



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	031401060000
District	Whitney Point CSD
District Address	10 Keibel Road, Whitney Point, New York 13862
Superintendent	Patricia Follette
Date(s) of Review	June 2-3, 2015

District Information Sheet					
Grade Configuration	K-12	Total Enrollment	1401	Number of Schools	3
District Composition (<i>most recent data</i>)					
% Title I Population	17.5	% Attendance Rate	93		
% Free Lunch	48	% Reduced Lunch	12		
% Limited English Proficient	0	% Students with Disabilities	17		
Racial/Ethnic Origin (<i>most recent data</i>)					
% American Indian or Alaska Native	0	% Black or African American	1		
% Hispanic or Latino	1	% Asian or Native Hawaiian/Pacific Islander	1		
% White	96	% Multi-Racial	1		
Personnel (<i>most recent data</i>)					
Years Superintendent Assigned to District	3	# of Deputy/Assistant Superintendents Director of Curriculum and Instruction Director of Special Services Director of Health Physical Education and Athletics	*4		
# of Principals	3	# of Assistant Principals	2		
# of Teachers	130	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	5	Average Teacher Absences	6		
Teacher Turnover Rate – Teachers < 5 years exp.	33	Teacher Turnover Rate – All Teachers	7		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	24	Mathematics Performance at levels 3 & 4	32		
Science Performance at levels 3 & 4 (4th Grade)	88	Science Performance at levels 3 & 4 (8th Grade)	83		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	*	Mathematics Performance at levels 3 & 4	*		
Credit Accumulation High Schools Only (2013-14)					
4 Year Graduation Rate	76	6 Year Graduation Rate	83		
% of earning Regents Diploma w/ Advanced Des.	33				
Current NYSED Accountability Status					
# of Reward Schools	0	# of Priority Schools	0		
# of Schools In Good Standing	1	# of Focus Schools	1		
# of LAP Schools	1				

District Accountability Status

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

DISTRICT PRIORITIES AS WRITTEN BY THE DISTRICT:

1. Continue with the implementation of Olweus to promote a school culture of mutual respect and high expectations for all students, staff, parents, families, and the community.
2. Continue to expand parent engagement and collaboration with community service agencies through the Promise Zone Community Schools initiative.
3. Continue to develop and implement PK-12 curricula that address the grade-level expectations of the CCLS across all content areas.
4. Build capacity to implement differentiated and specifically-designed instruction PK-12 across all content areas.
5. Continue to develop systematic approaches to use data to inform instruction and to provide intervention and support services, continue to implement and refine the RTI framework pre-K-12, increase the integration and use of technology in teaching and learning, including continuous teacher training.

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 Special Education School Improvement Specialist (SEIS) representative.
- The Integrated Intervention Team (IIT) reviews of one school in the district also informed the district review.
- During IIT school reviews in the district, reviewers visited 45 classrooms across the one school and IIT reviewers conducted focus group interviews with students, staff, and parents.
- District reviewers conducted interviews with district leadership, central office staff, and a focus group of principals.
- The district did not produce evidence of any surveys.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	the entire school community.				
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 implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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>
<p>Overall Finding:</p> <ul style="list-style-type: none"> While the district has implemented an appropriate approach to recruiting and retaining staff, teacher evaluation procedures and PD are not contributing effectively to improving student achievement. <p>Evidence/Information that Led to this Finding:</p> <ul style="list-style-type: none"> The district has strategies in place to recruit, hire, and sustain qualified personnel. The district seeks candidates who will further the district’s commitment to developing the social-emotional and academic needs of students. Documents and discussions with district leaders indicate that prospective candidates go through a rigorous interview process and selection and interview protocols are clearly articulated to facilitate consistency among interviewers. The district uses a variety of regional and national advertising and website postings to recruit more widely and is fostering relationships with colleges and universities to extend partnerships aligned to personnel recruitment intended to meet the needs of schools and the district. Competitive starting salary, wage increases, and career ladder opportunities are attributes that the district leadership states are in place help the district to retain staff. District leaders state that a teacher-mentoring program in collaboration with Boards of Cooperation Educational Services (BOCES) has recently been established to ensure that new teachers receive support and professional development (PD). PD is also provided for school and district leaders to enable them to carry out roles as teacher evaluators and to support teachers through the Annual Professional Performance Review (APPR) process. Interviews with school and district leaders and documents confirmed that school and district leaders have different skills and levels of understanding for their roles as evaluators. A review of feedback from school leaders demonstrated that teachers are provided with little actionable feedback. The district recognizes this inconsistency and is working to refine the observation process in order to provide teachers better feedback to help improve instructional practices and student learning. Discussions with school leaders and the PD calendar indicate that the district offers many PD opportunities, but PD is not consistently aligned with school and teacher needs, and structures are not in place to evaluate how the quality and implementation of PD impacts student achievement. 		

Impact Statement:

- Inconsistent teacher evaluation leads to a lack of sustained improvement in teacher practices, which in turn hinders 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:

- improve the skills of district and school leaders as teacher evaluators to ensure that observations and feedback are explicit in terms of what is required to make instruction more effective; and
- make use of student assessment data as a key indicator in evaluating the quality of instruction.

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
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Overall Finding:

- While the district communicates its theory of action used to guide the district's efforts toward improvement, it is not grounded in Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals that are sufficiently robust. As a result, not all constituents understand and communicate the high expectations required to ensure students achieve at high levels of success.

Evidence/Information that Led to this Finding:

- The district leadership communicates its theory of action through newsletters, policy documents, the district website, and by posting it in each school building. The theory of action is translated into different languages for parents and families to access. However, reviewers found that the theory of action does not make specific enough reference to attaining and sustaining high achievement for all students or articulate SMART goals in key areas such as instruction, leadership, and social emotional developmental health.
- The District Comprehensive Improvement Plan (DCIP), School Comprehensive Education Plan (SCEP), and the strategic plans are aligned to the district's theory of action, but discussions with staff and parents indicate that there is a lack of awareness of the district's specific goals for academic success. District leaders and staff make clear at meetings with school staff and community members the importance of improved student achievement, the relationship between effective teaching and learning through the APPR, and Data Driven Instruction (DDI) processes. However, reviewers found that district leaders do not make clear their expectations that improved student outcomes are directly connected to improvements in professional practices, particularly in leadership and instruction. Further, the review team found that the district did not demonstrate high expectations for student success as staff shared proficiency mean growth scores for English language arts (ELA) and math to seek to demonstrate academic success rather than state assessments, which they stated were too difficult for students to achieve.
- School leaders stated that the lack of clear district goals limits a unified strategy for school

improvement and rigorous procedures for monitoring student and teacher performance across the district.

Impact Statement:

- The district has not established clear priorities and SMART goals and this hinders success across the district.

Recommendation:

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

- involve district staff, school leaders, and teachers in the review of the district’s theory of action so that it includes SMART goals that are clearly communicated to all district and school staff and are used to measure progress in the district's drive for improvement; and
- communicate high expectations to all staff to ensure improved student outcomes and use assessment and progress benchmarks that are aligned to state assessment goals to ensure they are sufficiently challenging.

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 has created structures and systems for a collaborative approach to budgeting decisions and allocating resources. However, the district does not robustly analyze the funding decisions and impact of resource allocations.

Evidence/Information that Led to this Finding:

- The district works collaboratively with school leaders, the district administrative team, the business office, and the Board of Education (BOE) to allocate the district’s budget. The ongoing dialogue with school leaders and department chairs ensures their voices are heard in the decision-making process. The district leader and school leaders stated that the needs of schools as articulated by their leaders and the priorities identified in the DCIP are all considered when allocating resources. This consideration takes into account factors such as the number of students at each school, including the percentage of English language learners (ELLs) and students with disabilities. School leaders stated that they could advocate for additional resources if they have additional needs due to unforeseen circumstances. The district also reports that they consider student data while prioritizing needs. For example, to tackle math underachievement in kindergarten through grade six, additional money was invested in hiring additional consultants to support teachers and to provide PD. However, there are no systems in place to evaluate the impact of this additional spending on classroom practices and student outcomes. District and school leaders confirm that the district does not routinely align spending with intended improvements to instruction or achievement. The district does not provide support to school leaders on how to manage available resources to give the best return on their investment.

- Fiscal information shared with reviewers showed that compared to state wide funding, the district spends \$6,490 less than similar districts for each student with disabilities, the district's focus group. The district made a decision not to send students with disabilities off site for intervention based on lost learning time due to travelling, transportation issues, and the difficulties students faced readjusting in different settings. However, graduation rates of students with disabilities went down last year, compared to the previous year, from 53 percent to 42 percent and the dropout rate for students with disabilities increased from 11 to 13 percent.

Impact Statement:

- The district does not consistently evaluate its spending based on instructional practices and 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:

- organize and allocate resources in a way that aligns appropriate levels of support, especially for students with disabilities; and
- evaluate the impact of spending on improving professional practices and 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.

Tenet Rating

Stage 2

Overall Finding:

- The district's PD is based on improving instructional strategies and teacher effectiveness, but the district is unable to produce evidence to demonstrate its success in meeting these aims. While planning and delivery processes are improving, they are not systematically aligned to the needs of all teachers and students.

Evidence/Information that Led to this Finding:

- District and school leaders confirm that the priorities for PD are informed by the DCIP, SCEP, and from feedback provided by teachers and school leaders on previously delivered PD. District leaders are seeking to carry out a more detailed analysis of student assessment data to identify further priorities for PD. District leaders acknowledge that much of the PD available to schools tends to be generic in nature and does not take sufficient account of the needs of individual schools. The exception is the focus school of Tioughnioga Riverside Academy (TRA), where PD is centered on students with disabilities. The district has introduced an electronic tool, MyLearningPlan, to ensure that all teachers are aware of local and regional PD and to enable district staff to track teacher participation rates. The district cabinet reported that in the elementary school there were some positive trends in student growth and engagement in lessons as a result of the district's intensive weekly PD and coaching on Specially Designed Instruction (SDI) in grades four to eight, which focused on greater rigor in the classroom. Approximately 40 teachers engaged in the regional math benchmarks and collaborative

DDI PD, which resulted in better math instruction according to district staff. However, district leaders were not able to produce evidence to support student growth based on PD. District leaders have started to monitor the impact of PD with walk-throughs, but this is at too early a stage of development to generate concrete data.

- The district and school leaders state that there is a commitment to improving instruction in the district and want to increase the percentage of staff that attends PD. The district is looking at ways to provide incentives for teachers to attend PD and has started to use the feedback from surveys to provide PD that is more responsive to teacher needs. School leaders state that more follow up PD is provided by the district where initial efforts have not proven to be successful or have not met the needs of teachers.

Impact Statement:

- All teachers are not adequately prepared or trained through PD to help students to achieve high levels of success through improved instructional practices.

Recommendation:

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

- create tailored PD based on student data, classroom observations, walk-throughs, school leader recommendations, and staff requests: and
- ensure the district leadership team and school leaders collect and analyze data that shows the impact of PD and review this regularly to determine next steps to support the varying needs of teachers.

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:

- Although some PD has taken place, the district recognizes the need to continue to build on the skills and capacity of department and grade level chairs and teachers on how to access and use data more effectively.

Evidence/Information that Led to this Finding:

- School leaders state that the district makes clear its expectations as to how data should be utilized at the school and classroom levels to assess and track student progress and to provide instruction that meets the differing abilities of students. The district cabinet reported that district and school leaders work as a team and use comprehensive and systematic processes to look at data for patterns and trends in achievement, but acknowledge that a data driven culture is not yet established district wide.
- Interviews with district and school staff demonstrated that a number of assessments are administered through Edocrina and iData, and this data is recorded at the district level. School leaders report that some teachers share instructional planning, create action plans, set goals, and monitor progress for the lowest five percent of students. The district leader acknowledged however, that these practices

although effective, are not yet disseminated across the district. The district leader added that most of the most effective data led instruction is evident in the TRA Focus School, but that this instruction is not widespread across the district. District and school leaders stated that grade level and department leaders are becoming more effective at leading the push for data driven instruction in classrooms due to PD they received. District leaders stated that not all school leaders and teachers have an accurate understanding of how students are performing and need support to adapt their leadership and instructional practices and promote student achievement informed by data. This is most evident in the low performance of students with disabilities compared to state data. The review team found the academic progress for these students was often poor because data was not being used to match work closely to the needs and abilities of students.

Impact Statement:

- The district does not consistently ensure that all school leaders and teachers use data to support instruction, which hinders student 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:

- ensure coaches and school leaders continue to work with teachers to develop their understanding of collecting, analyzing, and applying data to instruction; and
- provide additional PD for teachers and school leaders to use data and work together across content areas to inform next steps to support student success.

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>
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Overall Finding:

- While the district works to provide some guidance for school leaders, there are no consistent and robust support systems in place to promote teacher effectiveness and the high achievement of all students.

Evidence/Information that Led to this Finding:

- District staff regularly interacts and communicates with school leaders. The school leaders report that the weekly meetings with the district leadership are a useful forum for collaborative problem solving and addressing school and district improvement priorities. The school leaders report that although they can articulate the district’s theory of action, it lacks specific goals and a pathway for how the vision is to be realized. School leaders add that the school communities lack an understanding of the

district vision or the part that they are expected to play in its execution.

- The district has encouraged school leaders to visit each other's schools so that they can share data, curriculum developments, and develop their observational and evaluative skills. However, school leaders report that they would welcome more input from the district on strategies for improving teacher effectiveness. School leaders recognize the weaknesses in the teacher evaluation system and state they need more training from the district to accurately evaluate teachers and provide feedback to improve instructional practices.
- School leaders state that while they have a voice in the allocation of resources, at times allocations do not reflect the unique needs of their individual schools. School leaders state that PD opportunities are available, but that neither they nor the district has a strong enough grasp or insight into how effective PD is in improving teacher practices and student outcomes. School leaders and teachers state they need additional PD in the use of data.

Impact Statement:

- The district has not developed a consistent approach to engage and support all schools and their staff in a shared focus on linking teacher effectiveness to high student performance and improved graduation rates.

Recommendation:

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

- make sure that school leaders, teachers, and support staff work collaboratively to develop a culture of high achievement for all students; and
- make sure the district's theory of action is connected to SMART goals that are understood by all constituents who know their role in helping the goals be achieved.

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 collaborates with schools to support Common Core Learning Standards (CCLS) aligned curriculum development and provides funding and human resources to support its implementation. However, the district has not yet ensured that the curriculum meets individual student needs or ensures that it support the skills required for student college- and career-readiness.

Evidence/Information that Led to this Finding:

- Interviews with school leaders, the curriculum team, and a review of curriculum documents demonstrate that CCLS aligned ELA curriculum is being developed by the district and is available to school leaders and teachers. The school leaders report that the district had funded and supported

teachers to work with instructional coaches on planning a CCLS aligned curriculum. The district supported the implementation of math modules in kindergarten through grade six and their adaptation, to meet students' needs, in grades seven to ten. While the district stated that math instruction and achievement had improved as a result, no quantifiable data was provided to support this assertion.

- School leaders and teachers reported that the district supported teachers to work regionally to develop CCLS courses in ELA and math. School leaders and teachers stated that time had been allocated for teachers to work collaboratively on planning for the CCLS in common planning time and in grade level meetings. Despite the efforts of the district however, school leaders and evidence from classroom observations indicate that the CCLS is not successfully implemented in all classrooms and this hinders student achievement. Teachers state that the PD they receive is not always focused on their needs or level of expertise implementing the CCLS and the instructional shifts. Reviewers found that a lack of rigorous monitoring by school and district leaders means that there is not a deep level of understanding of the CCLS and this limits the implementation of curriculum that meets the needs of all students.

Impact Statement:

- The district does not consistently monitor the implementation of the CCLS across schools and this hinders 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:

- continue to ensure that coaches guide and evaluate the planning and delivery of CCLS aligned curriculum so that it meets individual student needs; and
- regularly review curriculum and programs to make sure they are appropriate and lead to improvements in student outcomes.

<p>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.</p>	<p>Tenet Rating</p>	<p>Stage 2</p>
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Overall Finding:

- Although the district works collaboratively with schools, its efforts do not always produce results that lead to improvements in student learning.

Evidence/Information that Led to this Finding:

- School leaders and teachers reported that the district has provided many PD opportunities for schools, such as weekly collaborative training classes, literacy coaching, and some DDI sessions. The district has also provided support for each school in technology to meet teacher's needs. School leaders reported that some teachers are building on what they learned from PD. For example, two school leaders reported that some teachers' ability to construct learning objectives had improved because of PD they

had attended. However, other leaders stated that PD is not always matched to the needs of teachers and the district does not monitor the impact of PD on student outcomes.

- School leaders reported that coaches are generally helpful, although they do not always have enough time and expertise to fully address the needs of teachers. School leaders are using Teachscape, which helps identify areas where teachers are doing well and where they need support. School leaders reported that Teachscape creates a profile that can be used to target interventions, but it is not used widely. School leaders reported that the district was planning to survey teachers so that PD was better tailored to their needs, but that PD was mostly voluntary and not all teachers attended.
- School and district leaders stated that many teachers are not able to utilize data in an effective manner in the classroom. The district confirmed that it had not introduced DDI sessions across all grade and content areas in order to ensure teachers use and apply data rigorously to plan and adapt work to meet individual student needs. Classroom observations during the school review demonstrated that expectations for how teachers use data to set student goals are not clear and that data is not used to plan or deliver differentiated instruction.

Impact Statement:

- Although teachers have regular PD opportunities connected to district and school priorities, the PD offered is not always tailored to the individual needs of teachers in order to improve student 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:

- provide PD support for teachers that is tailored to their individual needs;
- develop strategies and practices for effective teaching district-wide and follow up rigorously that PD is put into practice; and
- develop a more rigorous system that focuses on teacher's use of data to target and meet the individual learning needs of students.

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 works collaboratively with schools to support student social and emotional developmental health needs, but has little evidence to indicate that its efforts or the programs it advocates are successful, relying instead on anecdotal affirmation.

Evidence/Information that Led to this Finding:

- District policies to support the social and emotional needs of students are reviewed by school leaders

to ensure they are appropriate for their school and district leaders state that some related training on harassment and bullying is provided. The district has adopted the Olweus Anti-bullying program for grades K through 12 and training is provided for teachers who then deliver two lessons monthly during to help students respond appropriately to bullying. The district is collaborating with Binghamton University to provide resources for schools, such as interns who support students and their families. Further partnerships with outreach services, such as mental health and families in crisis teams, extend the district's support for families, but both district and school leaders indicate that there is little evidence or data to demonstrate which outreach services had proved successful and which had not. During the school review, the review team found that counselors met with grade level teams to review the district's low attendance, behavior, and academic performance to determine if any students were at-risk and school leaders reported anecdotally that these efforts had improved attendance. School leaders report that they often call on the services of mental health workers, social workers, counselors, and community partnerships to help meet the needs of their students. However, they highlighted the fact that neither they nor the district use data consistently to support student social-emotional needs.

Impact Statement:

- The district provides resources and has forged partnerships with different organizations to help schools support student social and emotional developmental health; however, there is little quantifiable data to demonstrate the impact of these decisions on student 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:

- collect quantifiable and measurable data that shows the positive impact of the resources and partnerships on student social and emotional developmental health.

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 continues to extend its family and community engagement initiatives and use outreach services to provide resources for families; however, the district has limited data to show its success in supporting and involving families in their children's education.

Evidence/Information that Led to this Finding:

- The district provides a number of resources and partnerships that support the schools efforts to communicate and engage with parents and families. The partnership with Binghamton University helps schools to form parent mentor groups, a grandparent support group, and to keep checks on attendance, and make calls home and home visits. The district's partnership with The Broome County Promise Zone to engage parents is also providing personnel services in each school. School leaders

reported that, as a result, parent engagement shows improvement but no statistical data is available to support this claim. Improving attendance is a focus area, and school leaders reported some anecdotal evidence that it was improving; however there was limited data available. During the school review, although documents demonstrated the school offered parent mentoring and family workshops, parents expressed an interest in playing a greater role in their children's success, but most stated they were unaware of any programs offered by the school and district to help them. A number of summer enrichment courses are offered, such as a multigenerational science camp. The district leaders stated that the district supports schools in their parent engagement and outreach; however, there is little quantifiable evidence to demonstrate improved family involvement.

Impact Statement:

- The district is working with schools to increase family engagement and establish partnerships with community organizations to support families; however, the lack of systems to measure impact of these initiatives hinders student 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:

- Collect data to measure the impact of efforts to establish reciprocal and meaningful engagement with families.