



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTDSE)



BEDS Code	05-01-00-01-0000
District	Auburn School District
District Address	78 Thornton Avenue
Superintendent	Constance D. Evelyn
Date(s) of Review	March 15, 2013
Schools Discussed in this Report	Casey Park Elementary School

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	4254	% Title 1 Population	4	4	%	% Attendance Rate	95%		
% Free Lunch	37%	% Reduced Lunch	6%	% Student Sustainability		% Limited English Proficient	.12%	% Students with Disabilities	11%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	9%	% Hispanic or Latino	3%	% Asian, Native Hawaiian /Other Pacific Islander	1%	% White	83%	% Multi-racial	4%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	1	Number of Deputy Superintendents	3	Average Years Deputy Superintendents in Role in the District	6	# of Directors of Programs	4				
% 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	4%	Average Teacher Absences in District	-				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	7	Number of SIG (a) Recipient Schools		Number of SIG (g) Recipient Schools		Number of Schools in Status	7
% ELA Performance at levels 3 & 4	50%	% Mathematics Performance at levels 3 & 4	63%	% Science Performance at levels 3 & 4	82%	% 4 yr. Graduation Rate (for HS only)	77%	% 6 yr. Graduation Rate (for HS only)	77%		

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
	White		Multi-racial
X	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
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
	White		Multi-racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		
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		
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.

Mark an “X” in the box below the appropriate designation for each statement of practice (SOP), and indicate in the **OVERALL RATING** row the final designation for the overall tenet rating.

#	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 is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.		X		
1.3	The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.			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:		E		

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 to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.			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 that lead to 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 Narrative:

<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>E</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>SOP Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The district has a comprehensive process for recruiting and screening highly qualified staff. An Annual Professional Performance Review (APPR) process has been developed, and school leaders have received intensive training in the evaluation process.</p> <p><u>Strength:</u></p> <ul style="list-style-type: none"> The district has an effective system for recruiting, evaluating, and sustaining high quality personnel to address the needs of all students. Reviewers learned through staff interviews and a document review that the district’s primary focus is to address a deficiency in meeting the needs of students with disabilities. According to interviews with district leaders, at the district’s request, Schools of Promise, an independent evaluator, completed an audit of Special Education services and recommended that the district move to an inclusion model. The district leader indicated that the district planned to accomplish this goal of implementing an inclusion model by hiring additional special education teachers to implement an Integrated Co-Teaching model at the elementary level. In addition, the district’s strategies include prioritizing the recruitment and hiring of dual certified teachers as well as providing mentors to new hires to ease their transition and support their retention. Staff reported that the district is supporting school leaders with professional development (PD) to prepare them to conduct teacher observations of all staff, including staff newly assigned to co-teaching positions. The district has structures in place to build a system that effectively addresses the needs of the entire school community. 		
<p>Statement of Practice 1.2: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success</p>	<p>SOP Rating</p>	<p>E</p>
<p><u>Debriefing Statement:</u> The district has a systematic method to allocate resources based on student need and district initiatives.</p> <p><u>Strength:</u></p> <ul style="list-style-type: none"> The district is effectively reorganizing resources to address district-wide initiatives and areas of school need. During interviews with the Integrated Intervention Team (IIT or the “review team”), staff indicated that they are aware of the need to devote resources to meet the instructional needs of all students. The IIT’s review of the District Comprehensive Improvement Plan (DCIP) and other documents indicates plans for the district-wide implementation of the inclusion model to address the needs of students with disabilities. The plan includes investing in human resources by expanding the pool of special education teachers and by providing PD and common planning time for general education and special education teachers. The district leader indicated that she allocated funds to provide PD for teachers to assist them in successfully implementing the Common Core Learning Standards (CCLS). For example, the IIT’s review 		

of district documents indicates the district has a plan to review and purchase K-12 Mathematics textbooks for the 2013-2014 school year. In addition, the district invested resources to conduct audits of the special education delivery models and of the Response to Intervention (RtI) process to help determine next steps. The district is organizing and allocating resources to ensure systems that promote school improvement are in place.

Statement of Practice 1.3: The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.

SOP Rating

D

Debriefing Statement:

The Superintendent and district leadership has a widely communicated, comprehensive, and explicit theory of action that articulates high expectations. Instructional practices are not consistently adjusted to reflect these high expectations.

Area for Improvement:

- The district leadership has a widely communicated theory of action that articulates high expectations, but has not yet resulted in instructional practices that meet the needs of all students. The district leader indicated that the foundation of the theory of action is “high quality curriculum and instruction, systems thinking, and leadership innovation.” The district leader presented IIT reviewers with a document she developed, “Transforming Teaching & Learning,” which articulates her high expectations as outlined in her theory of action. In addition, she shared her Entry Plan of transformational leadership, which she presented to the school board. Documents reviewed by the IIT indicate the district established Specific, Measureable, Attainable, Realistic, Timely (SMART) goals that included increasing Reading and ELA performance for all students and increasing the number of students with disabilities accessing the general education curriculum. According to the district leader, she is sharing her theory of action with members of the school community, including the school board, staff, parent groups, and external partners, such as elected officials, community-based organizations, and the local media. However, during interviews with the IIT, district staff could not articulate their understanding of their roles in meeting specific expectations. This gap in understanding limits the staff’s ability to put high expectations into practice.

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.

SOP Rating

E

Debriefing Statement:

The district has a comprehensive professional development (PD) plan in English language arts (ELA) that provides follow-up support. The district is moving forward with efforts to provide additional PD that will address the needs of all subgroups.

Strength:

- The district has a process to create, deliver, and monitor professional development focused on English Language Arts, with follow up support and coaching. The district staff reports a PD committee of administrators and teachers meet monthly to review assessment results and identify needs. The PD calendar reviewed by the IIT showed regularly scheduled data inquiry team meetings throughout the year. Staff interviews and document reviews indicated that the priority focus of the district is to shift to an inclusion model. IIT reviewers learned in interviews that the district encourages school leaders to

develop schedules that build in common planning time for general education, special education, and support staff, to develop lessons and unit plans. Documents reviewed and staff interviewed by the IIT indicated that the district provided job-embedded coaching for staff. Additionally, the district arranged for substitutes to allow time for teachers to attend PD in CCLS, ELA Modules, Differentiated Instruction, and Data Driven Instruction to enable teachers to tailor and adapt their instruction based on the needs of individual schools. The district is providing PD to enhance staff skills to meet the needs of individual schools.

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.

SOP Rating

I

Debriefing Statement:

The district’s use of data to inform instruction is not a uniform practice in all settings.

Area for Improvement:

- The district has a plan in place to promote the use of data; however, an efficient system or structure to manage and have data readily accessible for staff does not exist. IIT reviewers learned through interviews and document reviews that schools collect data through the Curriculum, Instruction, and Assessment (CIA) Plan. Teachers and coaches are using formative and summative data to inform instruction. Building staff participate on data inquiry teams, and receive PD on the use of data, as indicated on the PD plan. However, staff members reported that there is no person or office at the district level responsible for data collection. The lack of an efficient system to manage multiple sources of data limits the district’s ability to identify and connect data to best practices aimed at improving instruction.

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

Tenet 2 - School Leader Practices and Decisions

Statement of Practice (SOP) 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.

SOP Rating

E

Strength:

- The school leader reported that the district provides support to create an environment that is responsive to the needs of the school. According to the school leader, the district and school leadership have a regular venue for communication. Staff interviewed and documents reviewed by the IIT indicate that the district holds monthly administrative team meetings. The district and school leaders are working collaboratively to prepare the school to address the needs of all students. School leaders indicated that the district is working closely with the school to implement the Inclusion model as recommended by the School of Promise audit. The district provides resources for trainings, PD, and staffing to support this model. The district supported the school’s efforts to establish common planning time for general education and special education staff and develop structures that maximize special educators’ time. As a result, the district works in collaboration with schools to address the needs of the entire school community.

Tenet 3 - Curriculum Development and Support Statement of Practice (SOP) 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.	SOP Rating	D
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Area for Improvement:

- The district provides the school with support for the implementation of ELA curricula to support CCLS. The district hired literacy coaches to provide school staff with job-embedded training to develop their understanding of the CCLS, assist them in implementing the ELA Modules, and support them in their use of data to inform instructional practices. The district has not yet developed a comprehensive plan to provide schools with a CCLS Mathematics curriculum. In addition, the district does not have a plan to support schools in the incorporation of the arts, technology, and other enrichment areas into standards-based curriculum. School staff reported cross collaboration occurs informally. In addition, IIT reviewers reported that higher-order thinking skills that stimulate student engagement were used infrequently in classrooms the team visited. The district has not provided a robust curriculum aligned to CCLS that includes the arts, technology and other enrichment opportunities, which limits all students from benefiting from a rich educational experience.

Tenet 4 - Teacher Practices and Decisions Statement of Practice (SOP) 4.1: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.	SOP Rating	E
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Strength:

- The district provides PD focused on district-wide initiatives and school needs. The school leader administered a survey to teachers via Survey Monkey to collect data from them about their perceived PD needs, which he communicates to the district leaders. Based on the PD needs identified in the survey, the district plans PD sessions to address these needs. Additionally, the district issues a PD calendar indicating the date and time of all trainings. The district uses monthly administrative team meetings to develop school leaders' capacity by providing PD to develop observation skills as required by the Annual Professional Performance Review (APPR). PD to support the inclusion and co-delivery models of instruction, a priority initiative of the district leadership to address the needs of all students, has also been provided. The district's system to identify staff needs and provide job-embedded coaching allows teachers to receive training needed to improve instructional practices.

Tenet 5- Student Social and Emotional Developmental Health Statement of Practice (SOP) 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.	SOP Rating	E
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Strength:

- The district and school are working collaboratively to support students' social and emotional developmental health through partnerships. Based on both documents reviewed and staff interviewed at the school, the IIT concluded that the district has partnerships with community organizations,

including Cayuga Counseling, which provides school-based mental health services; and Partnership for Results, the YMCA after school programming, that benefit the school. Counseling and social worker department meetings have a PD component. Documents reviewed by the IIT indicate there are monthly “at-risk meetings” in all buildings. Based on documents reviewed, the IIT found that the district provides PD to help staff with social-emotional developmental health issues that include bullying workshops and crisis intervention planning. The district and its partners provide staff and students with resources, such as professional development and follow-up support to staff to influence positively student social and emotional developmental health.

Tenet 6 - Family and Community Engagement

Statement of Practice (SOP) 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.

SOP Rating

E

Strength:

- District leadership invested time and effort to build trusting relationships with all members of the school community. The district leader reported she understands the value of parent engagement and that her goal is to “teach the difference between engagement and involvement.” She said there is a District Parent Council that meets monthly, and school-level Parent Teacher Organizations (PTOs) are very active. District and school leadership reported that the district leaders developed relationships with parents, which led to parents and students lending their support for district efforts to acquire more funding. Parents interviewed at the school, reported that they participated as members of the team that developed the School Comprehensive Education Plan (SCEP) and on other school and district committees. The district has developed partnerships with external organizations and secured additional resources to benefit the schools. One example of this support is the afterschool program at the school, which includes enrichment activities, and serves hot dinners for participants. The district engagement plan is building a community that supports district goals.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

In order for the District's strategy and practices to align fully with the concepts in the Effective column of Tenet 1, the District should:

- 1.3: Communicate the established theory of action that includes SMART goals in variety of formats throughout the school community. Consistently adjust instructional practices to reflect high expectation for all students.
- 1.5: Ensure the district communicates expectations for how staff members use data to support and establish student goals. Provide PD on best practices on how to use data to inform instruction.

Tenet 3: Curriculum Development and Support

In order for the District's strategy and practices to align fully with the concepts in the Effective column of Tenet 3, the District should:

- Ensure that curricula for all content areas align with the CCLS, and develop opportunities for cross-content collaborations to occur.