



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	430700010000
District	Geneva City School District
District Address	400 West North Street, Geneva, NY 14456
Superintendent	Trina Newton
Date(s) of Review	June 2-3, 2015

District Information Sheet			
Grade Configuration	PK-12	Total Enrollment	2228
		Number of Schools	4
District Composition (most recent data)			
% Title I Population	62	% Attendance Rate	94
% Free Lunch	56	% Reduced Lunch	6
% Limited English Proficient	8	% Students with Disabilities	11
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0	% Black or African American	13
% Hispanic or Latino	25	% Asian or Native Hawaiian/Pacific Islander	2
% White	50	% Multi-Racial	10
Personnel (most recent data)			
Years Superintendent Assigned to District	3	# of Deputy/Assistant Superintendents	2
# of Principals	4	# of Assistant Principals	5
# of Teachers	211	Avg. Class Size	20
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0
% Teaching with Fewer Than 3 Years of Experience	6	Average Teacher Absences	9
Teacher Turnover Rate – Teachers < 5 years exp.	23	Teacher Turnover Rate – All Teachers	11
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	19	Mathematics Performance at levels 3 & 4	21
Science Performance at levels 3 & 4 (4th Grade)	78	Science Performance at levels 3 & 4 (8th Grade)	54
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	77	Mathematics Performance at levels 3 & 4	21
Credit Accumulation High Schools Only (2013-14)			
4 Year Graduation Rate	81	6 Year Graduation Rate	85
% of earning Regents Diploma w/ Advanced Des.	29		
Current NYSED Accountability Status			
# of Reward Schools	0	# of Priority Schools	0
# of Schools In Good Standing	1	# of Focus Schools	3
# of LAP Schools	0		

District Accountability Status

Met Adequate Yearly Progress (AYP) in ELA (indicate Y / N / N-A)			
American Indian or Alaska Native	NA	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	Y
White	N	Multi-Racial	N
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Mathematics (indicate Y / N / N-A)			
American Indian or Alaska Native	NA	Black or African American	N
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	Y
White	N	Multi-Racial	N
Students with Disabilities	N	Limited English Proficient	N
Economically Disadvantaged	N		
Met Adequate Yearly Progress (AYP) in Science (indicate Y / N / N-A)			
American Indian or Alaska Native	Y	Black or African American	Y
Hispanic or Latino	N	Asian or Native Hawaiian/Other Pacific Islander	NA
White	N	Multi-Racial	Y
Students with Disabilities	Y	Limited English Proficient	Y
Economically Disadvantaged	N		

Describe the district's top priorities (no more than 5):

- College and Career Readiness
- Increased literacy rate (on grade level)
- Increased graduation rate

Information about the review

- The review of the district was conducted by an Outside Educational Expert (OEE), a representative from the New York State Education Department, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The Integrated Intervention Team (IIT) review of one district school also informed the district review.
- During IIT school review in the district, reviewers visited 61 classrooms and IIT reviewers conducted focus group interviews with students, staff, and parents.
- The district review team conducted interviews with district leadership, central office staff, and a focus group of principals.
- The district did not submit any survey data to the review team.

Tenet 1 - District Leadership and Capacity: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2	The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	Stage 4	Stage 3	Stage 2	Stage 1
3.1	The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	implementation.				
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	Stage 4	Stage 3	Stage 2	Stage 1
4.1	The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	Stage 4	Stage 3	Stage 2	Stage 1
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

District Review – Findings, Evidence, Impact and Recommendations:

<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>Stage 2</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>Tenet Rating</p>	<p>Stage 2</p>

Overall Finding:

- The district’s approach, including recruitment, interviewing, and hiring, to securing high-quality personnel is comprehensive. However, the teacher-evaluation system and the PD provided do not significantly improve teacher practices.

Evidence/Information that Led to this Finding:

- The district leader reported that the district has strong partnerships with area colleges, particularly Hobart and William Smith Colleges. This partnership includes college students serving as mentors, doing action research, and student teaching in Geneva schools. These practices result in Geneva staff being familiar with many of the candidates. All candidates have an initial screening and, if approved, meet with district cabinet members, school leaders, and teachers. District leaders reported that all district and school leaders have received *Teachscope* interview training to ensure consistency among interviewers. District leaders reported that every new hire participates in a one-week induction program, which includes district goals, learning-focused lesson planning, Common Core Learning Standards (CCLS), and continued professional development (PD). They also hear about incentive programs to retain excellent teachers, such as the minority teacher-leader program, low health insurance co-pay, and a housing incentive. Every new teacher is assigned a mentor and, in every school, coaches provide additional support, as needed.
- According to the district leader, every district leader observes teachers and reviews written observations completed by school leaders. Documents reviewed by the team included a comprehensive schedule for teacher observations and a district-developed checklist for walkthroughs that ensures consistency. However, the review team observed that feedback provided after observations does not always clearly identify the aspects of instruction that need improvement or the steps needed to secure these improvements. District leaders reported that they have dismissed teachers mid-year and do not grant tenure if they have any reservations about the quality of the teaching. Discussions with school and district leaders indicated that although the district provides PD for both new and established teachers, training does not always match teacher needs and there are no consistent protocols for evaluating its effect on instruction and performance.

Impact Statement:

- Although the district has established effective hiring processes, feedback to teachers does not consistently include clear steps to improve practice.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- collaborate and work with school leaders to develop a protocol for providing observation feedback that includes specific steps for improving professional practices.

Statement of Practice 1.2.: The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.	Tenet Rating	Stage 2
---	---------------------	----------------

Overall Finding:

- The district leaders articulated that they have high expectations for student and teacher success, but not all members of the district community have embraced these expectations, hindering a unified drive for continued school improvement.

Evidence/Information that Led to this Finding:

- The district leaders reported developing four overarching goals, which focus their work and form the core of its theory of action. These goals include instructional planning, alignment to the CCLS, supporting wellness and celebrating culture, and using data to inform decisions. The district leaders shared the goals with schools and the community. School leaders told the review team that they know and understand the goals, but they did not collaborate in creating them and were unsure of the strategies for achieving them. Moreover, although there is a large Hispanic population in the district, the theory of action and the district goals have not been translated into Spanish. School leaders reported that each School Comprehensive Improvement Plan (SCEP) includes goals that support the district's goals.
- Geneva is a diverse community. The school district, over time, has had varying levels of success addressing the needs of all constituents, including the growing population for whom English is a second language. The district provides bilingual and dual language programs and district and school leaders are reviewing them to increase their effectiveness. The district leaders reported that they are developing many partnerships within the community to support their theory of action and ensure that all students are supported and that academic achievement is improving. One important community partnership, Geneva 2020, is working in conjunction with Hobart and William Smith Colleges to help the school district increase graduation rates, ensure students are college and career ready, and improve literacy rates. A review of documents showed that the graduation rate for all students had increased to 84.8 percent in August 2014. However, scores on English language arts (ELA) and math assessments for grades three through eight remain very low. During the 2015 testing period, 63 percent of students opted-out of the State exams.

- To continue to encourage progress towards the goals, district leaders schedule many meetings with district staff and school leadership. During principal focus group meetings, school leaders reported that often these meetings do not take place, are not attended by all district leaders, or are scheduled at the end of the day. When meetings occur, some staff members that should have input, for example, the school leadership teams, are not represented. With many initiatives in place, staff is not always clear about what the priorities or strategies are to achieve the goals. District leaders reported that individuals have communicated these concerns to them.

Impact Statement:

- District leaders are in the process of working with school and community leaders to communicate high expectations and achieve high levels of success for all students, but the lack of involvement of all voices in the district community restricts the district’s efforts to raise student achievement.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- review and revise district meeting structures, frequency, and participation to ensure that voices from all school leaders and members of the community are heard and actions more accurately represent needs in the schools and the community; and
- increase translations of documents into pertinent languages so all constituents can understand the high expectations for students for which schools and district strive.

Statement of Practice 1.3: The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.

Tenet Rating

Stage 2

Overall Finding:

- The district uses data from a variety of sources to make decisions about staffing and allocation of resources, but the district does not consistently evaluate the effect of its decisions on student achievement.

Evidence/Information that Led to this Finding:

- The district leader stated that the district has consolidated the roles and responsibilities of district leaders. This effort, district leaders reported, results in a more streamlined, cost effective system and a more transparent budgeting process. District leaders explained that they use data to examine every vacant position to determine the best use of the personnel budget. For example, when a guidance counselor position became vacant, they looked at discipline-referral data and decided to hire a behavioral psychologist rather than a counselor. The district leader has invested a great deal of resources in consultants and coaches to support leaders and teachers with instructional practices and the use of data. However, during the school leader focus group and during the school review, the review team concluded that few teachers use effective instructional strategies.

- Discussions with school and district leaders indicated that the district considers school demographics and keeps school leaders in the communication loop when allocating resources. Some school leaders stated that there is not always sufficient flexibility in budgeting to ensure that resources meet the needs of schools. The district leaders confirmed that procedures are not in place to monitor the effectiveness of its spending allocations, particularly in improving professional practices and student outcomes. The investment in coaches and consultants, for example, did not have associated improvement targets so that the district could ascertain the value for money and cost effectiveness of its decisions.
- The Hispanic population in the city continues to increase. The district is in the process of addressing the revised Part 154 regulations for English language learners (ELLs). ELLs make up eight percent of the district population. To support ELLs and provide the opportunity for all students to be bilingual, leaders decided last year to begin a dual-language, English and Spanish, program in grade four. The program starts as a bilingual class in the primary school and will move to grade five in the coming school year. However, school and district leaders reported that instruction was not completely effective, so there will be changes to the program, at additional cost. Despite the investment in PD on using data, school leaders reported that teachers are not held accountable for data-driven decision-making and not all teachers use data to effectively manage their daily instruction. School leaders shared that not all schools have intervention systems for students scoring below proficiency, nor do all schools have the tools, resources, or data handling capability to monitor the progress of struggling students.

Impact Statement:

- The lack of systems for evaluating whether resources are allocated appropriately and effectively to address the greatest needs reduces students’ chances of experiencing success.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- in collaboration with school leaders, develop systems to ensure that resources are targeted to the areas of greatest need and that investments in resources are matched with targets for 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.

Tenet Rating

Stage 2

Overall Finding:

- The district PD committee has developed a PD plan with a broad offering of topics aligned with the four big goals. While all teachers take part in PD activities, not all teachers implement PD strategies in classes.

Evidence/Information that Led to this Finding:

- The PD committee, a sub-committee of the district teaching and learning committee, identifies PD offerings for school and district leaders, teachers, and staff. The committee bases PD initiatives on the four district goals, school goals identified in the SCEPs, and on needs identified during teacher observations. PD is offered during superintendent conference days, specific workshop days, and faculty meetings and is presented by outside consultants and staff from the Board of Cooperative Educational Services (BOCES). Teachers also provide PD; for example, according to the school leader, the high school Professional Learning Communities (PLCs) present their research during faculty meetings. Teachers evaluate PD at the end of conference days.
- Although the district offers a variety of PD to teachers, leaders, and other staff, it does not monitor the implementation of strategies learned or gauge their effect on student achievement. For example, according to school leaders, administrators and teacher leaders, teachers have received PD on a data-driven model for making instructional decisions. The district, however, does not hold teachers accountable for using data to inform instruction and no procedures are in place to evaluate the effect of data-driven instruction in the classroom. Therefore, teachers are at various stages of implementing the model. Likewise, district leaders emphasize the Learning-Focused instructional planning model. Although district leaders said that they are confident that the use of this template will result in more effective instruction, neither school nor district leaders hold teachers accountable for its implementation. School leaders reported that the high school has implemented this model, but it is not used consistently at the middle school and is just beginning to be used at the elementary schools. The district leaders reported that Positive Behavior Interventions and Supports (PBIS) is implemented in all district schools and new teachers are trained on PBIS and veteran teachers receive reviews of the principles. The student support staff, by contrast, reported that not all schools have implemented PBIS with fidelity. The district uses BOCES specialists to support special education teachers in areas such as co-teaching strategies and to provide support for English as a second language (ESL) teachers. However, teachers and leaders stated that this support is sporadic and variable in quality and, as a result, progress for these two subgroups of students, who constitute a significant proportion of the student population, is adversely affected.

Impact Statement:

- The district has a PD plan developed to cover its goals but the implementation is scattered and not monitored sufficiently to ensure that it improves teacher effectiveness and meets staff PD needs.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- develop and implement a system to evaluate the effectiveness of PD offered to all groups and provide follow-up activities to monitor and support the implementation of the PD strategies; and

- increase the collaboration between the Regional Bilingual Education Resources Network (R-BERN) at BOCES and the ESL and bilingual teachers in the district.

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.

Tenet Rating

Stage 2

Overall Finding:

- The district has identified using data to make instructional decisions as one of its top goals. However, school and district leaders are not consistently holding teachers accountable for using data to adjust practices and improve achievement.

Evidence/Information that Led to this Finding:

- The district is in the process of implementing a data protocol with the expectation that all teachers will use data to make instructional decisions. District leaders reported that the district has formed data teams at each school, and, for two years, has worked with a consultant who focuses exclusively on the use of data to guide decisions. To date, however, not all schools consistently use data to make instructional decisions. School leaders indicate that the elementary schools have progress monitoring tools, such as STAR assessments and a pilot remedial reading program, *Imagine Learning*, to collect and analyze data. Teachers are beginning to use this information to modify their instruction. A review of documents showed that the kindergarten to grade two school has a comprehensive Response to Intervention (RtI) procedure, which uses data to identify students in need of services. Nonetheless, according to school leaders, many students enter grade three reading below grade level, suggesting that the procedure is not effective for all students. While the middle school staff reviews data every five weeks, they do not have a progress-monitoring tool to help warehouse or analyze the data. District leaders stated that they do not hold school leaders accountable for using the data they review to adjust instruction, set goals for students, and monitor the achievement of those goals.
- The review team asked district leaders to explain why, with such an emphasis on data collection and analysis, students continue to score low on State assessments and, in many instances, read far below grade level. District leaders reported that they believe that, particularly in the elementary schools, the teachers do not understand the correlation between instruction and assessments. Teachers do not view assessment results as measures of understanding of the CCLS and other content standards and, therefore, do not use them to adapt instruction to address student needs. Additionally, although there are plans to implement a five-year curriculum development and revision process, curricula are not yet vertically aligned. Teachers do not use data to adjust curricula to ensure that students are taught the content and skills necessary to prepare them to succeed in the next grade. To address these gaps, the district continues to provide PD through coaches and consultants to help teachers understand the relationship among assessments, the CCLS, the instructional shifts, and higher student achievement. The district, however, has not addressed the question of why, despite considerable investment in

additional support, teachers do not consistently use data to improve instruction.

Impact Statement:

- The district has provided PD to create a data-driven culture that spans kindergarten to grade 12, but its efforts have not resulted in all district and school leaders and staff consistently using data effectively; thus, instruction is not adapted to meet the needs of all students.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- collaborate with school leaders and teacher leaders/department heads to identify teachers who use the data-driven instruction model to adjust their curriculum, instruction, and assessments and to determine the reason other teachers do not; then
- develop differentiated PD for those teachers who are not effectively using the model to ensure that data-driven instruction is consistently practiced in all schools.

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

<p>Statement of Practice 2.1 - School Leader Practices and Decisions: 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>Tenet Rating</p>	<p>Stage 2</p>
---	----------------------------	-----------------------

Overall Finding:

- District leaders have made strategic efforts to support schools but its efforts, particularly in PD, curriculum, and instruction, have not resulted in accelerated and significant improvements in student achievement.

Evidence/Information that Led to this Finding:

- The district has undergone major changes in recent years. One school leader shared with the review team that he has been in his position for four years and is the most senior leader in the district. The district leader reported having reassigned administrators to schools and positions to provide better alignment with their areas of expertise. She also shifted the job responsibilities of many district leaders to group similar functions under one title. The district leader said that she now believes all the right people are in the right positions and the district is poised to move ahead.
- School leaders, however, reported to the review team that district leaders now have too many responsibilities to focus on priorities. For example, the responsibilities of one leader include pupil personnel services, English as a Second Language (ESL) programs, world languages, math acceleration, and the proposed International Baccalaureate. Further, they reported that there were too many priorities and district leaders have not clearly articulated a data-driven plan to accomplish goals. School leaders stated that there are too many committees and sub-committees charged with various

tasks. They reported that a large committee who brainstorm ideas is revising or recreating strategic plans to move the district forward. A smaller committee will craft the plans. While some school leaders were on this committee, they did not feel they had a loud enough voice in designing the plans, especially as the plans affected their schools. The school leaders also expressed concern that they do not have the flexibility to reallocate school resources to the areas of greatest need within the school.

- Members in each focus group told the review team about the challenges that poverty and mental health issues present to staff. They reported that the district has brought in consultants to help staff address these challenges and has hired a full-time behavioral psychologist. However, school leaders and teachers stated that the PD plan does not include sessions on supporting students who have mental health issues or come from families living in poverty.
- District, school, and teacher leaders reported having engaged since last school year in PD about a collaborative data model to support teachers collecting and analyzing data to make instructional decisions. School leaders reported that the majority of students (70 and 60 percent, respectively) move from the primary school to the intermediate school and from that school to the middle school requiring AIS. This low achievement by so many students indicates either that teachers do not use data effectively to identify appropriate academic supports or do not implement supports effectively.
- District leaders meet several times a month with school leaders to ensure lines of communication are open. However, school leaders reported that, to better understand the many initiatives in place, have a more cohesive unit, and feel confident that all leaders are focused on the same priorities, meetings should also include school leadership teams. In addition, school leaders stated that to help school staff maintain their focus on the district goals, the district leader should attend more of the meetings.

Impact Statement:

- The district has many initiatives to bring about school and student improvement. However, the district has not prioritized goals and school leaders reported that staff finds it difficult to focus on the most important goals. The lack of priorities hinders urgent improvements to teacher effectiveness and student growth.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district leaders should:

- meet with school leaders and district staff to prioritize district initiatives that focus directly on student achievement;
- review the PD plan to ensure that sessions are provided, on an on-going basis, for those areas that are of particular concern to school leaders and teachers, such as mental health and poverty; and
- review the procedures for collecting and analyzing data at the school level and determine the efficacy of the action steps taken by teachers to address the needs of every student.

Statement of Practice 3.1 - Curriculum Development and Support: The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.

Tenet Rating

Stage 2

Overall Finding:

- The district is in the early stages of implementing a five year-phased curriculum cycle, which includes research, development, implementation, and revision. Currently, schools are using and adapting ELA and math modules. Assessment results for grades three through eight show that curriculum and instruction are not aligned with content standards.

Evidence/Information that Led to this Finding:

- District leaders explained that teachers use ELA and math modules from *EngageNY* as the curriculum. Teachers believe, the district leaders reported, that using modules ensures that their instruction supports the CCLS. However, although teachers have had PD to help them adapt the modules, assessment results show that students are not learning the content and skills needed to reach proficiency. Leaders in charge of curriculum reported that using *EngageNY* modules is not enough to ensure high levels of achievement. District and school leaders said they want curricula that use modules only as a resource. Through last summer’s curriculum work, the district has begun to implement a five-phase curriculum plan, which includes cyclical stages of research, development, implementation, and revision over a five-year period. The teaching and learning committee, which reports to the district leaders, plans summer curriculum work to implement the next step of the five-phase plan. One school leader, when interviewed by the review team, reported that his school did not have representation during last year’s planning or curriculum development. The district leaders expected that curricula and adapted modules were to be implemented without input from those teachers who were not present at the planning meeting.
- Discussions with school leaders and teachers indicated that they believe that the district seeks to provide support to implement CCLS. The district, however, is not systematically monitoring the translation of strategies to effective curriculum planning and classroom instruction, weakening the effectiveness of the PD. School leaders reported that because curriculum monitoring is weak, little information is available to identify the aspects of CCLS that have not been successfully implemented.

Impact Statement:

- Without curricula supporting the content-area standards, students are not consistently challenged in their learning.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- plan summer curriculum work with the input of representatives from all schools and ensure that

representatives from every school have input into the curricula developed; and

- monitor the effectiveness of curriculum implementation and make adjustments where needed so that the curriculum consistently helps students to be college and career ready.

Statement of Practice 4.1 - Teacher Practices and Decisions: The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.

Tenet Rating

Stage 2

Overall Finding:

- The district is providing PD opportunities for teachers on-site through instructional coaches, teacher leaders, and department heads, and through consultants and BOCES staff on conference days and half-day sessions. Despite a variety of PD for teachers from many sources, not all students achieve proficiency.

Evidence/Information that Led to this Finding:

- The district leaders explained to the review team that they provide teachers with many PD opportunities from outside consultants as well as by newly created instructional coach and teacher leader positions. A district-wide committee plans PD to address districts goals. In addition, district leaders review all classroom observations and provide additional PD to address concerns raised by observations. District and school leaders reported that when they identify individual teachers as needing improvement in particular areas, such as classroom management, they provide targeted support for them. School leaders reported that many teachers are comfortable in their traditional roles and do not readily embrace new instructional strategies. Although school leaders have identified these obstacles, there was little evidence that they are holding teachers accountable for implementing the effective practices they are learning through PD or for acting on the feedback they receive during observations or informal walkthroughs.
- To ensure consistency in instructional planning, the district has adopted the Learning-Focused lesson-planning model. Teachers have had PD on this model, which focuses on providing intentional, purposeful, and challenging lessons for students. However, district and school leaders reported that while the high school teachers are consistently using this model, the middle and elementary school teachers are only beginning the process.

Impact Statement:

- Despite PD and classroom observations and walkthroughs, the implementation of best practices is inconsistent in some schools and non-existent in others. Thus, many students do not receive rigorous learning opportunities and perform well below grade level.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- review its choices for PD and rank its priorities to focus on improving instruction and raising achievement levels for every student; and
- adopt a procedure for monitoring the implementation of the best practices that teachers learn during coaching and PD sessions.

Statement of Practice 5.1 - Student Social and Emotional Developmental Health: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

Tenet Rating

Stage 2

Overall Finding:

- The district leader has developed many partnerships throughout the community to support the schools. District and school leaders reported that student and family mental health issues limit student success despite efforts by the schools to support social and emotional developmental health.

Evidence/Information that Led to this Finding:

- School and district leaders outlined a list of partnerships that exist between the district and community groups, area colleges, hospitals, ethnic groups, and cultural organizations. The district leaders are proud of what these partnerships offer. School leaders told the review team that they understand that student achievement, especially for their subgroups, is not acceptable. District and school leaders reported that an increasing number of students throughout the district present mental health issues. However, only the elementary schools have a well-articulated Rtl plan to provide academic and behavioral interventions to students.
- According to district leaders, they support social and emotional development with a counselor, a psychologist, and a home-school liaison in every school. They have also hired a full-time Spanish-speaking interpreter and a behavioral specialist to support teachers. District leaders reported that the number of superintendent hearings has been reduced by one-third. However, while the number of African-American students at these hearings has decreased, the number of Hispanic students has increased. Student support staff told the review team that the number of suspensions has increased this year. Additionally, they shared that the number of students receiving counseling at Family Counseling of the Finger Lakes, an agency with which the district has an important relationship, has risen this year. District leaders reported that they do not consistently collect data related to social and emotional needs and the effectiveness of interventions; for example, they do not collect data on the types of offenses for which students are suspended or on repeat offenders.
- The district supports PBIS and provides training for new hires and refresher sessions for other staff. During their focus group meeting, the student support staff shared that the elementary schools have fully implemented PBIS, with well-attended family nights once or twice a week. They added, and school leaders concurred, that in other schools such events happen less frequently. Both elementary schools have an awards ceremony each month with guest speakers. The school leader reported that at the high school students run the PBIS events. The lack of data, such as reasons for suspensions or root causes of student referrals, limits the ability of school and district leaders and teachers to monitor the effectiveness of PBIS or mental health strategies across the district.

Impact Statement:

- Although the district has internal programs and external partnerships to address student social and emotional developmental health needs, the lack of longitudinal data about individual students and intervention programs limits monitoring of student progress and adjustment of programs to ensure student needs are met.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- collaborate with school leaders and student support staff to develop district-wide referral and data collection systems that document and monitors action steps to address social and emotional developmental health for individual and groups. .

Statement of Practice 6.1 - Family and Community Engagement: 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.

Tenet Rating

Stage 2

Overall Finding:

- The district leaders place a high priority on engaging the community in school activities and goals and value its partnerships with community agencies. Some parents are very active in the schools; others are not as engaged.

Evidence/Information that Led to this Finding:

- The district leaders shared information about the many strategic partnerships they have formed with the community. The school leader, during the school review, explained that the Site Council, a shared decision-making group, which is part of school planning, consists of a broad swath of school and community members. The district shares information about partnerships, activities in and around the district, accomplishments of students and staff, and events happening at each school with families and community members. This information is available on the district's website, which includes links to each school, through robocalls, phone calls, emails, newsletters, and the district calendar.
- The district leaders reported that they are eager to engage all families in the schools, but they are particularly interested in engaging the Hispanic families who are moving into the district in increasing numbers. The district now has a full-time interpreter/translator, replacing a part-time person. This staff person translates written documents and interprets for parents and family members during meetings and other events. To date, budget constraints have limited the number of translations possible for general communications, such as newsletters. Letters and other communication about specific students are translated for their parents. A section of the district website explains, in Spanish, the dual-language program.

- When asked if the district provides training for parents on how to increase student achievement, district leaders shared that the district program, Head Start, which is housed at the elementary school and serves 153 children from around the county, has a successful training program. The elementary school provides some training and other schools provide some individual programs. No data were available to document the success of these programs. During the school review at the intermediate building, teachers reported that they have received no training on how to foster partnerships with parents or families. With the exception of attending board of education meetings, parents have limited opportunities to attend events where school or district leaders explain what is happening at each school. Additionally, there are few opportunities for parents to learn how they can support their child's academic success.

Impact Statement:

- The district has many partnerships across the community but does not develop specific collaborations to help parents increase their child's success in school. Therefore, students are not benefitting fully from parental support at home.

Recommendation:

In order for the district's strategy and practices to align with the Stage 3 rating on the DTSDE rubric, the district should:

- develop, implement, and monitor the success of a training program to help parents understand the school and district goals for student achievement and how parents can contribute to student growth.