



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	530600010000
District	Schenectady City School District
District Address	108 Education Drive, Schenectady, NY 12303
Superintendent	Laurence T. Spring
Date(s) of Review	June 16, 2014
Schools Discussed in this Report	Martin Luther King, Jr. Elementary School; Hamilton Elementary School

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	10,013	Title 1 Population	74%	Attendance Rate	92%				
Free Lunch	72.3%	Reduced Lunch	6.8%	Student Sustainability	96%	Limited English Proficient	4%	Students with Disabilities	19.7%		
Racial/Ethnic Origin of District Student Population											
American Indian or Alaska Native	0%	Black or African American	34%	Hispanic or Latino	18%	Asian or Native Hawaiian /Other Pacific Islander	15%	White	30%	Multi-racial	3%
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	6				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	0%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	10%	Average Teacher Absences in District	10 days/teacher				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus School Identified by District	4	Number of SIG Recipient Schools	2	Number of Schools in Status	18		
ELA Performance at levels 3 & 4	14%	Mathematics Performance at levels 3 & 4	10%	Science Performance at levels 3 & 4	65%	4 yr. Graduation Rate (for HS only)	65.3%	6 yr. Graduation Rate (for HS only)	60.5%		

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

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

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

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

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

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

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

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

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

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

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

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

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

District Review – Findings, Evidence, Impact and Recommendations:

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

Debriefing Statement: The district is committed to developing and maintaining high quality staff. To this end, it has in place a systemic structure for recruiting, hiring, evaluating, and sustaining teachers and leaders who have a calling to work in urban education. Candidates must act on a deep belief that race, economic status, and disability are not predictors of student success. The rigorous interview process uses purposeful questions that provide candidates with a clear picture of the district and enable the interview committee to determine what qualities the candidate will bring to the position. School and district leaders have undergone training focusing on the interview process as well as in-depth professional development (PD) on evaluating staff in order to provide ongoing support for growth. The district’s approach for hiring and nurturing of staff results in personnel who are able to address students’ needs.

Strengths:

Overall Finding:

The district has systems in place for recruiting and hiring high-quality staff and for supporting district and school leaders as they evaluate existing staff.

Evidence/Information that Lead to this Finding:

- The district has developed several strategies for recruiting highly qualified staff. These strategies include using an online application system (OLAS), building partnerships with the school administrators association, and attending recruitment fairs at colleges and universities, which have strong programs in those areas for which the district requires staff, such as special education. The district promotes a competitive salary and benefits package. In addition, it has developed a campaign to champion the geographic location as one with good real estate values and other family attractions. The district leaders reported to the Integrated Intervention Team (IIT) that they review resumes thoroughly and only interview candidates who have the highest potential to succeed in the district. Hiring committees receive PD to ensure that questions asked are substantive and will result in a thorough picture of the candidate’s qualifications. The questions are developed by mapping backwards from the qualities the school and district agree are the most important for success. They include a firm belief that every student deserves a rigorous and challenging education and that race, socio-economic status, and disability are not predictors of any child’s success. When filling positions

for school leaders, the expectation is that that the individual knows the roles and the work of all school staff, so that substantive conversations about students and their needs can take place.

- The district has revised its system of staff evaluation and offers support to district and school leaders who are charged with evaluating and supporting teachers. School leaders have received PD on the evaluation tool being used and have opportunities to calibrate their findings to ensure that staff members are being judged in a consistent way across schools. In addition, school leaders receive ongoing PD from New York University (NYU) and from the Institute for Learning (IFL) at the University of Pittsburgh focused on recognizing and supporting effective instruction. When a school leader recommends a teacher for tenure, that leader must develop a convincing case, which is presented to the other school and district leaders, for how that individual can provide rich learning experiences for all students.

Impact Statement:

The district is focused on hiring high-quality staff and accurately evaluating all members of the school community. Therefore, schools have personnel who can effectively address students’ needs.

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 is developing a culture of high expectations for all students. The focus for all aspects of the district plan is on teaching and learning as the top priority. Research guides the theory of action and informs decision-making. Intentional shifts are taking place in all areas of the district with the goal of having all stakeholders adopt a growth mind set. However, not all students are now achieving at high levels of success.

Areas for Improvement:

Overall Finding:

The district has a theory of action that focuses on a culture of high expectations for every student and a mindset that race, economic status, and/or disability are not predictors of achievement. However, inconsistency in implementation, limits high levels of student success.

Evidence/Information that Lead to this Finding:

- The district leader reported to the IIT that he meets with his staff every morning and with school leaders every week to ensure that the theory of action is adhered to and provides the direction for their work each day. District leadership indicated that this culture is one that holds high expectations for every student without excuses based on race, poverty, or disability. All initiatives are focused on data and based on research. Although not all data systems are currently in place, the district is using what they have to move forward while continuing to collect and analyze additional data. One placard prominently displayed in the district leader’s office reads, “Without data it’s just an opinion.” District leaders are encouraged not to base their work on opinion, but to ensure that it

is based on evidence.

- A widely held belief among the district leaders is that “the best intervention is quality primary instruction.” This guides their decisions on PD offerings and support materials used for the training of school leaders and school staff. District staff is putting systems in place to continuously address the theory of action with the school community. However, not all systems are fully functioning as yet. Schools are at different stages of implementing the district’s theory of action among staff and the larger school community.

Impact Statement:

The district’s theory of action communicates high expectations for all students. However, the lack of consistent implementation and monitoring limits high levels of 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:

- Establish systems for monitoring implementation and hold school leaders and staff accountable for implementing all aspects of the district’s theory of action.

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: Using the theory of action as a guide, district leaders are deploying resources to support quality teaching and learning. Roles and responsibilities of staff are reviewed, and subsequently, staff may be re-assigned to further student achievement. Instructional materials are purchased to enhance learning and provide interventions for students in need of additional support. Grant funds and the district budget are strategically used towards school improvement. However, all schools have not yet achieved high levels of success.

Areas for Improvement:

Overall Finding:

The district uses data to determine needs throughout the school community and applies resources accordingly. However, input from the school leaders and staff is limited, and resources are not consistently used to promote school improvement and success.

Evidence/Information that Lead to this Finding:

- District leaders reported to the IIT that they believe that “equity and equal are different.” This idea prompted the district to establish the Schenectady Committee for Equity and Excellence. The group includes district staff, parents, and community members. Their charge is to review district processes and procedures and to ensure that resources are allocated where they are needed. Using the at-risk report card, which was developed by the district, members of the committee and district leaders can

review per pupil expenditures and check that struggling students are receiving the level of support in school that they need to be successful. In addition, data from the at-risk report card provide evidence for the district to re-deploy staff, as needed. District leadership reported to the review team that data indicated that resources should be re-directed to the reading program. When school leaders questioned re-allocation of some resources, they were shown the data behind these decisions. Because of a limited budget to satisfy a multitude of needs in the district, district leaders indicated that they seek the “AROI” or “academic return on investment” for any allocations they make although this may not be in keeping with the perceived needs of school leaders and staff.

- Resources have been re-allocated due to the reorganization and redesign of the special education department at the district. This redesign is based on learner characteristics and research. District leadership indicated that the new direction called for additional hiring to reach a goal of 18.5 school psychologists who are also serving as Committee on Special Education (CSE) chairs and student support team chairs. These additional responsibilities have required providing 20 days of PD for the school psychologists resulting in a more cohesive program and more consistency districtwide. Full implementation of this redesigned program is planned for the 2014-15 school year.

Impact Statement:

Purposeful allocation of resources, based on research and district/school data, is in progress. However, collaboration with school leaders and staff regarding resource allocation and monitoring the impact of decisions are limited, which minimize 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:

- Correlate student achievement with changes made to staff assignments and resources to determine the impact of these changes.
- Monitor the design of special education and the effect of the re-deployment of resources on student achievement.
- Consider greater input from school leaders and staff to ensure that resource allocation decisions consider the needs expressed by school leaders and staff.

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 is in the process of aligning its current PD plan with its theory of action to promote a culture of high expectations for all students. Some goals of the revised plan include a focus on literacy and the Common Core Learning Standards (CCLS), the collection and analysis of data, the use of research-based instructional strategies and strategies to address the social and emotional developmental

health of students, and participation in professional learning communities (PLCs). While preliminary data regarding student achievement is encouraging, not all teachers have increased their effectiveness as a result of targeted PD.

Areas for Improvement:

Overall Finding:

The district uses a combination of internal staff and external partners to provide PD that is targeted to the needs of staff and students. However, monitoring of PD and follow-up support for staff are limited

Evidence/Information that Lead to this Finding:

- The district is using its theory of action to drive PD across the schools. To this end, the existing PD plan is currently being revised to align with the theory of action. When PD is being planned, the staff uses data and evidence from their work with teachers to determine the needs. Outside partners, such as consultants from NYU and from the IFL at the University of Pittsburgh are working with staff to increase teacher and leader effectiveness. The district is using English language arts (ELA) modules, which support the CCLS, from the Institute for Learning. During PD, when teachers are working with those modules, they also learn why they were developed and what makes them effective. In this way, the district leadership stated that teachers will be able to replicate those strategies when they are designing their own materials. Teachers and school leaders also receive one-on-one PD during the pre- and post-observation discussions in accordance with their Annual Professional Performance Review (APPR) program.
- The district is in the process of putting protocols in place and attempting to systematize much of the work done in schools across the district. To this end, many of the departments have created “handbooks” or “guidelines,” which outline the processes, protocols, and expectations surrounding a particular area. This form of PD is available to every staff member interested in the topic. The plan is for each of these handbooks to be reviewed annually and updated.
- Because of the emphasis on data and research, district and school leaders are provided with many articles to read, which are then discussed at administrative meetings, during conversations about teaching and learning, and in “Friday memos,” which are updates from the district leader containing information from him and leaders in the various departments in the district office. This is a way for the school community to be kept up to date on the progress to improve. Although there are a variety of PD opportunities available, there is no director of PD for the district responsible for monitoring the PD plan, developing a district-wide PD calendar for staff, or providing follow-up to ascertain how effective the PD has been.

Impact Statement:

PD is provided in a variety of ways to district and school staff. However, the lack of follow-up and monitoring limits increased teacher effectiveness, which hampers student achievement 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:

- Consider creating the position of director of PD to develop, monitor, and revise, as necessary, a comprehensive, district-wide plan for PD aligned with and in support of the theory of action.
- Monitor the PD provided to staff to ensure that student achievement is improving based on increased teacher effectiveness.

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’s focus on teaching and learning is informed by data. . Although not all data systems are in place, the sense of urgency to improve practices prompts district leaders to encourage staff to “start with something.” One example is that staff is now monitoring reading achievement without waiting for the entire ELA system to shift. The goal is to use data to ensure a deep understanding of how each student is performing and to adjust teaching practices accordingly. These systems are in the early stages of implementation, and as a result, not all teachers are using data effectively to adjust their practices.

Areas for Improvement:

Overall Finding:

The district’s goal is to use data to inform all decisions, but teachers and school leaders do not all have a deep understanding of what data indicate about teaching and learning and what adjustments should be made based on the evidence.

Evidence/Information that Lead to this Finding:

- District leaders indicated to the IIT that they are attempting to “shrink the data cycle” down, so that district and school staff collect data much more frequently than on a yearly basis, as they do for State examinations. Staff members are being asked to continuously collect data about their students’ achievement and review the data every few weeks, making adjustments when necessary. Each school is required to have a “data wall,” where everyone’s data is displayed and updated frequently. It is the responsibility of the school leader to reinforce this effort and to make sure the data walls are current. However, this activity is inconsistently carried out in schools across the district.
- The student support staff, including special education staff, are focusing on data collection to inform their decisions. They have created collection forms and are aggregating and summarizing data and identifying trends. Staff members indicated to the review team that they are looking forward to fully operationalizing AIMSweb next year as their data collection and analysis tool. While teachers are attempting to use their current data system this year, district training was incomplete so the

process is not efficient. There is PD planned for AIMSweb usage next year.

Impact Statement:

It is a district expectation that all staff use data to inform practices. Since all staff members do not currently have a deep understanding of how to collect and use data effectively, student growth 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:

- Provide PD that addresses the collection and analysis of data to inform instruction. Monitor data collection to ensure it is pertinent, frequent, and the basis for effective instruction and student improvement.

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

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

Overall Finding:

School leaders have developed a vision for their schools that is aligned to the district's vision of high expectations for all students and effective teaching guided by data-driven decisions. However, increases in student achievement are not consistent within or across schools.

Evidence/Information that Lead to this Finding:

- School leaders reported to the IIT that they understand and appreciate the vision delineated by district leaders. They indicated that they are striving to create a data-driven culture in keeping with this vision. However, adapting the culture of the schools to the district vision has not been totally achieved by the school leaders. Observations by review teams indicate that not all teachers are effectively adjusting their instruction based on the data they collect, although trend data as displayed in the school leaders' offices show academic improvement for some students.
- School leaders confirm that the district holds bi-weekly administrative council meetings and weekly principal meetings. During these times, school leaders are encouraged to bring concerns and issues to the group. The majority of the time these meetings are an opportunity to provide PD for school leaders. In addition to these internal PD opportunities, the district also provides sessions with consultants from NYU and from the University of Pittsburgh's IFL. The sessions focus on creating

successful learning environments.

- School leaders report that the district is supportive of their work and maintains an open door policy. The district supports teachers seeking National Board Certification, offers stipends through grants, and provides teaching and learning coaches and instructional specialist support to students and teachers within the school.

Impact Statement:

Although schools are attempting to align their work with the district’s vision for student achievement, and the district provides support in this process, not all school leaders have been successful in increasing 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:

- Increase targeted efforts to hold school leaders accountable for the teaching and learning occurring in their schools.

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

Areas for Improvement:

Overall Finding:

The district is collaborating with schools to ensure that the curriculum and instruction align to the CCLS. Since this is a work in progress, alignment is not consistent across all areas and grades.

Evidence/Information that Lead to this Finding:

- School leaders reported that district coordinators are implementing plans for curriculum development in all content areas, although the current focus is predominantly on ELA, mathematics, science, and social studies. They and the instructional coaches within their departments provide support to the teachers as they prepare units and lessons. However, in the schools reviewed by the IIT, implementation of the curricula was not consistent across all grades. Further, despite working with PLCs to develop lessons and receiving PD on units from the IFL, some teachers were not using lesson plans that were aligned to the CCLS or the developed curricula.

Impact Statement:

Although the district is working with school leaders and teachers to support the implementation of comprehensive CCLS aligned curricula, there is inconsistent alignment across content areas and grades, which limits teachers’ ability to provide students with opportunities to meet the CCLS expectations.

Recommendation:

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

- Monitor the implementation of challenging, standards-aligned curricula and lessons with greater rigor.

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
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Areas for Improvement:

Overall Finding:

While the district is offering support to the schools in many instructional areas, learning opportunities are not consistently rigorous for all students in all classrooms.

Evidence/Information that Lead to this Finding:

- School leaders reported to the IIT that the district supports them in many ways, including weekly meetings; Friday memos, which contain information about test security and grading; PD schedules; research articles; and PD, such as that provided by NYU. In addition, in an effort to bring more consistency among the schools, the district has formed district-wide committees to support best practices in the classrooms. These groups include the literacy committee, the student support team, the grading committee, and the content-specific assessment committees, which address student learning outcomes (SLO) development and the creation of quarterly benchmarking examinations. Although the district is in the process of initiating changes and supporting staff, a process for providing sustained follow up for PD provided is not fully functional. Instructional support staff, such as coordinators and district coaches, attend meetings with school leaders but do not often have the opportunity to provide one-on-one follow-up with teachers about PD unless specifically asked to provide such support.

Impact Statement:

Because district and school staff do not have a seamless system of planning, using data, and delivering rigorous instruction, all students are not consistently receiving 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 a system for district instructional support staff to provide follow-up for PD and hold teachers accountable for implementing strategies learned.

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:

While the district has developed policies concerning student social and emotional development health needs, implementation on the school level is limited.

Evidence/Information that Lead to this Finding:

- School leaders indicated to the IIT that the district has several BOE policies in place that address the social and emotional developmental needs of their students from kindergarten to grade twelve. They include policies on bullying, program planning for students with disabilities, providing a safe environment, and including instruction on civility and citizenship. Partnerships have been developed with community agencies to further address students' needs, including the re-establishment of a countywide "at-risk team" with members from approximately 35 agencies, in the areas of mental health, health, law enforcement, and social services. School leaders are included in these partnerships and are responsible for instituting the BOE policies within their buildings.
- District and school staff indicated to the IIT that the demographics of the community are challenging so district and school leaders need to be vigilant to ensure that the social and emotional development health needs of all students are met. The ways in which schools address students' needs varies. In one school reviewed by the IIT, an overarching system was in place that connected the work of classroom teachers with student support staff, including a curriculum that incorporated social and emotional issues, as well as opportunities for staff to engage in discussions about individual student needs. In another school, no overarching system was in place nor was there a curriculum that teachers used. The support staff had some protocols in place but there was no plan to incorporate these protocols and processes into a larger, more inclusive, school-wide system. Some data were collected, but a protocol for that was not operational.

Impact Statement:

While the district has policies in place to address students' social and emotional developmental health needs, implementation is inconsistent in the schools. Therefore, students do not consistently receive the supports that appropriately address 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:

- Provide opportunities for the district, schools, and the community agencies to collaborate, develop

strategies, and deliver a consistent message to staff about ways to address students' social and emotional developmental needs.

- Use data to provide follow-up support for all stakeholders to ensure that best practices and strategies are used to address student needs.

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

Tenet Rating

D

Areas for Improvement:

Overall Finding:

The district facilitates partnerships between families and schools but does not have a systematic approach to ensure that implementation is consistent across all schools.

Evidence/Information that Lead to this Finding:

- School leaders stated to the IIT that the district expects schools to develop and nurture family partnerships. The district coordinates the Parent Partnership Teams that are required in Title I schools as well as the Community Collaborators group, which includes district and school staff as well as community agency representatives, and families. Family engagement across the schools is inconsistent. Some schools reviewed created robust partnerships including a growing Parent Teacher Organization (PTO). Other schools had an open door policy and welcomed parent participation, but evidence showed that parents did not avail themselves of the opportunity very often. The schools shared data with parents, but not all schools provided ways for the parents to understand the data and use that information to advocate for their children.

Impact Statement:

Although the district has some strategies for family and community engagement, implementation is inconsistent across the schools, which limits the 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:

- Provide support and strategies for schools to engage parents consistently and on a deeper level so they can support student achievement. Hold schools accountable for increasing parent engagement.