Focus District | X | Number of Focus School Identified by District | 2 | Number of SIG Recipient Schools | 2 | Number of Schools in Status | 2 | | |
| ELA Performance at levels 3 & 4 | 58% | Mathematics Performance at levels 3 & 4 | 66% | Science Performance at levels 3 & 4 | 78 | 4 yr. Graduation Rate (for HS only) | 72 | 6 yr. Graduation Rate (for HS only) | 94 | | |

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

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|----------|---|
| 1.1 | The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community. | | | X | |
| 1.2 | The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents. | | | X | |
| 1.3 | The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community. | | | X | |
| 1.4 | The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools. | | | X | |
| 1.5 | The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing. | | | | X |
| | OVERALL RATING FOR TENET 1: | | | D | |

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|---|---|
| 2.1 | The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community. | | | X | |

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|---|---|
| 3.1 | The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation. | | | X | |

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|---|---|
| 4.1 | The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement. | | | X | |

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

| # | Statement of Practice | H | E | D | I |
|-----|---|---|---|---|---|
| 5.1 | The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health. | | | | X |

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

| # | Statement of Practice | H | E | D | I |
|-----|--|---|---|---|---|
| 6.1 | The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families. | | | | X |

District Review – Findings, Evidence, Impact and Recommendations:

| | | |
|--|------------------------------------|-----------------|
| <p>Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.</p> | <p>Overall Tenet Rating</p> | <p>D</p> |
| <p>Statement of Practice 1.1: The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.</p> | <p>Tenet Rating</p> | <p>D</p> |

Debriefing Statement: District recruitment strategies and partnerships are systematic and there are several strategies in place to address staff retention. The Annual Professional Performance Review (APPR) is in the early stages of implementation, after a late start. Although personnel receive regular professional development (PD), particularly related to improving instructional practices aligned to the Common Core Learning Standards (CCLS), and instructional practices are observed and feedback given to improve practices, not all student needs are effectively addressed.

Area for Improvement:

Overall Finding:

The relatively new superintendent and her staff have developed recruitment strategies and partnerships, and most positions are staffed adequately. There are several strategies in place to address staff retention. APPR, after a slow start, is in the early stages of implementation. However, student needs are not effectively addressed because there is too little focus on student learning during lessons. As a result, too few students make adequate yearly progress (AYP) in English language arts (ELA) and math.

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.)*

- Discussions with the superintendent show that the district staff use multiple recruitment strategies, including using local newspapers, partnership with institutes of higher education, and networking with other districts and professional organizations to seek out the best candidates. Despite this, one school building has had an interim principal for eighteen months and a suitable, permanent school leader has not been appointed.
- Strategies to address staff retention are developing. During discussions, the superintendent stated that, since her appointment, systems to evaluate instructional practices and raising morale of personnel have been high priorities. District leaders have identified the need to train school leaders to be more reflective and to ensure that teachers develop higher expectations, are allowed to voice their opinions, and be listened to.

- The district is beginning to implement APPR, which has been in place for just over one year. During discussion, the superintendent stated that the focus on evaluating and improving instructional practices last year had not been robust enough. Currently, district leaders and consultants work with teachers focusing on what is needed to improve instructional practices. However, evidence from school reviews shows that feedback is not always focused on improving teaching and learning in order to effectively help teachers address all student needs when they plan and deliver lessons. In addition, identified weaknesses are not aligned sufficiently well with future professional development (PD) priorities.

Impact Statement:

Teachers’ planning and the delivery of their instructional practices are not effectively monitored and evaluated. School leaders and consultants do not present teachers with clear pointers, which they need to work on in order to improve their practices. As a result, schools do not have personnel that 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:

- Improve the way district, school and teacher leaders, along with consultants, monitor and evaluate instructional practices, by focusing on the quality of learning in classrooms, particularly relating to that of individuals and subgroups. Identify clearly the main areas for improvement and link them to each teacher’s PD program so that instructional practices improve and all student needs are addressed.

Statement of Practice 1.2: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.

Tenet Rating

D

Debriefing Statement: The district leaders are encouraging the development of a culture of high expectations, which is communicated through a variety of methods. This is developed through shared responsibility and accountability throughout the school community. However, instructional practices do not reflect these expectations and this weakness limits students achieving high levels of success.

Area for Improvement:

Overall Finding:

The district leaders are in the process of sharing their high expectations with the school community through discussions and meetings. However, student needs are not met because all teachers do not reflect these high expectations during their instructional practices, particularly in relation to the needs of individuals and subgroups.

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.)

- Superintendent, District leaders, school leaders and staff agree that there is a need to communicate high expectations for student success at the school level. Although school board and faculty are informed of this initiative during meetings, instructional practices do not indicate expectations of high levels of success for all students.
- Despite teachers receiving PD in priority areas outlined in the district professional development plan, and other school improvement documents, the academic need of the students from low socio-economic status have not been met according to the most recent AYP information received by the district.
- The district is beginning to address the translation needs for families and students who speak Spanish as their home language.

Impact Statement:

Schools have not established high expectations for all students and have not provided the support necessary to achieve these expectations. As a result the students do not achieve high rates of academic success.

Recommendation:

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

- Design successful programs for sub-groups of students who are not making AYP in ELA, math and science; clearly articulate and demonstrate high expectations with concomitant support to foster a culture of academic success for all students.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

D

Debriefing Statement: The district has structures in place for assessing and allocating financial, staffing and material resources to the schools. School leaders are provided with support for deploying the resources within the schools. However, the resources are not successfully aligned to the challenges of the school community to promote high academic expectations for all students, support parents in their children’s education, and engage families as partners. As a result, students do not succeed academically, socially, emotionally, and physically.

Area for Improvement:

Overall Finding:

There are structures in place for assessing and deploying resources. School leaders are provided with support concerning resources for school improvement. Despite this, and the needs of the school communities being considered through identified priorities, school improvement and success are not rapid enough.

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.)

- District leaders have a formalized process for assessing and allocating resources with input from the leadership cabinet. In addition, school leaders are provided with regular opportunities to work with their staff and assess their building needs to determine the allocation of resources. This process has not resulted in successful school improvement. Too many students are not reaching AYP in ELA and math because weaknesses continue to be present in the delivery of instructional practices in both school buildings.
- The district leader has deployed additional resources for re-alignment of staff, particularly in relation to developing the curriculum in all school buildings. Although much activity has taken place, these changes have not been in place for long enough to have an impact on school improvement and student success.
- Discussions with district leaders and a review of district documents show that, there has been an increased in funding, in this academic year, in order to focus on identified priorities concerning the development of the curriculum and its alignment with CCLS to ensure that instructional practices have a positive impact on higher achievement in school buildings. The allocation of resources is not yet demonstrating that schools are receiving an appropriate level of support, based on the needs of the school community. As a result, not all student, staff, and family needs are consistently being met.

Impact Statement:

There are weaknesses in the way resources are allocated, particularly in assessing what needs to be done to improve instructional practices and to meet the needs of all students, including subgroups. Consequently, resources are not 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:

- Collaboratively develop strategies to build the capacity and make the process of allocating resources more efficient, effective and sustainable; for example, use a community school approach where school leaders and teacher, and district administrators and community partners plan together to organize and leverage resources to achieve shared goal across schools, support students, strengthen schools, engage families and help build entire school communities to improve academic success of students.

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 leaders have published PD meetings to inform staff about available PD opportunities. The district’s professional development plan is not organized around goals that relate to identified school needs, or listed in the individual school’s professional development plan. There is no system in place to monitor or evaluate what level of mastery was attained at the end of PD sessions. As a result, the district is unable to determine whether the PD has any impact on teacher professional growth, instructional practices and student performance levels leading to school improvement.

Area for Improvement:

Overall Finding:

The district PD plan provides many opportunities for staff in school buildings to reinforce and develop their practices. However, the plan lacks focus on the use of data or the needs of individuals.

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.)

- District documentation and discussions with district leaders indicate that a wide and varied PD program is offered. School leaders and staff have many opportunities to receive release time to attend faculty meetings, regional training through BOCES, and attendance at national conferences. However, these events are not clearly targeted towards monitoring the improvements in teacher effectiveness in school buildings, for either individual teachers or faculty teams.
- The district leaders stated that they use a variety of strategies to communicate PD opportunities to all school buildings, including emails, newsletters, notes, and an electronic program that is used by all staff and provides a record of the PD for all teachers. Nevertheless, evidence from documentation and discussions indicate limited impact in how successful the program is in increasing individual teacher effectiveness or how the district and school leaders link this information with instructional practices observed in classrooms.
- Evidence from discussions with school and district leaders and teachers indicate that district leaders, consultants, and coaches provide some follow-up support to individuals. Unfortunately, systems to monitor the implementation of PD and its effectiveness are under-developed and have not led to increased teacher effectiveness and improved student achievement.

Impact Statement:

Targeted PD does not leading to increased teacher effectiveness. As a result of insufficient monitoring and evaluating of the PD initiatives, instructional practices and student achievement is curtailed

Recommendation:

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

- Develop systems so that teacher feedback from classroom visits and walkthroughs is linked to the PD that individual teachers receive. Then ensure, through careful monitoring, that this leads to increased teacher effectiveness and increased student achievement.

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| 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 | I |
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Debriefing Statement: There are minimal systems in place that enable staff to use data to establish student goals. The district leaders have not established systems and structures that require teachers to use data that inform instruction and to prepare staff to adjust their practices and create goals for students in order to meet the needs of all students.

Area for Improvement:

Overall Finding:

The district staff has weak channels of communication relating to the use of data. There are no established systems to direct staff on how to use data to create student goals. District and school leaders are not effective in showing teachers how to use data to adjust instructional practices in order to promote 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.)*

- District leaders acknowledge that the use of data is underdeveloped and evidence from the district and school reviews confirms this. For example, data is not used to develop a deep understanding of how students are performing. During classroom visits, it was clear that teachers were not encouraged to create goals for students by identifying how well students were performing and what they needed to do to move onto the next level.
- The district leaders have not adopted practices that can lead to data-driven instruction. Consequently, teachers do not consistently use data to monitor and adjust their instructional practices in order to promote student achievement.

Impact Statement:

The absence of a robust systems to collect, analyze, and use data, at district and school level, limits the ability of school leaders to disaggregate data and assess the levels of performance for groups of students. As a result, it is difficult for teachers to adjust their practices to create goals for students and 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:

- Ensure that district leaders embed the culture of accountability for school leaders and teachers by enabling them to explore school performance data and to deepen their understanding of why student achievement is not high enough, and to set goals for individuals and subgroups. Provide PD and follow-up that supports teachers in adjusting their practices to focus on the quality of learning and teaching, creating data-based goals for students and having high expectations for student achievement.

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

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

Overall Finding:

District leaders and school leaders speak convincingly about what is needed to improve student achievement. Relationships between district and school leaders are strong and district leaders provide school buildings with support, particularly in relation to improving and developing curricula. However, the district’s vision has not yet been fully understood and embraced by all stakeholders, which has kept the district’s efforts from resulting in gains in 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.)*

- Discussions with school leaders and the superintendent indicate that the district is creating a culture of change by raising teachers’ expectations, which in many cases have been identified as being too low. School leaders state that they build school capacity around the district’s goals, and link them to their individual school priorities. One shared goal focuses on raising the graduation rate over the rate of the previous year. To support this initiative students have been targeted for addition support. Review of pertinent school document shows that most students are on course for graduation than in the previous year.
- Discussions with school leaders indicate that the district provides schools with varied support options to address the specific needs of the school community. These include consultants for curricula and instructional practices and a Director of Curriculum Instruction and Special Programs who monitors and evaluates the different programs in partnership with the school leader and

stakeholders.

- Reviewers noted that school leaders were limited in their ability to increase instructional opportunities in their building because of parameters within the contract negotiated between the district and its teachers. Students, including low-performing students, spent portions of their day in study halls where minimal instruction was provided.
- The school leaders state that district leaders work collaboratively with their school staff to develop understanding of CCLS. The district leaders introduced modules in ELA and math instruction in order to improve instruction in these subjects. The school leaders reported that there has not been any record of consistent improvement of instructional practice to impact student achievement.

Impact Statement:

The district leaders have a basic understanding of what their schools need to do to improve student achievement. The vision has not been fully communicated and understood by all stakeholders in schools. In the absence of a widely understood vision focusing on student improvement, the rate of student achievement is delayed.

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 district leaders work collaboratively with both school leaders and school staff so that everyone understands what needs to be accomplished in relation to improving instructional practices so that all staff can be actively involved in school improvement leading to raised 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

D

Area for Improvement:

Overall Finding:

The district leaders provide some fiscal and human resources, and collaborate with school leaders and teachers by helping develop school leaders' and teachers' understanding of curricula aligned to CCLS curriculum. Monitoring and evaluation of this work is in its early stages of development.

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.)*

- Discussions with the superintendent show that the appointment of the Director of Curriculum,

Instruction, and Special Programs has been a top priority. School leaders confirm that the main role of new personnel, which include the Director of Pupil Personnel Services and the consultants who are working in the school buildings, is to enable school leaders and teachers to become more confident at developing curricula that is aligned with CCLS and provides 21 Century college and career readiness.

- Documentation relating to PD training and discussions with school leaders and teachers show that district leaders and consultants have provided PD training regarding CCLS curricula. School reviews indicate that resources, such as modules for ELA and maths, which are aligned with CCLS, are beginning to be used in some grades, and some teachers are beginning to develop their own modules. However, classroom visits show that this is inconsistent from school to school and across grades and subjects.
- Discussions with district and school leaders indicate that the curriculum is beginning to be reviewed informally, but systems to monitor and evaluate the curriculum are not yet documented to clearly show how successful the schools have been in delivering instruction aligned with CCLS and challenging every student in all grades.
- Discussions with parents and students, in the high school review, indicated concerns about the range of curricula courses offered to students in grades eleven and twelve. They do not believe there is a wide enough selection to enable all students to get into colleges they wish to attend.

Impact Statement:

Systems to monitor and evaluate the quality and success rate of PD training are under-developed at district and school level. As a result, not all students benefit from a coherent and rigorous curricula offering. In addition, the teachers are unable to streamline their curricula to include the CCLS curriculum shifts and prepare students who are college and career-ready.

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 teachers are appropriately trained to deliver instruction that is aligned with CCLS; provide appropriate and suitable courses in grades 11 and 12 to ensure that all students have a greater flexibility in course selection, fulfill the requirements for graduation and be college and career ready.

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

Area for Improvement:

Overall Finding:

There is constant discussion between the district leaders and school leaders regarding the need for PD in schools. The leaders do not emphasize the use of data to identify the PD needs. The district leaders provide schools with some supports to identify best practices and strategies in order to improve their instructional practices. However, there are no existing systems in place to support the use of data to plan student goals and provide additional supports for teachers.

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 superintendent acknowledges that systems to use school and student data are underdeveloped and that data is not consistently used in either the planning or delivery of instructional practices or the development of student goals. Review of the PD program and discussion with school leaders indicate that teachers have had some training on how to use data to inform planning. However, documentation is not detailed to show how successful this has been. Review of relevant school documents including annual, interim, and classroom assessment data provide the evidence that these data sources are not being used to inform the planning or delivery of instruction and to meet the individual needs of students. For example, when all students, regardless of their abilities, are given the same activity, learning opportunities consistently lack rigor because the needs of individuals and subgroups are not addressed.
- Discussions with district leaders and scrutiny of their PD plan, shows that teachers are provided with learning opportunities that help them identify best practices and strategies, particularly regarding aligning their practices with CCLS. While district leaders have focused on developing teacher understanding of ELA and math modules and aligning curricula with CCLS, discussions with district and school leaders and document sources from schools show that there has not been enough focus on ensuring that all students are sufficiently challenged. School and district leaders confirm that discussions relating to any monitoring and evaluation of this work is vague with little documented evidence to support successes and suggestions for improvement.
- The district PD plan and school leaders and teachers confirm that there is some follow-up to support teachers in improving instructional practices, but points for improvement are not always succinct enough or clearly measurable so that the rate of progress can be identified. School leaders state that the systems and structures to monitor and evaluate the supports that district leaders and

consultants put into schools are not well documented.

Impact Statement:

District leaders, along with external specialists and school leaders and staff are not providing all students with consistent, rigorous learning opportunities because of the lack of focus on developing strategies and practices relating to the use of student data, developing goals for students, and improving teachers' planning. As a result instructional planning is not data driven to cater for the needs of all students.

Recommendation:

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

- Develop systems and structures to drive district and school PD initiatives to enable teachers to improve their instructional practice, developing CCLS aligned planning and use data to set goals for individuals and subgroups to better address their needs and fully engage them in learning.
- Use data to monitor students' academic progress and evaluate instructional practices; ensure that school leaders set a clear vision for school-wide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement; teaching students how to use their own data to set learning goals is a desirable practice to increase student academic achievement.

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

I

Areas for Improvement:

Overall Finding:

The PD plan provides limited training in schools for student social and emotional developmental health needs. There is little evidence of any monitoring and evaluation to identify any necessary follow-up of PD that has been implemented. The district does not ensure that schools implement a formal program to support student social and emotional developmental health needs.

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.)*

- Discussions with the superintendent and school leaders indicate that student social, emotional and developmental health needs have not been fully addressed in the district PD program. All school support teams have recently received information about the Dignity for All Students Act (DASA) and this information has been dispersed within schools. Currently, there are no strategies in place to build formalized programs in the schools to adequately support student social and emotional developmental health needs.

- The PD plan, along with discussions with district and school staff, suggests there is limited district focus on student social and emotional developmental needs. For example, recent training at the high school has been geared towards the need for teaching assistants to be focused on the development of safety and behavior plans. In addition, the majority of staff received DASA training related to domestic violence, sexual assault, and stalking. In the middle school, staff has been provided with PD on the Diagnostic and Statistical Manual of Mental Disorders and when to link with the Department of Social Services. They too received PD related to DASA, which was focused on behavioral expectations more than on ways to support student social and emotional developmental health needs. The district allocates counselors in all schools who provide individual and family therapy within the schools.
- School leaders confirm that some district PD has been provided for some staff that is directly involved with students with disabilities related. These efforts include writing of individualized education programs, monitoring of progress and co-teaching. Despite this training, district staff acknowledges that provision for students with disabilities varies between schools.
- Discussions with district and school staff show that systems to monitor and evaluate the PD on social, emotional and developmental health needs of students are fragmented, do not lead to a collaborative effort to support teachers' work with students. The PD is limited in providing all school level staff with the opportunity to learn how to support the social and emotional health of all students in their schools.

Impact Statement:

The district provides limited PD for school staff and has not developed systems and structures to monitor and evaluate effectively how successful it is in supporting student social and emotional developmental health or how it identifies follow-up supports where necessary. There is no formal program in schools, and opportunities and resources that positively support student social and emotional developmental health needs are sparse. As a result, students do not receive the kinds of supports that appropriately address their social, and emotional developmental health needs.

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 district-wide program to support all student social and emotional health needs that is rigorously monitored and evaluated to ensure a positive culture and climate is established in all schools and all students receive the support they 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

I

Areas for Improvement:

Overall Finding:

The district is developing a strategic plan and links with families to meet the needs of all students and their families. Communications between the district and families is developing, but is not strong enough. The district's partnerships and supports do not fully address the needs of all students and families.

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 superintendent acknowledged, during discussions, that partnerships between families and schools are in need of development. District leaders have begun to address the issue of improving communication links with families. For example, a strategic plan is being developed and additional initiatives include regular newsletters and a calendar of events for all families. Some parents access portals that schools make available to them. However, not all staff in schools regularly update portals and not all parents have access to the Internet.
- Discussions with district staff and school leaders confirm that links with parents are not providing the supports needed to meet the varying needs of all students and families, particularly in relation to helping them become more involved in their children's learning and working in partnership to improving achievement.

Impact Statement:

Because systems and structures are undeveloped at the district level and not all teachers in schools successfully engage with families, partnerships between school and home are not providing the necessary communication and supports needed 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:

- Develop a district-level strategic plan, which focuses on developing communication links at district and school-level so that families can work in close partnership with schools to provide supports needed to improve their children's achievement.