



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	101300010000
District	Hudson City School District
District Address	215 Harry Howard Avenue, Hudson, NY 12534
Superintendent	Maria J. Suttmeier
Date(s) of Review	June 10-11, 2014
Schools Discussed in this Report	John L Edward Elementary School

District Information Sheet											
District Grade Configuration	UPK-12	Total Student Enrollment	1861	Title 1 Population	100%	Attendance Rate	94%				
Free Lunch	55%	Reduced Lunch	10%	Student Sustainability	%	Limited English Proficient	7%	Students with Disabilities	17%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	25%	Hispanic or Latino	12%	Asian or Native Hawaiian /Other Pacific Islander	9%	White	49%	Multi-racial	4%
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	2				
% 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	1	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	3(1003a)	Number of Schools in Status	3		
ELA Performance at levels 3 & 4	13%	Mathematics Performance at levels 3 & 4	9.5%	Science Performance at levels 3 & 4	66%	4 yr. Graduation Rate (for HS only)	59%	6 yr. Graduation Rate (for HS only)	66%		

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

Debriefing Statement: The district leaders are committed to recruiting and retaining high quality personnel who are committed to meeting the needs of the diverse school community. School and district leaders share the responsibility of evaluating staff and use these opportunities to support staff in implementation of the Common Core Learning Standards (CCLS) and to provide one-on-one professional development (PD) to further best instructional practices. As a result, the schools in the district are able to effectively address student needs.

Strengths:

Overall Finding:

District leaders are purposeful about recruiting, evaluating, and sustaining high-quality personnel.

Evidence/Information that Lead to this Finding:

- Because of past financial challenges, the district has only recently begun to hire additional personnel. Their recruiting process, when not prescribed by the “Preferred Eligibility List” of teachers previously exceeded, includes advertising in a variety of newspapers, using social media, the district website, and the superintendent’s list serve, and contacting local colleges and universities. The district leader reported to the Integrated Intervention Team (IIT) that the district casts a wide net to obtain high-quality applicants. When asked what was her definition of high-quality, she explained that the candidate had to be a systems thinker, someone who was on a mission to improve the lives of students, and a person who recognized that the diverse, urban district had many challenging issues. In addition, the district leader noted that the candidate needed to be a person of integrity who believed that all students in the district were important and meant to succeed.
- First year teachers are provided with a new teacher orientation as well as a mentor. The district also provides Teaching and Learning Coaches (TLCs) to support all teachers as part of their Strengthening Teacher and Leader Effectiveness (STLE) grant. In addition, the district is a recipient of a Teachers of Tomorrow grant, which provides stipends for teachers in hard to fill positions. There is also a student loan forgiveness program due to the district’s “high needs” status.

- The Marzano rubric is used for teacher evaluations and the Kim Marshall rubric is used for principal evaluations. The district leader shared that she is candid in her evaluations of school and district leaders and provides a lengthy narrative for each evaluation so everyone understands her expectations. Information gathered during observations provides the basis for on-going PD for staff.

Impact Statement:

Careful selection, evaluation, and support of high-quality personnel result in staff members that are able to effectively address the needs of all students.

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: District leadership has developed a comprehensive theory of action to articulate high expectations with the explicit vision of raising graduation rates for all students. “Destination Graduation,” the title of the theory of action, encompasses three main goals: raise the bar, close the gap, and align curriculum and instruction. All schools, kindergarten to grade twelve, have begun to work toward this vision and are striving to meet the goals outlined for each school year through 2015. Although school leaders and staff have organized efforts around these goals and related sub-goals, all students are not yet achieving at high levels of success.

Areas for Improvement:

Overall Finding:

The goals of the theory of action are understood by the school community. Because implementation is in the early stages, high levels of student success are limited.

Evidence/Information that Lead to this Finding:

- “Destination Graduation” is a kindergarten through grade twelve theory of action that is focused on raising the bar for all students; closing the gap for all subgroups; and aligning curriculum and instruction so that all students have a rigorous and challenging curriculum. District leadership indicated that this vision underpins a school culture of high expectations beginning with the youngest students. The vision provides a focus for everything that happens in the schools as they strive to reach the goals. The broader community has had many opportunities to learn about “Destination Graduation” through board meetings, newspaper articles by the district leader in the local paper in which she addresses progress towards the goals, Parent Teachers Association (PTA) meetings, the district website, newsletters, and social media.
- PD, both internally through district coaches and from external consultants, for school staff has been aligned with these goals. All schools are held accountable for ensuring that their roles in achieving the goals are clear to staff and students. Summer retreats are planned for the Board of Education (BOE) members as well as school and district leaders. Goals will be reviewed during those retreats

to insure that they have been met and to craft goals and next steps for next school year.

- Despite the district’s efforts, the implementation of the district’s vision for the academic success of all students is at an early stage. The IIT found that academic data does not yet demonstrate that the aspirations articulated in the district’s vision have been realized in high quality instruction, which leads to academic success for all students.

Impact Statement:

The district has developed high expectations that are communicated to the school community, but the early stage of implementation limits high levels of student achievement.

Recommendation:

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

- Establish systems for monitoring student achievement to confirm that goals are being met.

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 a process in place for developing a budget aligned to the vision and goals of “Destination Graduation.” District leaders meet with school leaders to consider the needs for each school. Resource allocations are based on student enrollment and reflect needs in each building. Efforts are made to ensure that members of the community understand aspects of the district budget. The district is in the process of recovering from several years of financial challenges and is not yet rigorous enough in evaluating the impact of its decisions on improving student achievement. Thus, it has not yet achieved consistent improvement across all schools

Areas for Improvement:

Overall Finding:

The district is organizing limited resources in keeping with the goals outlined in “Destination Graduation.” However, the analysis of the impact and effect of resource allocation decisions based on school needs is limited.

Evidence/Information that Lead to this Finding:

- District leadership indicated to the IIT that the budget- building process begins with individual meetings with school leaders, as well as bi-weekly administrative meetings where school leaders are expected to provide justifications for their requests. Budget allocations are based on the needs of students and, by extension, achieving the goals of “Destination Graduation.” The district leader indicated that the budget process is systematic, with procurement practices closely followed, and that decisions are made in accordance with achievement of the district goals. The district leverages

grant funds for much of the PD that is offered.

- District leadership indicated that the district aims to be transparent about their work and share information about the development of the budget with the community. Presentations were made to senior citizen groups, at fire department meetings, at the Chamber of Commerce, and Rotary meetings. The district leader indicated that the message they communicate is that “this is what we are trying to do here in the district and we need your support.” However, while the district is focusing its efforts on the needs of school communities and its families, the impact of its decisions are not always evaluated for the impact that they are having on raising student achievement. This issue, together with the years of financial challenge that the district has faced, limits the ability of district leadership to have a clear overview of the effectiveness of its actions.

Impact Statement:

The district leaders are increasingly strategic and goal oriented when allocating resources to the school community. However, the lack of monitoring and evaluating the impact of decisions minimizes district-wide school improvement efforts 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:

- Rigorously monitor and evaluate the use of funds at individual schools and district-wide and correlate with achievement data to determine the impact of financial and resource decisions made.

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: One of the district’s goals is to align curriculum and instruction. To this end, there has been extensive PD across all schools in unpacking the CCLS, understanding and implementing the English language arts (ELA) and mathematics modules, and aligning modules with existing programs. District coaches and outside consultants are tailoring their support to teachers’ pedagogical needs. However, the impact of these PD initiatives is not fully reflected in the classrooms in schools and as a result, student achievement is not improving at an accelerated rate.

Areas for Improvement:

Overall Finding:

The district provides PD opportunities for staff in a variety of areas based on staff and student needs, but the impact is not yet reflected in instructional and other strategies that lead to significantly improved student outcomes.

Evidence/Information that Lead to this Finding:

- The goals in “Destination Graduation” provide a focus for PD. In order to “raise the bar,” district leadership noted, for example, that staff have been working with coaches and consultants to understand the CCLS and the instructional shifts, including the use of more complex materials for all students. Much PD has focused on differentiating instruction to “close the gap” by providing multiple points for students to access material. Staff indicated to the IIT that teachers have also been working on “aligning curriculum and instruction” through the use of the online program from Rubicon Atlas. There has been PD aligned with all these actions as well as PD on effective classroom management techniques, increasing content knowledge, and improving school climate and culture. However, observations by the IIT during school reviews indicate that the impact of PD is not reflected in the quality of instructional practices, which as yet are too inconsistent to bring about sustained improvements in student learning and achievement. In addition, systems are not in place for the district to measure and evaluate the strengths and weaknesses of the PD provided and the impact on student outcomes.
- Members of the PD Committee are charged with surveying teachers in their respective buildings to ascertain their PD needs. Staff indicated that in the past, teachers were not clear about the type of support they needed. More recently, with the Annual Professional Performance Review (APPR) and the CCLS, teachers have a better understanding about the help they could use to improve their instructional practices. The Office of School Improvement also confers with grade level/department chairs to get feedback on the types of PD that should be offered in the future. Although a PD plan exists, the committee does not meet regularly to review feedback and plan future PD opportunities.

Impact Statement:

Although the district provides a variety of PD opportunities, the lack of monitoring and evaluation of the effectiveness of the PD, limit increased teacher effectiveness.

Recommendation:

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

- Evaluate and monitor PD to determine if it has been successful in increasing teacher effectiveness; after analysis of data, revise the PD plan, as appropriate, to ensure students are benefitting from the PD their teachers have received.

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: District leaders understand that to achieve the goals of “Destination Graduation,” they must create a data- driven culture. Schools across the district are working with external consultants to put structures in place to collect and analyze data from a variety of sources. Processes and procedures for collecting data are beginning at several schools. However, since much of the preliminary work underpinning

data-driven instruction has just started, the evidence of staff adjusting practices to promote higher student achievement is limited.

Areas for Improvement:

Overall Finding:

The district leaders have made clear their expectations with regard to the use of data to drive instruction and improve student achievement, but these expectations have yet to be fully realized and reflected in school and classroom practices.

Evidence/Information that Lead to this Finding:

- District leaders began collecting data last school year and are using those data as the baseline to demonstrate growth. Data collected include graduation rate, attendance, Regents examination scores and other State assessments for grades three to eight. In addition, staff is using anecdotal data to illustrate increased student achievement.
- District leadership indicated that the district has provided the software program, *eDoctrina*, to the kindergarten to grade two teachers. This program provides an item analysis for assessments so teachers can determine the incorrect answers and the reasons why students may be choosing these answers. Teachers run these reports, and they are provided with time to discuss the findings and make adjustments in their instruction. Teachers of grades three to eight use “LinkIt!” This similar program uses data to track student performance. Comprehension is measured with the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI). At the high school level, the building has its own Scantron machine to capture similar data for those courses. Each department has created a data wall, and the science department has engaged in a “lab minutes” competition with charts displayed in the hallways. However, the IIT found through discussions with school leaders and teachers, and during classroom observations that the district’s expectations regarding the use of data are not uniformly addressed in classroom and school strategies. Not all teachers are using data to drive instruction, and schools are not consistently making data-driven decisions focused on raising student achievement.

Impact Statement:

The district expects that all staff use data to inform practices. However, not all staff are consistently using data effectively, which limits student growth.

Recommendation:

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

- Work with school leaders to monitor how well data is used to drive improvements in instruction and student achievement both within individual classrooms and in schools as an entity.

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

<p>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.</p>	<p>Tenet Rating</p>	<p>E</p>
<p><u>Strengths:</u></p> <p>Overall Finding: The district works collaboratively with school leaders to provide opportunities and support for school leaders to address the needs of the community.</p> <p>Evidence/Information that Lead to this Finding:</p> <ul style="list-style-type: none"> • District leaders have created a culture of open communication with school leaders. A school leader shared with the IIT that the district leader is responsive to any question or concern that may be raised by school leaders. Weekly meetings are held with the administrative team as well as one-on-one meetings with the district leader and/or the Coordinator of School Improvement. There are monthly meetings in which school leaders can share ideas and/or concerns about the school environment and about the progress towards the goals in “Destination Graduation.” • District leaders provide PD for school staff through the mentoring program for new teachers, the TLCs in mathematics, whom a school leader characterized as “extremely helpful,” and literacy, and the embedded coaching program from outside consultants. School leaders also receive support from a principal coach. The school leaders stated to the IIT that district special education staff has been helpful by providing training at monthly meetings and assisting staff in creating more specific goals for Individualized Education Plans (IEPs). • The school leaders also reported to the IIT, that the district provides support with regard to the Annual Professional Performance Review (APPR). In particular, helping school leaders monitor, through the use of data, how well they were meeting their goals specific to student achievement. School leaders, like district leaders, recognize that there are inconsistencies in how individual teachers utilize data to guide, inform, and drive instruction. <p>Impact Statement: District policies and practices support the school community, which promotes student achievement.</p>		

Statement of Practice 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

E

Strengths:

Overall Finding:

The district has provided support for revising curricula to align with the CCLS and other content area standards as well as continued PD with regard to curriculum.

Evidence/Information that Lead to this Finding:

- School leaders reported that the district has established short- and long-term goals for revising the kindergarten to grade twelve curricula. Staff have been provided time to develop curricula and align existing curricula to the CCLS. Discussions with school leaders and staff indicate that the district provides access to Rubicon Atlas, the platform for all curricula used by staff, and reviews curriculum work regularly. School leaders and staff reported that the district has provided support in revising the mathematics, ELA, social studies, and science curricula, although science may need additional revision when the State modules are released for that subject.
- School leaders and teachers report that the district has provided resources to accomplish implementing the CCLS, such as materials, attendance at the Network Team Institute (NTI) training, and PD and embedded coaches, including the support of the literacy coach and the TLCs.

Impact Statement:

Through district support and collaboration with school staff, curricula have been developed that support the CCLS, which provide challenging opportunities for 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:

Although the district provides a variety of PD opportunities for staff, it does not consistently ensure that teachers develop strategies that address effective planning and practices.

Evidence/Information that Lead to this Finding:

- District leaders indicated that they meet with school leaders to determine the PD needs of their staffs. PD is then provided to meet the specific building needs. A school leader provided examples of the types of training offered to his staff. These included academic support, such as identifying CCLS instructional shifts, NTI training on mathematics modules, text complexity for grades

kindergarten to grade two, training on the *eDoctrina* database, and ELA scoring training. In addition to these workshop-type PD opportunities, staff members have access to the literacy and mathematics coaches as well as the TLCs to support them on a continuous basis by providing strategies and modeling lessons. The district also provides summer PD and activities on conference days.

- Staff in schools reported to the IIT that they are in the process of assimilating this on-going information. Evidence from lesson observations and discussions with teachers and school leaders indicate that more work needs to be done to ensure that the full benefit of PD is reflected in consistently effective instruction and high student achievement. Both the district and school leaders agree that together they need to rigorously monitor the effectiveness of PD in bringing about sustained school improvement.

Impact Statement:

Although staff are receiving strategies to improve their practice, teachers are not providing students with consistently 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:

- Use formal and informal observations to evaluate the effectiveness of teacher practices and the quality of PD; make adjustments to the PD calendar where needed and provide further targeted PD for teachers that are not performing at an effective level.

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 has programs that address the specific social and emotional developmental health needs of students in kindergarten through grade two, but partnerships with community organizations to provide PD for staff and support for older students are more limited.

Evidence/Information that Lead to this Finding:

- District leaders indicated that the primary school has two programs that are supported by the district and address student needs. The first program is the COMET Data Collection and Management System, which is a kindergarten screening program that assesses students' vision, motor skills, social/emotional/behavioral functioning as well as cognitive functioning and language development. Results of this battery of tests enable the school leader and staff to access support services for the student immediately. The other program the district supports is the Primary Project.

School leaders stated that data are collected from every student in kindergarten to grade two, as this program does not extend to grade three, to determine if the student requires additional social/emotional support. If so, the student meets with a “child associate” trained by the project, to address school adjustment difficulties, anxiety, and to provide another caring adult to support the child.

- School leaders reported that the district provides PD to staff to help support students’ social and emotional developmental health. Examples of workshops and trainings include Positive Behavioral Interventions and Supports (PBIS), Dignity for All Students Act (DASA), Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) Chairperson responsibilities, alternative and innovative interventions for Asperger’s syndrome, Attention Deficit Hyperactivity Disorder (ADHD), and anxiety, and Nurse-CPR and infection control training. School leaders stated that the district is seeking to further strengthen partnerships with community-based organizations (CBOs) because at the present time links are not strong enough to provide additional PD for staff to better meet the needs of students after grade two.

Impact Statement:

While the district has programs that address student social and emotional developmental health needs in the primary grades, PD opportunities involving community partnerships are limited. Therefore, not all students consistently receive the support that appropriately addresses their needs.

Recommendation:

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

- Identify specific student needs with regard to social and emotional developmental health, determine the gaps between the needs and existing services, and establish partnerships with appropriate organizations; collaborate with community organizations to provide PD for staff to enable them to address the social and emotional developmental needs of all students.

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 has a parent involvement policy and has been attempting, with limited success, to create partnerships with the families and the community.

Evidence/Information that Lead to this Finding:

- The district has a Parent Involvement Policy that strives to create a welcoming environment for families. The elementary school offers many opportunities for parent participation, and the district

helps support those activities. For example, the district provides Title I funding for childcare for various meetings at the school, including Academic Intervention Services (AIS), kindergarten orientation, and Meet the Teacher night.

- Although the district did not provide reviewers with a comprehensive strategic plan regarding family and community involvement, the district leader shared some organizations with which the district has a relationship. These organizations include Catholic Charities, United Way, Greater Hudson Promise Neighborhood, Columbia County Sheriff's Office, Hudson Police Department, and the Elks Lodge. Discussions with school and district leaders indicate that despite these efforts, strong partnerships between home and school are still developing and are in need of further strengthening. During interviews, parents indicated that not all families are engaged with the school and that communication between home and school is not always reciprocal.

Impact Statement:

The lack of a comprehensive strategic plan to promote family and community engagement, limits the district's ability to work in close partnership with families 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:

- Establish a strategic plan that results in two-way communication and exchange of information between the schools/district and families; establish and/or strengthen partnerships with community organizations, and ensure that resources and supports are available to address the needs of students and families.