



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code/DBN	170901040000
District	Northville Central School District
District Address	131 S. 3 rd Street, Northville, NY 12134
Superintendent	Dr. Debra Lynker, Interim Superintendent
Date(s) of Review	June 4, 2013
Schools Discussed in this Report	Northville High School Northville Elementary School

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	510	% Title 1 Population	N	P	% Attendance Rate	95%			
% Free Lunch	46%	% Reduced Lunch	15%	% Student Sustainability	NP	% Limited English Proficient	N/A	% Students with Disabilities	15%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	1%	% Hispanic or Latino	1%	% Asian, Native Hawaiian /Other Pacific Islander	1%	% White	97%	% Multi-racial	0%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	N/P	Number of Deputy Superintendents	N/P	Average Years Deputy Superintendents in Role in the District	N/P	# of Directors of Programs	N/P				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	9%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	0%	Average Teacher Absences in District	N/P				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	N/A	Focus District	X	Number of Focus Schools Identified by District	1	Number of SIG (a) Recipient Schools		Number of SIG (g) Recipient Schools		Number of Schools in Status	1
% ELA Performance at levels 3 & 4	NP	% Mathematics Performance at levels 3 & 4	NP	% Science Performance at levels 3 & 4	NP	% 4 yr. Graduation Rate (for HS only)	80% (Five Year)	% 6 yr. Graduation Rate (for HS only)	N/P		

NP = Not Provided

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
	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
X	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 PD 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:			X	

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>D</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>D</p>
<p><u>Debriefing Statement:</u></p> <p>The school district leader has a plan in place to provide support to school leaders in conducting evaluations and providing frequent feedback to teachers. However, teachers are not consistently provided timely and feedback that would promote best practices. The lack of timely feedback limits the ability of staff to adjust instructional practices to addresses the needs of all students.</p> <p><u>Areas for Improvement:</u></p> <ul style="list-style-type: none"> The district has a plan in place to recruit qualified staff, and provide support to school leaders in conducting evaluations and providing frequent feedback to teachers. The Integrated Intervention Team (IIT) learned, from a review of documents, that the district uses the On-line Application System (OLAS) to recruit applicants. The district leader reported that she makes hiring decisions and that she hired an Outside Educational Expert (OEE) to conduct a review of the district’s special education programs and she hired coaches to identify and address needs for staff professional development (PD) to support literacy and differentiated instruction. The district leader also allocated resources to build school leadership capacity, which included the hiring of a mentor for a new principal. Although school leaders were trained on how to conduct evaluations, using the Danielson Teachescape Rubric and were provided with additional support to complete evaluations within a specific timeframe, the IIT was informed that building leaders are not consistently providing teachers timely and meaningful feedback regarding their instructional practice. This lack of observational feedback hampers the district’s capacity to ensure that instruction includes best practices to addresses the needs of all students. 		
<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>D</p>
<p><u>Debriefing Statement:</u> The district leadership has primary responsibility for resource allocation decisions.</p>		

Although the district considers the needs of schools in the allocation of resources, budgets allocations are based on the prior year’s budget. The allocation of resources based on the prior year’s budget limits the district’s ability to be responsive to the immediate needs of the entire school community.

Areas for Improvement:

- The district leader reported that she has primary responsibility for resource allocation decisions. She also indicated that the district has been under merger discussions with a neighboring district to try to utilize resources most efficiently. Although this merger was voted down, these two districts share some resources. Staff reported district leadership decides resources needed to support the instructional program and school improvement efforts and the business manager is responsible for the management of funds. In addition, the district leader shared expenses with a neighboring district to hire an administrator to serve as the chair of the Committee on Special Education to improve the quality of the districts’ programs that serve students with disabilities. This was a strategic decision based on the accountability status of the middle school that failed to meet the Annual Yearly Progress cut point for students with disabilities. The district leader reported she used School Improvement Grant funds to conduct a review of the district’s special education program. While progress was being made to address deficiencies in academic achievement for all students, staff reported the budget presented for community vote was based on last year’s budget. Although the district considers the needs of schools in the allocation of resources, budget allocations built on the prior year’s budget limit the district’s ability to be responsive to the immediate needs of the entire school community.

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: Although the district has no explicit theory of action, the district has a mission. The mission; however, is not connected to a vision of high expectations. Members of the school community were not able to articulate the mission. Interim leadership and the School Board plan to revisit and update the mission and vision to ensure it expresses a commitment to meeting the needs of all learners. The lack of an explicit theory of action and essential steps to accomplish the district’s goals hamper the ability of the district to achieve its desired outcomes.

Areas for Improvement:

- The district leader is an Interim Superintendent. From documents reviewed and staff interviews the IIT learned that the district leader had the district’s instructional team conduct an assessment of school programs. This review resulted in recommendations and changes such as a change in the school schedule to include expanded learning, and programing to improve programs servicing special education students. A document developed by the district leader in her first month

indicated the district goal was to improve overall scores “by at least four basis points” each year. Documents also indicated that district leadership developed a goal aligned to the six tenets in the Diagnostic Tool for School and District Effectiveness (DTSDE). During her tenure, the district leader has established sustainable systems and structures to support the schools’ efforts to implement the requirements of the Common Core Learning Standards (CCLS) and meet other mandates. The district is seeking to put new strategies in place to increase district and school capacity to meet the needs of all learners and constituents to achieve academic success. However, the lack of an explicit theory of action that communicates a specificity of thought and details essential steps and benchmarks to accomplish desired outcomes hampers the successful realization of communicating high expectations for addressing the needs of all constituents.

Statement of Practice 1.4: The district has a comprehensive plan to create, deliver and monitor PD in all pertinent areas that is adaptive and tailored to the needs of individual schools.

SOP Rating

D

Debriefing Statement: There is a PD plan that is based on mandated priorities and areas of need. However, the plan does not provide follow-up, nor does the plan provide flexibility to allow schools to tailor PD to the needs of each school community. This limits the schools’ abilities to provide instruction tailored to meet the needs of their respective communities.

Areas for Improvement:

- The 2012-2015 PD plan is generic and based on mandated priorities and areas of need. The last plan was created in 2008. The district leader commented to the IIT that the staff was “professionally starved.” The PD calendar, which continues through the summer of 2013, contained trainings for areas related to the use of data, CCLS, literacy, curriculum mapping, differentiated instruction, and improving outcomes for all students. Teachers in special areas, such as art, music, technology, and physical education, are included in PD opportunities designed for assessment creation. The Special Education Review Report highlighted a need to address the high number of students with disabilities in self-contained classrooms rather than in less restrictive environments. The district leader reported this issue was going to be addressed by PD with co-teacher training in the summer of 2013. The plan does not include follow-up to trainings and does address the provision of PD specific to the needs of individual school buildings. This limits the schools’ abilities to provide PD tailored to meet the needs of their respective staff.

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 has requirements that teachers collect data. However, PD with strategies on how to analyze data and connect it to instructional best practices has not been provided. The lack of critical

PD and follow-up hamper the districts' and schools' efforts to establish data-driven instruction and increase student achievement.

Areas for Improvement:

- From interviews, the IIT found that the district leader has established the collection of data to inform instruction as a priority. Documents indicated that teachers are scheduled to present student achievement data at monthly Board of Education meetings beginning in the fall of 2013. The district moved to the PowerSchool student management system and the district information administrator provides "cheat sheets" to teachers to support them in running reports and for technical assistance. English language arts (ELA), reading, and Mathematics teachers conduct benchmarking assessments three times a year. Although the district requires instructional staff to collect data, the PD plan indicated that the provision of PD on data-driven instruction is limited to school-based Inquiry Team members. Although PD will be included in the summer, at the time of the IIT review, teachers had not received PD with strategies on how to analyze data and connect it to instructional best practices. The lack of critical PD and follow-up support that provide staff with skills, knowledge and support to align instructional practices to data, limit instructional decision-making and impede district and school efforts to establish cultures where data-based decision-making is used to inform instruction and increase student achievement.

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>E</p>
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> The Interim district leader is setting up an infrastructure to build staff capacity for school improvement implementation. The district leader reported she has concentrated efforts on providing building leaders with support. Documents indicated the district leader set up a schedule of weekly meetings of the administrative cabinet, which includes the business manager, school leaders and staff from buildings and grounds. When the district leader realized that, she needed to meet individually, she scheduled additional weekly meetings with each of the principals to discuss curriculum and instruction. When the district leader determined that one of the principals required additional support, she devoted resources to hire a retired principal to mentor him. She also provided support for a principal who aspired to take on increased levels of administrative responsibility. A district administrator indicated to the IIT appreciation for opportunities the district leader provided for him to take on increased responsibilities. The district leader ensures that school leaders have opportunities to attend appropriate conferences and trainings to increase their leadership and administrative abilities. By meeting with school leadership and responding to their needs, the district leader is creating opportunities and structures that support school improvement and nurture the creation of school environments that are responsive to the instructional needs of the school community. 		
<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>Areas for Improvement:</u></p> <ul style="list-style-type: none"> While the district provided some PD to support schools with CCLS implementation, school staff report they need further help. The PD calendar indicated that CCLS training is scheduled for the summer of 2013. Staff reported that the district sends students home for one half day each month to provide staff with time to collaborate on curriculum maps and on CCLS, and for learning to use a customizable curriculum management tool.. The district leader reported that teachers would be trained to become proficient in the use of interactive whiteboards to enhance student engagement. The district provided PD to teachers, including teachers of special areas, through BOCES regional trainings on creating assessment tools that are aligned with the CCLS. The district chief information officer 		

supports teachers in using the student management system and online assessment resources. A school leader reported that he felt the district was a year behind in implementing CCLS, and that the district did not provide PD for high school teachers. Teachers who did receive the CCSL training reported they have to learn a lot about the CCLS on their own and that they pulled modules off Engage.NY. One teacher commented and others agreed, “We are not curriculum writers.” Although school staff have been provided with introductory PD on the development and implementation of the CCLS, the schools have not fully developed or implemented CCLS-aligned curriculum and instruction nor have they focused on the integration of arts, technology and areas of enrichment. These factors limit the schools’ ability to ensure students are provided with rigorous CCLS-based 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

D

Areas for Improvement:

- The district collaborated with the schools to organize a professional development team, which created a three-year PD Plan (2012-2015). The plan includes providing teachers support to effectively plan and account for student data and strategies that increase levels of engagement. The plan was based on the recommendations that came from past New York State Education Department reviews, School Report Card data, from a study on Special Education from an OEE, and feedback from a Special Education School Improvement Specialist (SEIS). The reports included PD recommendations that were incorporated into the school summer PD schedule for 2013. Anticipated PD includes training teachers to incorporate strategies that engage all learners and provide multiple points of access to all learners, teaching students with disabilities in less restrictive environments, planning PD for co-teaching and differentiated instruction. Although anticipated PD is scheduled for the future, the lack of PD hinders the schools’ abilities to implement effective school practices and to promote CCLS-based planning and the introduction of instructional shifts using data.

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

Areas for Improvement:

- Based on interviews, the IIT learned that historically, the district had not prioritized support to schools to address social and emotional developmental health needs. One staff member reported to the IIT, and others agreed that the district approach to social emotional development was “reactionary, there was no plan.” Although the high school had a full-time social worker in the past, they no longer have one. Staff also reported that the high school has a guidance counselor; however she was on

maternity leave. The district does not provide parent classes although they used to offer night classes for parents; however they were discontinued due to a lack of participation. Staff reported that although there is a need, there is no Response for Intervention (RtI) in the district. They also indicated that there is a need for a structure for data sharing. Parents in the lower grades reported that they used the Parent Portal regularly while those in the upper grades did not. The district had a shared counselor from Family Counseling Center, who staff reported was used “to put out fires.” Documents indicate the district leader is meeting with the county to explore the possibility of securing a social worker to provide services to families within the district. The district planned to purchase, along with the Parent Teacher Organization (PTO), a character education program, Rachel’s Challenge, which would be conducted in schools during 2013-2014. The district supports the PTO’s monthly Mentoring Nights and tracks the number of parents in attendance. The district had plans to begin to support social and emotional developmental health, however, the present support was limited. The lack of a district policy and plan to work collaboratively with schools to provide schools with supports and resources hampers the provision of positive support for students’ social and emotional development 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

D

Areas for Improvement:

- Although the district has partnerships with families and community organizations as well as with neighboring school districts to support school improvement efforts, there is no family and community engagement strategic plan. The district leader reported that she has conducted outreach efforts with numerous community organizations to explain the rationale for the proposed merger with a neighboring school district. These organizations include local fire companies, the Rotary Club, senior citizens groups, local media, and parent groups. The district implemented an automated call system for parent notifications in 2012-2013. The district collaborates with the Chamber of Commerce for a School-to-Work program. Members of various community groups use school facilities to hold meetings and conferences. The partnerships between the district and family and community provide a welcoming environment that supports school improvement. Parents are provided with opportunities to attend school-wide events with school leadership to foster reciprocal communications with school constituents. Although there are numerous activities to encourage community engagement, the lack of a hinders the maximization of efforts

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: Ensure the district has a system in place that provides staff with timely evaluations and feedback. Ensure that data-based instruction includes best practices to address the needs of all students.
- 1.2: Allocate resources strategically to address individual school needs.
- 1.3: Adopt an explicit theory of action of high expectations that holds all members of the school community accountable for meeting goals set in school and district improvement plans. Ensure the theory of action expresses a specificity of thought and details essential steps and benchmarks to accomplish desired outcomes.
- 1.4: Deliver PD along with targeted follow-up and embedded support that meets the needs of individual schools. Monitor the effectiveness of the implementation and effects of PD on student outcomes. The plan does not include follow-up to trainings and does not address the provision of PD specific to the needs of individual school buildings. This limits the schools' abilities to provide PD tailored to meet the needs of their respective staff. Provide continued PD and opportunities for staff collaboration that support schools efforts to develop CCLS aligned curricula that includes cross-content collaborations. Collaborate with schools to provide targeted PD for teachers to build their capacity to develop instructional strategies and practices, informed by data, that leads to student engagement ownership of their own learning.
- 1.5: Ensure that the district provides school leaders with the knowledge, skills and resources to create data-driven cultures in their schools. Develop district-wide systems and structures based on best practices that support the creation and implementation of school cultures that provide data-driven instruction. Ensure the provision of PD and follow-up support to be able to learn how to collect and use data to inform instruction.