



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	190401060000
District	Catskill Central School District
District Address	343 West Main Street, Catskill, New York 12414
Superintendent	Dr. Kathleen P. Farrell
Date(s) of Review	May 23, 2013
Schools Discussed in this Report	Catskill Elementary School, Catskill High School

District Information Sheet											
District Grade Configuration	PK-12	Total Student Enrollment	1638	% Title 1 Population	53%	% Attendance Rate	93%				
% Free Lunch	39.3%	% Reduced Lunch	7.9%	% Student Sustainability	93%	% Limited English Proficient	2%	% Students with Disabilities	16%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	13%	% Hispanic or Latino	10%	% Asian, Native Hawaiian /Other Pacific Islander	2%	% White	73%	% Multi-racial	3%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	9	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	0	# of Directors of Programs	3				
% 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	2	Average Teacher Absences in District	9 days/year				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District		Number of SIG Recipient Schools (a)	3	Number of SIG Recipient Schools (g)	0	Number of Schools in Status	3
% ELA Performance at levels 3 & 4	44.7%	% Mathematics Performance at levels 3 & 4	50.4%	% Science Performance at levels 3 & 4	82.8%	% 4 yr. Graduation Rate (for HS only)	69%	% 6 yr. Graduation Rate (for HS only)	78%		

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 (HS)	White		Multi-racial
	Students with Disabilities		Limited English Proficient
X (HS)	Economically Disadvantaged		
Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X (EM)	Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X (EM & H)	White		Multi-racial
X (EM)	Students with Disabilities		Limited English Proficient
X (EM & H)	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>Debriefing Statement: The District has strategies for recruiting, evaluating and retaining District staff and provides evaluation feedback on staff performance. The District offers professional development (PD) aligned with District initiatives.</p> <p>Strength:</p> <ul style="list-style-type: none"> The District has a variety of partnerships to make the public aware of employment opportunities within the District. District leaders have attended PD on the District’s Annual Professional Performance Review (APPR) process and uses this process to evaluate personnel and sustain high quality personnel. In an interview with staff, the Integrated Intervention Team (IIT) learned that the District recruits through colleges, newspaper advertisements, and recruitment fairs. In interviews, the IIT was informed that the District gave PD on APPR to District personnel and school leaders through the local Board of Cooperative Education Services (BOCES). The IIT reviewed documents that showed that mentoring is a part of the Professional Development Plan (PDP) and that the District has a mentoring program for new staff. As a result of the implementation of District strategies for recruitment, retention and evaluation, the District is able to support the needs of the 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>Debriefing Statement: The District has procedures designed to allocate resources based on student, staff, and family needs at the school building level. The District provides support to school leaders in making organizational decisions intended to improve school success and student achievement.</p> <p>Strength:</p> <ul style="list-style-type: none"> The District evaluates building needs and effectively allocates resources to the schools to meet their needs. In an interview, the IIT was informed that there is a needs assessment survey for budgetary 		

purposes conducted with all the school leaders and staff. This survey informs the allocation of resources to address identified needs in each school. In an interview with staff, the IIT was advised that each District Department works with the local BOCES business office to develop targeted budgets that support resource alignment with school needs. Within budgetary constraints, the District directs funding and the allocation of resources to support school budgets in promoting academic success. Because the District is organized to allocate resources in support of school and departmental needs, schools are provided with resources to promote school improvement and student achievement.

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 District leadership has an unwritten theory of action that includes high expectations for school success, ensuring students are socially and emotionally healthy, and that all students are able to access quality instruction. However, the District has not adequately communicated a consistent message to the entire school community that identifies best practices with high expectations. Therefore, while members of the school community may be aware of the need to improve, the community does not share a common understanding of the rationale behind the high expectations for addressing the needs of all constituents and this hinders a shared sense of urgency to achieve school improvement across the school community. In addition, the lack of a specific plan and data targets for the achievement of District goals hampers the school community from knowing what outcomes are expected and how to proceed toward achieving desired outcomes.

Area for Improvement:

- The District has no written theory of action and in interviews with the IIT and District; leaders were not able to articulate a comprehensive and consistent theory of action. The IIT made note of the District mission through document review. District leaders discussed Board of Education goals; however, they did not articulate a mission or vision for the District. Documents supplied and reviewed by the IIT did not indicate that the District promotes a consistent understanding amongst leadership of the specificity of thought or the explicit reasoning behind essential steps and checkpoints in the achievement of high academic, behavioral, and social expectations for all students. Without an explicit theory of action, communicated throughout the District, there is not unanimity toward a common focus on how to achieve academic improvement.

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 plan in place to design PD opportunities addressing District initiatives. The District established a PD calendar prior to the new school year. There were opportunities to make

additions to the calendar as needs were identified. Follow-up support aligned with specific professional development has been made available to individual staff members.

Strength:

- The District has a committee that, in collaboration with District leadership, establishes a comprehensive PDP and creates a yearly PD calendar. Furthermore, the committee identifies the specific needs for PD follow-up support. Through document review, the IIT noted that the District had created a PDP. In interviews, the IIT learned that the District created a new position of “Director of Instructional Improvement PK-12” to oversee the needs of the District in relation to curriculum and staff development. The IIT read in documents that District staff use “My Learning Plan” to record and evaluate PD attended by staff. As a result of the implementation of a comprehensive PDP which is planned to take school needs for PD into consideration, District leadership and staff are receiving PD that is meeting the needs of each school community.

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

D

Debriefing Statement: The District has a variety of data sources available to school leaders, teachers, and staff; however, the District did not clearly identify best practices in the use of data to improve instruction and increase student achievement. However, the limited implementation of the analysis and use of student data by school leaders hampers the establishment of a data-driven culture in the school communities.

Area for Improvement:

- The District is in the beginning stages of developing a data-driven culture. There was limited use of data to monitor best practices, drive instruction and/or monitor student progress. In the two schools reviewed by the IIT, there was limited evidence that these schools collect and analyze data to inform instructional decision-making or student grouping. In an interview with the IIT, members of the District indicated that the District needs to do more work to promote a data-driven culture and District and school leaders articulated that there is a need for more collection and analysis of data and PD to improve student achievement. Therefore, the District is not reaping fully the benefits of using data effectively to improve instruction, monitor student progress, and raise student achievement. The lack of provision of District-wide strategies connected to best practices inhibits the establishment of a data-driven culture across the District.

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

<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Area for Improvement:</u></p> <ul style="list-style-type: none"> No school leader was able to articulate to the IIT a District or school vision that could provide focus and alignment of resources. School leaders indicated that there were limited opportunities to share best practice or to identify strategies to help meet academic needs across all levels of the school community. In interviews, school leaders indicated that monthly administrative meetings were the only time all District leaders were able to meet together. School leaders also informed the IIT that the District formerly encouraged them to participate in regional Principal meetings at the local BOCES. These meeting provided school leaders opportunities to meet with other regional school leaders and discuss supports for their school communities, but this year school leaders were too busy to attend. In interviews, school leaders indicated that the primary PD they have received this year has been on APPR. Because of limited opportunities and supports, school leaders perceive the District as not providing enough support to meet the diverse instructional needs of all students. 		
<p>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.</p>	<p>SOP Rating</p>	<p>D</p>
<p><u>Area for Improvement:</u></p> <ul style="list-style-type: none"> The District had provided Common Core Learning Standards (CCLS) PD to teachers in the schools, but school leaders were not included in this PD. According to interviews with the Superintendent and the District Cabinet, the District contracts services with a vendor to provide CCLS training. The training is focused on the elementary and middle school levels, and that these schools are using CCLS-aligned materials in ELA and mathematics. The District had two schools that participated in IIT reviews. At the time of these reviews, these schools were not fully implementing New York State (NYS) P-12 Common Core Learning Standards (CCLS)-aligned curricula across the content areas and were not integrating arts, technology and enrichment into curricula across all subject areas. The IIT read documentation from both schools that indicated limited use of units of study, lesson plans, and assessments aligned to CCLS. District cabinet staff articulated that the “adding of the position of Director of Instructional Improvement has been a plus and has allowed for greater support K-12.” Despite this added support, the IIT heard in interviews with school leaders that collaborative (horizontal and/or vertical) meetings in the two schools did not focus regularly on implementation of 		

CCLS-aligned curricula or CCLS-based instructional strategies. The IIT read documentation that showed that one school had started some curriculum mapping, primarily in English language arts (ELA) and some mathematics. As a result, the District was not holding school leaders accountable for high quality, CCLS-aligned instruction in every classroom and not all students were receiving consistent CCLS-aligned curricula across all levels or in all subject areas.

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

D

Area for Improvement:

- At the time of the IIT review, the District was not yet offering PD on data-driven instruction and the District was monitoring the implementation of the provided PD. In interviews, the IIT learned that although the District provides time for collaborative (horizontal and/or vertical) meetings in both schools reviewed, there is no formal structure for these meetings, staff was not required to keep notes, and meetings did not regularly focus on student-specific data. The IIT read documentation from both schools that indicated limited use of units of study, lesson plans, and assessments aligned to CCLS. Furthermore, in interviews, the IIT also learned that school leaders were not included in PD on CCLS. School leaders indicated to the IIT that monthly administrative meetings were the only time all District leaders were able to meet together. The IIT was not provided with any evidence that indicated that discussions of instructional best practice took place during these meetings. The limited collaboration with and amongst District and school staff and leadership has restricted effective planning for increased student outcomes. The limited amount of PD on data-driven instruction has decreased the District's and schools' capacity to develop effective strategies and practices to maximize student learning.

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

D

Area for Improvement:

- The District does not have an explicit written policy in place to support student social and emotional developmental health. Through interviews, the IIT learned that the District had partnered with several community organizations to help improve understand of and meet the social and emotional developmental health needs of students within their schools. Through interviews, the IIT learned that the District administrators have cabinet meetings to discuss at-risk students and help link students with appropriate social/emotional supports available within the community. Providers of services include Greene County Social Services, New York (NY) State Probation, and Greene County Mental

Health. The IIT reviewed documents that showed the District provides many opportunities for students including clubs, sports, and support services. Some examples are Yellow Ribbon Society (suicide prevention), Friends of Rachel, Business Club, Distributive Education Clubs of America (DECA), and Buddy Group for grade nine students. Through interviews, the IIT learned that there is no written District policy regarding support for student social and emotional developmental health and there is limited PD or follow-up PD in this area for staff. However, the District is receptive to needs and ideas brought forth by the student support staff. Although the District supports ideas to address student social and emotional needs, the limited amount of PD and the absence of a written policy to address support in this area have hindered staff capacity to fully identify student social and emotional needs and address these needs to increase student social and emotional health and increased student success.

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

D

Area for Improvement:

- Although the District is working in these areas, the District does not have an explicit written comprehensive strategic plan for family and community engagement that includes a welcoming environment, reciprocal communication and establishing partnerships with community organizations. Through interviews, the IIT learned that there is not a plan or policy for family and community engagement. Through interviews, the IIT learned that individual schools and the District have events that provide parents and families with opportunities to visit the schools. These opportunities include Open School Night and Pancakes, Parents & Partners. It was reported in staff interviews with the IIT that although the District communicates to families, these communications were conveyed primarily in English. A District cabinet member mentioned in an interview with the IIT that the District has translated documents into Spanish, but did not give other examples of translations. The IIT learned through interviews that the District has reached out to partner with several community organizations including Project Appleseed (a program to promote parental involvement) and local libraries. The IIT also learned that the District funds or partially funds several activities and provides services and resources to the schools and community that involve students, teachers and the community. These activities and resources include an after school program, a summer school program, technology, and Community Action Day. In interviews, the IIT learned that the District Superintendent meets with other Greene County administrators to share multiple services and programs, for example Project Lead the Way. As a result, the District and schools are able to engage parents, families, and community members in a variety of ways. However, the absence of a written strategic comprehensive plan to involve all parents, families, and community members in the District has hampered efforts to include the participation of the entire school community in promoting student success and from being involved in the exchange of student, school and/or District information.

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:

- 1.3: Develop a comprehensive, written theory of action including a vision and clearly delineated outcomes based on high academic expectations. Ensure the theory of action is communicated to the entire school community in ways that ensure it is accessible and easily understood by the entire District community. .
- 1.5: Ensure that the District communicates expectations for the use of data to support, instruct and establish goals for students and schools. Provide PD and other supports to teachers, staff and leadership to promote a greater understanding and establishment of a data-driven culture. Ensure that the use of data to drive instruction and monitor student progress becomes a required practice at the District, school, and classroom levels.