



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	430700010000
District	Geneva City School District
District Address	400 West North Street, Geneva, NY 14456
Superintendent	Trina Newton
Date(s) of Review	June 9, 2013
Schools Discussed in this Report	West Street Elementary School

District Information Sheet											
District Grade Configuration	PK - 12	Total Student Enrollment	2188	% Title 1 Population	N	P	% Attendance Rate	93%			
% Free Lunch	61%	% Reduced Lunch	10%	% Student Sustainability	NP	% Limited English Proficient	5%	% Students with Disabilities	11%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0	% Black or African American	17%	% Hispanic or Latino	21%	% Asian, Native Hawaiian /Other Pacific Islander	2%	% White	56%	% Multi-racial	4%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	2	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District		# of Directors of Programs	NP				
% 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	NP				
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 (a) Recipient Schools	NP	Number of Schools in Status	NP		
						Number of SIG (g) Recipient Schools					
% ELA Performance at levels 3 & 4		% Mathematics Performance at levels 3 & 4		% Science Performance at levels 3 & 4		% 4 yr. Graduation Rate (for HS only)		% 6 yr. Graduation Rate (for HS only)			

NP = Not Provided

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

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 a formalized process for recruiting and screening highly qualified staff. An Annual Professional Performance Review (APPR) process is developed and school leaders are able to evaluate staff using this process. As a result, schools are functioning at a high level and addressing the educational needs of the community.</p> <p>Strength:</p> <ul style="list-style-type: none"> The district has a deep and formal partnership with Hobart and William Smith College, and working partnerships with Keuka College, the University of Rochester, and Finger Lakes Community College. The district makes its schools available to these colleges and universities for action research, classroom participation, and student teaching. The partnership with Hobart and William Smith College includes ongoing organizational meetings, focuses around specific goals, and results in the availability of high quality teacher candidates. The central office team reviews faculty evaluations weekly, and bi-weekly conferences between central office staff and school leaders support the prioritization of attention to best practices. The central office identifies exemplars to be used for team review. The district provides extensive professional development (PD) for school leaders, which centers on the coaching program with the University of Rochester. The current job market for teachers has made retention a non-issue. Very few faculty members leave the district for other positions or leave the profession for other careers. Still, the district provides a number of supports for teachers such as, relevant PD, teacher leadership training, support for advanced studies, celebrations of teacher success, and support for national certification. The district goal is to achieve 20 percent National Board Certification for teachers within the district. As a result of district practices, schools have personnel that are able to address student needs. 		
<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 is organized to function on a conservative budget. There are protocols in place to ensure that human and fiscal capitals are used wisely to facilitate a high level of teaching and learning for every school-aged child in the district.</p> <p>Strength:</p> <ul style="list-style-type: none"> The loss of state aid and the state tax cap have contributed to severe resource shortages 		

throughout the district. Even so, site-based budgeting is employed for non-personnel issues, and aggressive grant writing has resulted in a number of additional revenue sources. The district is also part of a community partnership, the Geneva 20-20, which leverages the “time, talent and treasure” of the community to support the schools. Personnel issues are handled at the district level. School leaders submit proposals for specific positions within their buildings and are encouraged to advocate for additional support in areas of need. Most non-personnel issues are handled on site and within district policy and regulation guidelines. The district has also used student performance data to make needs-based resource allocations. However, the superintendent emphasized that decreases in state aid have made “adequate allocations” impossible in some instances. District leaders effectively administer resources, which promotes school success.

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

E

Debriefing Statement: All community stakeholders understand, share, and can communicate the district theory of action regarding the changing demographics of the district. Instructional practices are constantly adjusted to reflect high expectations for all students and their families.

Strength:

- District leaders reportedly intend to create a school system that allows all students to live “lives of consequence.” Almost all data is public data, which the district shares with the larger school community. The district communicates goals, and school and student data through newsletters, and publishes information on the district website. The district leader is present at community events and meetings, and visits community organizations, such as local agencies, churches, and Parent-Teacher Organization (PTO) meetings. There is a consistent and constant district emphasis on high standards, and a vision that “every student matters,” which allows students the opportunity to be successful.

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 plan to create, schedule, deliver, and monitor PD for all employees. District staff is constantly revising and refining systems and structures to establish creative models of excellence that convey higher levels of expectations from students, as well as teachers.

Strength:

- The district makes comprehensive and adaptive PD efforts. District leaders employ Aussie, an outside PD provider, to address Common Core Learning Standards (CCLS) and best practices, and the University of Rochester’s Warner School to support school and teacher leaders. Both partnerships are formal efforts with clear goals and calendars of activities. Ongoing leadership coaching addresses follow-up concerns for school and teacher leaders. Weekly data meetings and

APPR feedback generate additional PD needs and requirements, which are then met by Aussie, Wayne-Finger Lakes BOCES, internal staff, or other providers. District leaders provide opportunities for targeted PD, which leads to 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.

SOP Rating

E

Debriefing Statement: The district uses data in all major instructional decision-making and expects staff to connect data to best practices for use in the classroom. A district “dashboard” is used by administrators to promote consistency and unified governance in targeting best practices in education. As a result, the district works in a data-driven culture, which is closely aligned to the vision for the CCLS and mirrored by teachers in the schools and classrooms.

Strength:

- According to the district leader, student data is used in all major educational decision-making, including staffing decisions. The district has created a public “dashboard” for all areas of leadership and governance, which specifies key areas of need as identified through data analysis. At a very low cost to the district, the dashboard uses software that provides educators with insight and access into critical data, key performance indicators, and metrics that drive school improvement efforts. Data groups meet districtwide for the purpose of monitoring and adjusting instruction. The district leader noted the formation of school-based data work groups that analyze data in conjunction with student work, and school leaders’ use of data in APPR discussions and ongoing reviews. The district uses data to identify and implement district and schoolwide best practices, which leads to increased student achievement.

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:

- Geneva City School District is a small, New York State (NYS) Small City School District with four schools. This size of the district lends itself to collaboration. School leaders have frequent individual and group meetings with the central office leadership. There is an ongoing interaction with the central office and governance team, which is made up of school leaders and department heads. School leaders are also frequently called upon to make presentations to the Board of Education (BOE). The district leader conducts frequent walkthroughs of schools, often with school leaders, and

BOE members participate in “learning walks” by touring all district buildings regularly. Communication is frequent and often personal. The district provides individual leadership coaches to all school leaders in partnership with the University of Rochester, and each school building has links to district partnerships with the community. Recently, West Street Elementary School requested and received support for a total classroom-restructuring project. The district coordinated a districtwide “vision summit” involving over 300 stakeholders, using outside consultants to construct district mission and vision statements and vet the results throughout the entire school community. The district mission and vision are key aspects of the school culture, which positively affects student achievement.

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

E

Strength:

- The district is currently supporting an Academic Intervention Services (AIS) initiative that will link art and English language arts (ELA), and music and math, as a component of AIS support. The district is providing PD, curriculum, and leadership support to further this effort. The district also supports several data plans that address assessments and accountability, including McGraw-Hill’s Acuity, Fountas and Pinnell, and BOCES support, as well as using a data expert to create custom data reports. District leaders work collaboratively with schools to ensure implementation of CCLS curricula, which provides teachers with opportunities to challenge and support student growth.

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

Strength:

- The district has established a Teaching and Learning Committee, which includes broad-based stakeholders, with oversight for communicating data directly to school leaders and teachers. Communication is shared on an “as soon as available” basis. Teacher leaders are provided special PD to move them from managers to instructional leaders. Aussie, an outside consulting firm, provides regular support for CCLS and other best practice initiatives. The University of Rochester’s Warner Center Mathematics Team provides support for the Investigations in Mathematics Program, which was described as a complete K-5 mathematics curriculum developed in Cambridge, Massachusetts. Opportunities and support for teachers to develop skills in effective planning are provided on both a pullout and embedded platform. Data teams meet on an ongoing basis to identify areas of need, and individual or group support is provided through Aussie and subject area coaches. District leaders work with schools to provide teachers with instructional supports and learning opportunities, which

lead to increased student engagement and achievement.

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

Strength:

- The district leader believes that supporting students' social and emotional health is an area of strength for the district. According to the district leader for school improvement, support for strategy implementation comes directly from the district leader and central office team. District leaders are involved in ongoing outreach to families and the community, and family nights are held in the elementary schools a minimum of twice a week. The district has adopted the advanced Positive Behavioral Interventions and Supports (PBIS) system, Positive Actions with Students (PAWS), which is supported by the district and each school building. Buildings are encouraged to write mini-grants for special PBIS projects, and BOE members are active supporters of PBIS goals. The district leader or any central office team member also provides follow-up supports to promote the efforts of the PBIS team. District policies provide opportunities for schools to support and address student needs, which lead to improved student outcomes.

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:

- The district leader believes that creating a climate of belonging for families and the community is a district strength. The PBIS system is focused around family and community engagement. Numerous families participate in school activities held at elementary schools at least twice a week. The district has made the website more user friendly, insisted on transparency, and built partnerships with all segments of the community. The district communication strategy involves the ongoing use of newsletters, phone communication, and the district website, in conjunction with regular visits to community agencies and the community, as a whole. The district and school provide translation services for both written and verbal communications. The district has formal and deep partnerships with the community, including educational partnerships with Finger Lakes Health, Hobart and William Smith College, and other outside agencies. The district has also established partnerships with various agencies, local clubs and churches, including the African American Men's Club, the Boys and Girls Club and others. The district currently has a counselor provided through the county who also shares district resource availability with county agencies. District counselors are active in building

community awareness of district resources to support children. District leaders support partnerships that are active in schools and create a welcoming environment, necessary for student academic growth.