



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

DIAGNOSTIC TOOL FOR DISTRICT AND SCHOOL EFFECTIVENESS (DTDSE)



BEDS Code/DBN	031401060000
District	Whitney Point Central School District
District Address	10 Keibel Road, Whitney Point, NY 13862
Superintendent	Patricia Follette
Date(s) of Review	May 7, 2013
Schools Discussed in this Report	Tioughnioga Riverside Academy

District Information Sheet											
District Grade Configuration	PreK-12	Total Student Enrollment	1546	% Title 1 Population	1 8 . 6	% Attendance Rate	94.25				
% Free Lunch	33	% Reduced Lunch	10	% Student Sustainability		% Limited English Proficient	.06	% Students with Disabilities	16.30		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0	% Black or African American	1.5	% Hispanic or Latino	1.2	% Asian, Native Hawaiian /Other Pacific Islander	.7	% White	95.7	% Multi-racial	.9
Personnel											
Number Years Superintendent Assigned/ Appointed to District	1	Number of Deputy Superintendents	0	Average Years Deputy Superintendents in Role in the District	0	# of Directors of Programs	2				
% 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	1.3	Average Teacher Absences in District	10.9				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing	x	Focus District	x	Number of Focus Schools Identified by District	(1)	Number of SIG (a) Recipient Schools	1	Number of SIG (g) Recipient Schools		Number of Schools in Status	2
% ELA Performance at levels 3 & 4	x	% Mathematics Performance at levels 3 & 4	x	% Science Performance at levels 3 & 4	x	% 4 yr. Graduation Rate (for HS only)	(84.4)	% 6 yr. Graduation Rate (for HS only)	(88.5)		

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		
Math			
	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		
	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		
	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:				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>Debriefing Statement:</p> <p>The district is developing school systems and structures to ensure data-based decision-making; however, the district lacks a clear vision that for the use of data to inform instruction. The lack of expectations and support for the use of data to identify and addresses all student needs impedes the maximization of student success.</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>Strength:</p> <ul style="list-style-type: none"> The district has a comprehensive approach for hiring and retaining high-quality personnel. Staff reported to the Integrated Intervention Team (IIT) that recruitment efforts are broad and that the district advertises openings in local and regional papers, and college websites. The district leadership reported that they aim to “grow teachers” through “careful observations of substitutes and student teachers.” This practice results in the district hiring decisions being made primarily from a regional pool of candidates. District leadership reported to the IIT that interview teams include school community members and the school leader reported, “Building leaders make hiring decisions.” The district professional development (PD) plan referred to a “well developed and on-going” mentorship program for new hires. The staff reported to the IIT that the district retains staff by offering competitive salaries and providing an environment where, staff feel supported. The district PD plan includes building school leaders’ capacity to fulfill Annual Professional Performance Review (APPR) requirements. The district’s practices regarding human resources 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>D</p>
<p>Area for Improvement:</p> <ul style="list-style-type: none"> The district has a collaborative process for making recommendations around funding; however, the district does not use data to determine how to deploy resources to meet the needs of school communities. Staff reported the budget manager and superintendent develop the budget in with input from the administrative cabinet and shared-decision-making team, whose members include building-level teachers, and parents when available. Staff report funding decisions take into consideration how to fund the goals identified in the strategic plan in the most cost-effective way. During staff interviews, the IIT found that the district uses this practice so that it is able to consider 		

school community needs in the allocation of resources including in the assignments of special education instructional staff and supportive services. However, the district does not have a system to measure if resources supporting students in identified subgroups are effective. The district's method of funding does not take data-driven decision-making into consideration, which limits schools' abilities to measure the effectiveness of school improvement efforts.

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

Area for Improvement:

- The district does not have a formalized, explicit theory of action. The district's vision called for continuous improvement; however, the district has not connected the plan to high expectations for all learners. The district leader reported she is building relationships with the school community, which includes promoting the vision of the district making continuous improvement and that she has communicated this vision in multiple venues and mediums. From a document review, the IIT learned that the strategic plan identified goals for 2016, but the document is not explicit about how to achieve targeted improvements. During an interview, the district leader indicated her goal was to achieve a 95 percent graduation rate; however, this goal was not aligned to the strategic plan targets, and she was not able to articulate a clear plan leading to that goal. During IIT interviews, staff did not articulate a goal of high expectations and during interviews, it was stated that, "There is only so much we can do." "Some our students come from such poor situations." "They come to us with such skill deficits. It is hard to make up that gap." The lack of an explicit theory of action and a vision connected to high expectations for all learners hampers the district's ability to maximize efforts to ensure the establishment of high expectations and to establish targeted goals to ensure successful student outcomes.

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

D

Area for Improvement:

- The district was implementing a comprehensive PD plan that was based on state initiatives. District staff reported to the IIT that the foci of this year's PD were established to address the new state requirements of Common Core Learning Standards (CCLS), Data Driven Instruction (DDI), and Annual Professional Performance Review (APPR). School leadership reported that PD is responsive to the school's articulated needs. District leadership reported that creative scheduling enabled staff to attend mandatory district PD. From staff interviews, the IIT found that follow up to training was provided, however all members of the school community had not internalized connections between PD, student learning, and state initiatives. The lack of the establishment of connections linking PD with student goals and instructional practice impedes schools' progress toward school improvement.

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
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Area for Improvement:

- The district leader and staff are working toward developing a data driven culture. According to interviews with district administrators, he district is collecting data however; it was not within a system that includes all domains. Staff report the district collaborated with the BOCES Race to the Top Team to support their DDI leader. The leadership group, which consists of district administrators and school building leaders, sets up data plans and “data huddles,” and the DDI leader helps guide discussions about data at the school level. Staff reported each building has a data action plan; however, there is not a systematic process for setting and talking about academic goals. The lack of a systemic process that links data to academic goals limits efforts to improve individual and school-wide practices and procedures.

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	D
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Area for Improvement:

- From interviews and document reviews, the IIT found that the district works collaboratively with the school to provide support for needs identified by school leaders; however, there is not a clear district or building vision to guide them toward achievement of all students. While the district leaders articulated the district vision is continuous reflection and ongoing improvement, the school leader reported her personal vision is that each child is engaged in their own learning. Without explicitly articulated district and building vision, school leadership cannot be intentionally responsive to the needs of all stakeholders, which limits school improvement efforts.

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

- The district has provided supports for the development of CCLS aligned curricula; however curriculum development is not inclusive of alternative strategies that provide access to all learners and does not

consistently integrate the use of technology, the arts. District leadership reported the strategic plan’s focus was on state initiatives, including CCLS. During interviews with district leadership, the IIT learned that special educators are involved in all of the CCLS training; however, when asked about training of general educators to work with students with disabilities, the answer was that special educators “are tasked with dealing with these students.” According to the strategic plan, each school required teachers to provide two CCLS-planned units for collection and review. The school leader reported they are monitoring student progress by reviewing student report cards, looking at “what trends we see” and by reviewing regional data by grade level on the state assessments. The district did not provided evidence to indicate the establishment of performance targets for underperforming student groups, including students with disabilities. Because curricula do not include strategies that provide access to all learners and that integrate the use of technology, the arts students are not ensured access to comprehensive, rigorous curricula that are aligned to the CCLS.

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:

- The district provided teachers with learning opportunities to improve their practice. The district is moving towards collecting data to inform instructional practices. Staff reported teachers are beginning to develop actions plans for student groupings but do not use the data they collect to inform instructional decisions, plan for groupings, adjust for instruction or use it to provide data based feedback to students. Reviewers observed current instructional practices and strategies did not promote high levels of student inquiry and engagement and were inconsistent in leading to targeted interventions and accommodations for students. Without the consistent use and analysis of a variety of data sources to inform teacher instruction, the district is not promoting high levels of rigor, engagement, or targeted interventions for all students and low performing subgroups (SWD).

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 provides staff with professional developmental staff to support students’ positive social and emotional development health however follow-up support is limited. The PD plan indicates the Director of Special Services “works to provide PD throughout the year to all professional and supplementary school staff working with students with disabilities.” The plan showed the district provided opportunities to support school safe learning environments including trainings in school

violence presentation and intervention, anti-bullying (Olweus), Dignity for All Students Act, and the district's Code of Conduct. Reviewers saw the school has partnerships and programs to support students' social and emotional developmental health. However, staff reports the district does not have a system to monitor and track the progress of the social and emotional health programs. Without monitoring social and emotional health programs, the district does not know the effectiveness of the programs and if they lead student to success or suggest other strategies be considered.

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:

- The district is in the process of building family and community engagement, but has no system to gauge the effectiveness of their efforts. District leadership reported she prioritized developing relationships with community members. According to the PD plan, the school prioritized identifying and implementing strategies that result in parents' engagement in their child's academic success. Parents reported the school is a welcoming environment for families, but they recognized that parents who took advantage of the opportunities for parents to become involved or participate in events "were more connected" to the school. The IIT learned from a review of documents and from interviews that parents are encouraged to participate on school committees that are designed to promote reciprocal communications. Reviewers learned through interviews that the school had a grant to foster family-school connections in which they partnered with Binghamton University to use social work students to conduct outreach to families located in communities with economically disadvantaged populations. However, when asked by Reviewers about the effectiveness of the program, staff had no data to present. The district has established a relationship with Family and Children Society to provide outreach therapists in the district. Because the district does not have a system to monitor the outcomes of activities and programs to promote student success, the district is unable assess their effectiveness.

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:

- 1.2: Align resource allocations to a data-based vision. Use data to determine the effectiveness of the resources in supporting school improvement efforts, including students in identified subgroups in meeting the rigor and high expectations required by state initiatives.
- 1.3: Develop a vision statement with input including representatives of all district constituencies that defines, provides and operationalizes explicit, measurable rigorous goals for student achievement. Develop an explicit theory of action that aligns with the district vision. Cultivate a district culture that supports a vision of high expectations for all students, specifically underperforming subgroups.
- 1.4: Set explicit, measurable goals and action steps for district PD and institute progress monitoring of PD to assess progress toward goals. Ensure effectiveness in research based literacy instruction that addresses the needs of all students. Ensure instruction includes modifications and adaptations to address the needs of all students.
- 1.5: Develop and implement a system for data collection and analysis that assess student performance and includes progress monitoring of student instruction and performance. Establish performance targets for all students for use across grade levels. Collect specific data around the performance of students-at-risk across all academic areas and interventions, and analyze disaggregated data from frequent analysis of formative data to identify student needs. Use results of data analysis to inform instructional decision-making regarding responses and interventions to address student needs and ensure student success. .