



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	190301040000
District	Cairo-Durham Central School District
District Address	P.O. Box 780, Cairo, NY 12413
Superintendent	Mary L. Fassett
Date(s) of Review	June 13, 2013
Schools Discussed in this Report	Cairo-Durham Elementary School; and Cairo-Durham Intermediate School

District Information Sheet											
District Grade Configuration	K-12	Total Student Enrollment	1,372	% Title 1 Population	1	2	%	% Attendance Rate	93.55%		
% Free Lunch	33%	% Reduced Lunch	12%	% Student Sustainability	N/A	% Limited English Proficient	0%	% Students with Disabilities	26%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	2%	% Hispanic or Latino	8%	% Asian, Native Hawaiian /Other Pacific Islander	0%	% White	86%	% Multi-racial	4%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	<1	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	NA	# of Directors of Programs	1				
% 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	7%	Average Teacher Absences in District	6.51%				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	3	Number of SIG (a) Recipient Schools	3	Number of Schools in Status	2		
						Number of SIG (g) Recipient Schools					
2013 % ELA Performance at levels 3 & 4	20.5%	2013 % Mathematics Performance at levels 3 & 4	15.6%	% Science Performance at levels 3 & 4	N/A	% 4 yr. Graduation Rate (for HS only)	79%	% 6 yr. Graduation Rate (for HS only)			

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

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.				I

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.				I

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.				I

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
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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.				I
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.				I

District Review Narrative:

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 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.

Debriefing Statement: There has been significant turnover in district leadership. As a result, the district does not have a comprehensive plan to recruit, retain, and support high-quality personnel which impedes the school's ability in addressing the needs of the community.

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- There has been significant turnover in district leadership. The district works primarily with Board of Cooperative Educational Services/On-Line Application System (BOCES/OLAS) to recruit new personnel which limits the scope of recruitment. At the time of the visit, the district had started to implement a new Annual Professional Performance Review (APPR) teacher evaluation system. Since the new system had not gone through a full year's cycle, the impact was minimal at the time of the visit and there was no evidence of a district-wide comprehensive staff recruiting/retention plan spoken of or shared with the Integrated Intervention Team (IIT). As a result, a comprehensive approach to recruitment and evaluation was not in place and therefore schools were not being supported in successfully meeting the needs of their school communities.

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.

Debriefing Statement: The district does not have structures in place for assessing and deploying resources that address the needs of the school communities. The lack of continuity in district leadership has impeded the district's ability to organize and allocate resources. Therefore, the district's allocation of their limited resources does not adequately consider and address the needs of all students, staff, and families.

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- At the time of the visit, the district had provided minimal support/guidance to building leaders to coordinate resource allocations. In addition, the IIT found that there had been minimal use of data to support resource allocations among school buildings. As a result, district allocations were not adequately considering and meeting the needs of students, staff and families.

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.

Debriefing Statement: The district does not have a theory of action. As a result, there are no clear expectations for connecting professional practice to student outcomes.

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- During the visit, the superintendent stated the top two district goals were transparency in communication and building literacy skills. These goals had been informally discussed at administrative meetings. The IIT found that the district did not have a written theory of action for establishing a school culture and climate that related to these goals. As a result, there was no plan for communicating high district expectations that connected professional practices to student achievement.

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.

Debriefing Statement: The district does not have a current professional development plan. The district supports professional development as a reactive measure in response to staff requests. The district does not provide follow-up to staff for the professional development they receive. As a result, the impact of the professional development is inconsistent and the impact on student achievement is minimal.

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- District representatives reported that the district supports professional development as a reactive measure in response to principal and staff requests. At the time of the visit, the district did not have a current professional development plan. The Pupil Personnel Services Director had conducted

required professional development in the area of special education; however, there was no district follow up to professional development offered. As a result, the district has neither a current vision for the goals and purposes of professional development nor a written plan which limits teacher ability to increase student achievement.

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.

Debriefing Statement: The district has provided resources to encourage a data-driven culture. However, the district has not set clear expectations for uniform and consistent use of the systems. As result, the use of data for supporting, instructing, and establishing goals for students is inconsistent.

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- Resources, such as eDoctrina software, had been provided by the district to assist in establishing a data driven culture in schools at the time of the visit. The IIT found that there was inconsistent use of data across the district and school buildings. District representatives reported that there were no clear district expectations for the use of data in supporting, instructing and establishing goals for students. As a result, there is no written plan for identifying and implementing best practices concerning the use of data to improve student outcomes.

This section provides a narrative that communicates how 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

I

Strength:

The rating for this Statement of Practice is **Developing** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- According to schools visited in this district, building and district administrators meet periodically to address and discuss issues; however, there is no coordinated, overarching plan to provide guidance for consistent collaborative district/school efforts across all buildings in the district. At the time of the visit, the district was in the process of a grade re-alignment in its two elementary buildings. The

shifting of personnel between the two buildings represented an additional challenge to the district in creating consistent support and collaborative efforts across the buildings. As a result, there is an absence of creation, development and nurturing of the school environment which has led to continuous unmet needs of the 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

I

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- The IIT found that the district had not provided support and coordination for curricula development aligned to the CCLS for its schools. As a result, there was no curriculum, aligned to the Common Core Learning Standards (CCLS) and no inclusion of the arts and technology in curriculum and instruction.

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

I

Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- At the time of the visit, there was no current, written professional development plan. The district’s professional development committee had been inactive for some time and district representatives reported that more PD was needed regarding alignment to the CCLS. In addition, the IIT found that the district had not coordinated the use of instructional software and formative assessments/progress monitoring to ensure consistency across all buildings. As a result, the district has not coordinated the use of data systems and data analysis so that meaningful data and instructional plans could be used by teachers and school leaders and therefore the schools have inconsistent practices in regard to planning, use of student data and strategies to meet school-wide goals.

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	I
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Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- The district's economically disadvantaged student population had increased, and budget cuts had decreased the levels of support for the social and emotional developmental health of students at the time of the visit.
The district had not developed a comprehensive plan for the support of social and emotional developmental health of students that would address current as well as potential future needs. As a result, the district had no evidence of setting goals for the support of social and emotional developmental health of students and therefore, there was no policy in place to provide opportunities and resources to support students in this area.

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	I
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Strength:

The rating for this Statement of Practice is **Ineffective** and therefore, comments are listed under **Area for Improvement**.

Area for Improvement:

- During the visit, the IIT found that the district had not developed a comprehensive plan for family and community engagement. Additionally, the district had not provided support, including budget support, for family and community engagement activities at the school level. As a result, schools had received no support around creating and sustaining reciprocal communication and partnerships with families and community organizations.

SYNTHESIS OF STRENGTHS ACROSS ALL SCHOOLS REVIEWED IN THE DISTRICT:

Tenet 2: School Leader Practices and Decisions

- Overall ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Recommendations** below.

Tenet 3: Curriculum Development and Support

- Overall ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Recommendations** below.

Tenet 4: Teacher Practices and Decisions

- Overall ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Recommendations** below.

Tenet 5: Student Social and Emotional Developmental Health

- Overall ratings for this Tenet are either **Developing** or **Ineffective** and therefore, comments are listed under **Recommendations** below.

Tenet 6: Family and Community Engagement

- Overall ratings for this Tenet are either **Developing** or **Effective** and therefore, some comments are listed under **Recommendations** below.

SYNTHESIS OF RECOMMENDATIONS ACROSS ALL SCHOOLS REVIEWED IN THE DISTRICT:

Tenet 2: School Leader Practices and Decisions

- Establish a process to update/revise the district vision that includes more specific measurable goals, including student achievement goals. The vision development process should establish a clear procedure for collecting data and establishing benchmarks measuring progress towards goals. Building vision and goals need to be aligned with the district vision and goals. Create a shared decision making committee that includes all stakeholders to collaboratively update the district's and buildings' visions.
- Review the current teacher APPR evaluation system after a full cycle of use to determine the level of effectiveness. Analyze all APPR assessments, data and process to help in evaluating the overall system.

Tenet 3: Curriculum Development and Support

- Create grade level Common Core Learning Standards (CCLS) curricula and clear, descriptive and rigorous unit/lesson plans that include modifications for all sub-groups, such as special education and economically disadvantaged students. Create CCLS-aligned pacing calendars and associated unit/lesson plans that expose students to a progression of sequenced complex materials and higher-order thinking skills.
- Coordinate curriculum development efforts throughout and across content areas and grades district-wide. Provide on-going CCLS curriculum professional development to teachers with follow-up support.

Tenet 4: Teacher Practices and Decisions

- Provide on-going professional development to teachers on developing Common Core Learning Standards (CCLS) aligned instructional strategies with follow up support.
- Ensure the use of differentiated instruction to meet the targeted learning goals of all students consistently across all classrooms.
- Provide professional development to teachers on instructional strategies for special education and economically disadvantaged students with follow up support.
- Develop a comprehensive system of data driven instruction. Establish “data driven instruction” (DDI) protocols that include data analysis, creation of action plans based on skill deficits, progress monitoring and development of instructional strategies that address specific skill deficits.

Tenet 5: Student Social and Emotional Developmental Health

- Review the current system to develop a comprehensive and coordinated plan to identify and support student social and emotional needs taking into account a changing student population and focusing on both prevention and intervention. Align and coordinate the system with the across all buildings district-wide.
- Develop closer partnerships with outside agencies that will support student social and emotional needs.

Tenet 6: Family and Community Engagement

- Develop a written plan to identify ways to increase parent engagement and involvement that will lead to increased student academic achievement.
- Provide professional development to administrators and staff on how to increase parent engagement.
- Develop multiple ways of sharing a variety of data and information with parents that increases their active engagement in their children’s academic progress.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

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

- 1.1:
 - Develop a comprehensive recruiting plan that includes partnerships with colleges and other agencies and establishes district-wide skill criteria for all positions.
 - Work with the school leaders to ensure consistent application of the recruiting plan.
 - Review the current APPR plan and the process to make modifications (if necessary) and to set goals for the future (i.e. how APPR data informs professional development activities, identification of appropriate levels of training for evaluators, etc.).
 - Review the current APPR plan and process to ensure consistency across buildings.
 - Develop a staff retention plan that is consistently applied across buildings.
- 1.2:
 - Develop a long-term plan to establish criteria for allocating resources across the district that addresses student, staff and family needs. The plan should identify metrics/data that will be used to inform allocations and measure the impact/success of the allocations. The plan should address the different types of resources that need allocation coordination (i.e. financial, staff, support needs, space, supplies, etc.).
- 1.3:
 - Develop a written theory of action that establishes a culture of expectations for professional practices that relate to greater student achievement that is consistently applied across all buildings in the district.
 - Develop a procedure for consistently communicating the theory of action to all stakeholders.
- 1.4:
 - Re-constitute a district-wide professional development committee that will assist in developing a professional development plan and provide feedback on implementation.
 - Develop a written professional development plan facilitated by the PPS/Curriculum Director. The plan will have a focused vision and established goals for leading to greater student achievement. The plan

should identify metrics that can be used to evaluate the effectiveness of the professional development. The plan should encourage staff participation and set expectations for participation.

- Deliver high quality professional development focusing on the Common Core Learning Standards, assessment development, data driven instruction and special education.
- Provide on-going follow-up to professional development in order to increase the skill level of teachers in applying new CCLS practices and strategies that lead to greater student achievement.
- Monitor the consistent implementation/application of the professional development plan across all buildings in the district.
- 1.5:
 - Develop a written Data Driven Instruction (DDI) plan that identifies the use of data and sets district expectations on the use of data. The plan should include what data is used, where the data is stored (with access for staff and administrators), how it is analyzed and how the data analysis is applied on multiple levels, i.e. for accountability, curriculum development, classroom instruction, differentiated instruction, and AIS/RTI, etc. The plan will also set minimum expectations for the consistent use of data driven instruction across all buildings in the district.
 - Develop a procedure for communicating the DDI plan expectations along with providing follow up support and professional development that specifically addresses the needs of teachers and administrators in using data driven instruction.
 - Monitor the building use of data driven instruction on an on-going basis.
 - Use student performance data to set annual academic goals that are aligned to the district vision. The District should periodically meet with building leaders to review data that measures progress toward increased student achievement.