

Executive Cabinet DCIP/SCEP Survey Results

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HUDSON
CITY SCHOOL DISTRICT

Glenside • Estabrook • Basking Ridge • Hudson • Irvington • Stockport • Tarrytown

TIMELINE and DISAGGREGATED DATA




- [DCIP-SCEP-Timeline-2026](#)
- [District Leaders Survey Data](#)
- [Teachers Survey Data](#)
- [Families Survey Data](#)




Teacher Survey:
BIG IDEAS AND OPPORTUNITIES TO EXPLORE

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Instructional Alignment: Participants express concerns about the alignment of professional development and instructional priorities. While 39% disagree that professional development focuses on the same instructional priorities, only 22% agree. This suggests a need for better integration and communication of instructional goals across different settings.



Collaborative Practices: There is a mixed perception of collaborative practices among participants. While 39% agree that team members have a shared understanding of high-quality instruction, 41% disagree that teacher team meetings are purposefully designed to strengthen instruction. This indicates a need for more structured and effective collaboration.



Student Support and Engagement: Participants generally agree that the school supports student engagement and connection, with 60% agreeing that the school builds student connection through activities. However, there is a significant concern about students slipping through the cracks, with 52% strongly disagreeing that students seldom slip through the cracks. This highlights the need for more effective student support systems.



Teacher Survey: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

Curriculum and Instruction: There is a positive perception of the curriculum's ability to support challenging thinking, with 60% agreeing that tasks require deep thinking. However, there is a concern about consistency in curriculum and instruction, with only 42% agreeing that there is consistency among teachers in the same grade level.

Attendance and Student Monitoring: Participants express concerns about attendance monitoring and follow-up, with 28% strongly disagreeing that others review students' attendance. While 42% agree that they know who to go to when concerned about a student's attendance, there is a need for more consistent and effective attendance monitoring processes.

Areas to investigate

- **Instructional Alignment:** The lack of consensus on whether professional development aligns with instructional priorities (39% disagree) suggests a need for further investigation into how these efforts can be better integrated.
- **Student Support Systems:** The high percentage of participants who strongly disagree that students seldom slip through the cracks (52%) indicates a need to investigate the effectiveness of student support systems.
- **Collaborative Practices:** The mixed perceptions of collaborative practices, with 41% disagreeing that meetings are well facilitated, suggest a need to explore how collaboration can be improved.

Leadership Summary:
BIG IDEAS AND OPPORTUNITIES TO EXPLORE



Leadership Summary: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

1. Improving District Professional Development and Collaboration:

- Many participants expressed disagreement or neutrality regarding the effectiveness of district professional development and its integration into teacher collaborative time. Exploring ways to enhance these areas could lead to more impactful professional learning experiences.

2. Strengthening Instructional Coaching and Support:

- There is a mixed perception of access to instructional coaches and content experts. Ensuring that coaching roles are protected and focused on improving instruction could be an opportunity for growth.

3. Enhancing Continuity in Teacher Learning:

- A significant number of participants disagreed with the idea that district systems ensure continuity in teacher learning despite leadership or staff turnover. Addressing this could help maintain consistent instructional quality.

Leadership Summary: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

4. Clarifying District Vision and Guidance:

- Many participants are unclear about the district's vision for high-quality instruction and the instructional "look-fors." Providing clearer guidance and communication could help align instructional practices.

5. Supporting Equitable Access to Student Services:

- While there is some agreement on equitable access to counseling and mental health services, there is room to explore how district policies can further support equitable access to student supports based on need.

6. Improving Attendance and Engagement Systems:

- Participants expressed concerns about the effectiveness of district attendance systems and their ability to support students. Exploring ways to enhance these systems could improve student engagement and attendance.

Leadership Summary: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

AREAS TO INVESTIGATE

Professional Development and Collaboration:

- i. Investigate the integration and effectiveness of district professional development within teacher collaborative time. Understanding how these sessions can be better aligned and reinforced through coaching could enhance instructional practices.

Instructional Vision and Guidance:

- ii. Assess the clarity and communication of the district's vision for high-quality instruction. Exploring how instructional "look-fors" are provided and understood by leadership teams could help in developing a shared understanding of strong instruction.

Equitable Access to Student Services:

- iii. Examine district policies and staffing decisions related to equitable access to counseling, mental health services, and student supports. Ensuring that these services are based on need and effectively coordinated could improve student well-being and support.

Parent Summary:
BIG IDEAS AND OPPORTUNITIES TO EXPLORE

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1. Understanding and Expectations

- **Opportunity:** Enhance communication about learning expectations and progress.
- **Insight:** A significant portion of participants agree that they understand what their child is expected to learn, but there is room for improvement in ensuring consistency across classrooms.

2. Student Support and Challenge

- **Opportunity:** Develop strategies to ensure students are regularly challenged and supported.
- **Insight:** While many agree that their child is challenged to think deeply, there is a notable percentage who feel their child is not regularly challenged.

3. Communication and Engagement

- **Opportunity:** Improve communication strategies to help families understand classroom learning and support learning at home.
- **Insight:** Communication from teachers and schools is seen as helpful by some, but there is a need for more consistent and clear communication.

Parent Summary: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

4. Fairness and Consistency

- **Opportunity:** Address perceptions of fairness and consistency in expectations and treatment.
- **Insight:** There are mixed feelings about whether the school treats students fairly and holds them to high expectations, indicating a need for more consistent practices.

5. Attendance and Engagement

- **Opportunity:** Develop supportive attendance policies that consider individual student circumstances.
- **Insight:** Many participants feel that attendance concerns are handled supportively, but there is a significant portion who feel punitive measures are in place.

6. Belonging and Support

- **Opportunity:** Foster a sense of belonging and ensure students feel known and welcomed.
- **Insight:** While some participants feel their child is known and welcomed, there is room to improve the overall supportive experience for all students.

7. District-Level Decisions

- **Opportunity:** Evaluate district-level decisions to reduce barriers to attendance.
- **Insight:** Transportation, scheduling, and policy decisions are seen as reducing barriers by some, but there is potential to further explore and optimize these areas.

Parent Summary: BIG IDEAS AND OPPORTUNITIES TO EXPLORE

AREAS TO INVESTIGATE

1. Communication and Understanding

- **Focus:** Investigate how communication from teachers and the school can be improved to help parents better understand classroom learning and expectations.
- **Reason:** There is a notable portion of participants who feel neutral or disagree about understanding their child's learning expectations and how learning connects from year to year.

2. Consistency and Fairness

- **Focus:** Explore the consistency of expectations and treatment across different classrooms and teachers.
- **Reason:** Mixed responses indicate that there may be inconsistencies in how students are treated and the expectations set for them, which could impact their educational experience.

3. Attendance and Supportive Environment

- **Focus:** Examine the school's approach to handling attendance concerns and how it supports students' belonging and success.
- **Reason:** While some participants feel attendance is handled supportively, others perceive it as punitive, suggesting a need to review and potentially revise attendance policies and practices.