



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

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## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



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|---|--|
| <b>BEDS Code</b>                        | 175050001000                           |
| <b>District</b>                         | Gloversville Enlarged School District  |
| <b>District Address</b>                 | 234 Lincoln St, Gloversville, NY 12078 |
| <b>Superintendent</b>                   | Michael B. Vanyo                       |
| <b>Date(s) of Review</b>                | March 7, 2014                          |
| <b>Schools Discussed in this Report</b> | Gloversville Middle School             |

| District Information Sheet  |  |   |   |  |      |  |                                  |                                     |       |                                     |       |
|---|--|---|---|--|------|--|----------------------------------|-------------------------------------|-------|-------------------------------------|-------|
| District Grade Configuration  | P-12   | Total Student Enrollment                    | 3021                                    | Title 1 Population   | 100% | Attendance Rate                                  | 94.4%                            |                                     |       |                                     |       |
| Free Lunch  | 63%  | Reduced Lunch                               | 7%                                      | Student Sustainability   | %    | Limited English Proficient                       | 1%                               | Students with Disabilities          | 16.2% |                                     |       |
| Racial/Ethnic Origin of District Student Population                 |  |   |   |  |      |  |                                  |                                     |       |                                     |       |
| American Indian or Alaska Native                                    | 0%   | Black or African American                   | 5%                                      | Hispanic or Latino   | 4%   | Asian or Native Hawaiian /Other Pacific Islander | 1%                               | White                               | 88%   | Multi-racial                        | 2%    |
| Personnel   |  |   |   |  |      |  |                                  |                                     |       |                                     |       |
| Number Years Superintendent Assigned/Appointed to District          | 2  | Number of Deputy Superintendents            | 2                                       | Average Years Dep. Superintendents in Role in the District   | 5    | # of Directors of Programs                       | 2                                |                                     |       |                                     |       |
| % of Teachers with No Valid Teaching Certificate in District        | 0  | % Teaching Out of Certification in District | .4                                      | % Teaching with Fewer Than 3 Yrs. of Exp. in District  | 7    | Average Teacher Absences in District             | 13 days/yr                       |                                     |       |                                     |       |
| Overall State Accountability Status (Mark applicable box with an X) |  |   |   |  |      |  |                                  |                                     |       |                                     |       |
| District in Good Standing   | No   | Focus District                              | Yes                                     | Number of Focus School Identified by District  | 5    | Number of SIG Recipient Schools                  | 5                                | Number of Schools in Status         | 5     |                                     |       |
| ELA Performance at levels 3 & 4                                     | <b>Gr3 45%</b><br><b>Gr4 46%</b><br><b>Gr5 46%</b><br><b>Gr6 35%</b><br><b>Gr7 42%</b><br><b>Gr8 37%</b> |   | Mathematics Performance at levels 3 & 4 | <b>Gr3 50%</b><br><b>Gr4 52%</b><br><b>Gr5 49%</b><br><b>Gr6 55%</b><br><b>Gr7 44%</b><br><b>Gr8 46%</b> |      | Science Performance at levels 3 & 4              | <b>Gr4 45%</b><br><b>Gr8 68%</b> | 4 yr. Graduation Rate (for HS only) | 61%   | 6 yr. Graduation Rate (for HS only) | 65.8% |

| <b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>  |                                  |   |   |
|--|----------------------------------|---|---|
|  | 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       | X | All Students                                    |
| <b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>  |                                  |   |   |
|  | 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       | X | All Students                                    |
| <b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>  |                                  |   |   |
|  | American Indian or Alaska Native |   | Black or African American                       |
|  | Hispanic or Latino               |   | Asian or Native Hawaiian/Other Pacific Islander |
|  | White                            |   | Multi-racial                                    |
| X  | Students with Disabilities       |   | Limited English Proficient                      |
|  | Economically Disadvantaged       | X | All Students                                    |
| <b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b> |                                  |   |   |
|  | 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.

| #   | 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 leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.                           |   |   | X |   |
| 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.   |   | 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 |   |
|     | <b>OVERALL RATING FOR TENET 1:</b>   |   |   | D |   |

**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(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. |   |   | 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 and addresses 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 – Findings, Evidence, Impact and Recommendations:**

|   |                                    |                 |
|---|------------------------------------|-----------------|
| <p><b>Tenet 1 - District Leadership and Capacity:</b> 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><b>Overall Tenet Rating</b></p> | <p><b>D</b></p> |
| <p><b>Statement of Practice 1.1:</b> 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><b>Tenet Rating</b></p>         | <p><b>D</b></p> |
| <p><b><u>Debriefing Statement:</u></b> The district leader created an objective system for recruitment and hiring to employ high quality personnel. The system includes a collaborative approach including building leaders, teachers, parents, and other staff to interview and evaluate candidates. The district adopted the Danielson rubric for staff evaluations. Although school leaders submit completed evaluations to the district leaders for review, the district has not ensured that all school leaders implement the district protocols with fidelity.</p> <p><b><u>Areas for Improvement:</u></b></p> <p><b>Overall Finding:</b><br/>The district is committed to hiring, evaluating, and retaining high-quality personnel by leveraging partnerships and supporting school leaders as they evaluate staff. However, current evaluation practices do not yet result in addressing the needs of all students.</p> <p><b>Evidence/Information that Lead to this Finding:</b></p> <ul style="list-style-type: none"> <li>• The district collaborates with external partners such as various Boards of Cooperative Educational Services (BOCES), Capital Area School Development Association (CASDA), and area colleges and universities to advertise openings and recruit personnel for targeted positions. The Board of Education policy outlines standardized, written procedures for recruitment and selection of staff including interview committee protocols, written questions, as well as the process to advance highly qualified candidates to the superintendent for final approval.</li> <li>• The district has adopted the Danielson model for teacher evaluation. Each observation consists of a pre- and post-observation discussion with the teacher. Although school leaders have had some professional development (PD) addressing the Danielson rubric, teachers say implementation of the system is not consistent and criteria used to assess their performance varies depending on the observer and/or the teacher. In addition, a system of walk-throughs to continuously monitor and support effective teaching is not practiced in all schools.</li> </ul> <p><b>Impact Statement:</b><br/>A system of protocols is in place for recruiting, evaluating, and retaining staff. However, inconsistent implementation of the evaluation process results in some ineffective instruction taking place and not all student</p> |                                    |                 |

needs being met.

**Recommendation:**

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

- Support school leaders in their on-going evaluation of staff, including further PD around the Danielson rubric as well as establishing a walk-through protocol, consistent across all schools, to ensure continuous support of best practices in the classroom.

**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**

**D**

**Debriefing Statement:** The district leadership has communicated its high expectations as evidenced by the district vision and goals for elementary and secondary students. The staff is in the process of aligning their professional practices to student outcomes. However, the lack of consistent monitoring limits staff from consistently addressing the needs of all students across the district.

**Areas for Improvement:**

**Overall Finding:**

The district has outlined goals for the 2013-14 school year that communicate high expectations for all students; however, the district has not ensured that the goals are consistently communicated to all stakeholders.

**Evidence/Information that Lead to this Finding:**

- The four goals adopted by the Board of Education, increase student achievement, improvement on state assessments, increase focus on literacy, and fiscally prudent while maintaining strong academic programs, are elaborated with targeted goals and a detailed plan for elementary, middle, and high schools. The district's vision as well as these goals are clearly visible on the district's website and are represented in the School Comprehensive Education Plan (SCEP) and the District Comprehensive Improvement Plan (DCIP). The district leader has established an Administrative Cabinet (AC) that meets two times each month to discuss and review progress towards goals. The Board of Education is kept apprised of the work towards meeting the goals during scheduled presentations by department chairs from each academic area. However, reviewers found limited evidence of how the district staff ensures that all families and the general community receives communications about goals and the progress towards meeting the goals.
- The district has adopted two initiatives aimed at meeting the goals, the Positive Behavioral Interventions and Supports (PBIS) and the literacy program practiced at Brockton (MA) High School. In addition, the district has placed a high priority on data-driven instruction in order to support increased student achievement and improvement on state assessments. PBIS committees have been formed and are in the process of delivering training to staff on the protocols but district staff

reported that the program is not yet fully operational. The district has provided staff with books about the Brockton initiative. However, while there is some attention being paid to increased reading, writing, and critical thinking across the content areas, this is not yet widespread. Although school leaders are expected to create data walls and track student progress, reviewers found minimal evidence during the school reviews to show that teachers consistently use data to differentiate instruction to support achievement in all groups of students.

**Impact Statement:**

The district leaders have shared goals with some members of the school community. The district staff has not ensured consistent communication of the goals with all stakeholders. In addition, the lack of consistent monitoring protocols does not ensure professional practices align with student outcomes. As a result, not all students achieve at high levels of success.

**Recommendation:**

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

- Implement and closely monitor a process to ensure that staff are adjusting their professional practices in order to address the goals as outlined in the district plans
- Ensure that the entire school community, including families and other stakeholders, are continuously made aware of the district’s goals and their role in supporting staff and students to achieve them.

**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**

**E**

**Debriefing Statement:**

Processes and structures are in place to equitably and adequately deploy resources to address the goals of the schools and district. Intentional distribution of resources supports school improvement.

**Strengths:**

**Overall Finding:**

District staff allocates resources strategically based on student needs and the district’s goals and priorities.

**Evidence/Information that Lead to this Finding:**

- Discussions with district leaders and a review of documents indicated that district leaders make strategic decisions that ensure resources are distributed equitably to meet the needs of schools as well as align with the district’s goals. The district leader reported that since 2007-08, school year fiscal decisions have been goal oriented. In addition, the district staff begins each fiscal year with a zero-based budget. The district staff meets with every school leader to review programs and to allow the school leader to justify all expenditures. As part of the process district leaders evaluate requests to determine, for example, how projected spending and resource allocation decisions will impact on

aspects of schools’ performance such as improving academic achievement, graduation rates or attendance and enrollment. Once decisions are made, the district staff monitors resources closely and reviews performance data to evaluate the decisions. For example, the district funds high school students’ enrollment in college courses while in high school, the district monitors how many students are passing those courses and uses this data to inform future funding decisions.

- The district leader reported that district staff follows the philosophy that every dollar spent should be expanded many times. An example is how the district staff uses BOCES aid to support several programs and initiatives across the district. During discussions with the IIT, district leaders shared that close monitoring of expenditures in buildings throughout the district resulted in cutting electricity and gas costs by half. In addition, the district staff collaborated with other districts share expenses for transportation and cafeteria services as well as combining sports teams to provide increased opportunities for students while remaining fiscally prudent.

**Impact Statement:**

The district staff makes strategic decisions regarding resources to ensure that school receives resources equitably and that funding priorities align with the district’s goals. One result is that schools in district are positioned to promote increased student success.

**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**

**D**

**Debriefing Statement:** The district staff has a draft plan to address professional development (PD) needs for the school community. A general calendar has been established and some follow-up support is provided for the PD offered. However, the lack of an adaptive and thorough plan that is tailored to the need of individual schools limits, increased teacher effectiveness.

**Areas for Improvement:**

**Overall Finding:**

The district has a draft PD plan; however, the plan contains inconsistent and incomplete information. In addition, there is limited evidence that PD efforts are increasing teacher effectiveness.

**Evidence/Information that Lead to this Finding**

- The draft PD plan covers three years and includes references to the goals. A However, a review of the plan demonstrated to reviewers that the plan contains inconsistent information within the document and between other district documents. While some goals included in the plan align to the district goals, some goals are vastly different.
- A general calendar has been established and some follow-up support is provided for much of the PD offered. The PD plan includes different formats for the proposed trainings including conference days, workshops, and professional learning communities (PLCs). However, the plan does not include specific content, materials, or expectations for each of the planned sessions. Likewise, the timeline

outlines a variety of options for sharing information throughout the school year such as staff presentations and peer coaching but no specific dates on when these opportunities would happen.

- The district has offered PD around the CCLS as well as provided opportunities for teachers to participate in the Capital Region Writing Project. Literacy Committees have been established in each building with facilitators supporting teachers as they work to embed reading and writing into their instruction. During classroom visits, reviewers observed some instructional shifts as outlined in the CCLS but, overall, there was limited evidence that teacher practices reflected the strategies identified in the PD plan or aligned to the CCLS. In addition, the PD plan identifies school leader observations and data analysis as some ways to evaluate the effectiveness of the PD and classroom instruction. However, there were no suggestions in the plan as to how these data might be quantified.

**Impact Statement:**

The district has collaborated with schools to provide some PD. However, the district’s PD plan is incomplete and inconsistent, which limits the district staff’s ability to monitor the plans impact on teacher effectiveness and student achievement.

**Recommendation:**

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

- Align the PD plan more closely with the district goals and provide protocols for adapting the PD to the specific needs of each school while ensuring overall district goals are targeted
- Establish methods of monitoring and evaluating the success of the PD offered.

**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**

**D**

**Debriefing Statement:** The district has communicated expectations for the use of data by staff members. While some teachers are in the process of using assessment data to monitor progress and inform instruction, the inconsistent use of data to address student needs limits the achievement of all students.

**Areas for Improvement:**

**Overall Finding:**

The district has made the collection of data a priority with a goal of using data to drive instructional decisions. Review teams found that, while data are available and tracked by school leaders, classroom instruction does not consistently reflect adjustments made based on those data.

**Evidence/Information that Lead to this Finding:**

- The district is tracking many types of data to address the 2013-14 goals. For example, to meet the goal of increasing graduation rate data on discipline referrals, attendance, and identification of at-risk students are collected. Staff has used this information to plan attendance sweeps and to develop and implement action plans for at-risk students. However, discussions with school leaders demonstrated that schools' lack systemic mechanism and protocols to share data between and among stakeholders.
- On the classroom level, teachers collect formative and summative assessment data. They have access to state assessment data and data gathered from the Qualitative Reading Inventory (QRI) and Standardized Testing and Reporting (STAR) for each of their students. However, during classroom visits there was limited evidence of differentiating instruction to ensure that all students have access to the content. While staff members reported that they understand the priority around data collection, some staff members shared that they are less clear on how to use those data to adjust curriculum and modify instruction to increase student achievement.

**Impact Statement:**

Staff recognizes the importance of collecting and using student data. However, without PD and continuous support to analyze the information, instructional practices are not modified, which limits student achievement.

**Recommendation:**

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

- Ensure that staff understand how to analyze student data, individually and collectively for the class, and apply their findings to the modification of curriculum and instruction
- Hold staff accountable for the modification of curriculum and instruction by continuously analyzing student growth and achievement.

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

|   |                            |                 |
|---|----------------------------|-----------------|
| <p><b>Statement of Practice 2.1 - School Leader Practices and Decisions:</b> 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><b>Tenet Rating</b></p> | <p><b>D</b></p> |
|---|----------------------------|-----------------|

**Areas for Improvement:**

**Overall Finding:**

The district is in the process of establishing protocols and organizational supports to help school leaders meet the needs of their school community. However, these supports are not fully functional, which limits improvements in student achievement district-wide.

**Evidence/Information that Lead to this Finding:**

- The district developed goals for their K-12 population focused on increasing student achievement, improving results on state assessments, and strengthening the focus on literacy. The district leadership shared that AC, comprised of school leaders from all buildings as well as representatives from transportation, food service, and buildings and grounds, meets bi-monthly to review the goals and plan how best to achieve the goals. The school leaders have incorporated the district goals in their School Comprehensive Education Plans (SCEP). Each of the Building Leadership Teams (BLT) monitors the achievement of the goals at the building level. However, school leaders shared that, the BLTs are not meeting regularly and, therefore, limited attention is being paid to achievement of the goals.
- School leaders have adopted the district’s Annual Professional Performance Review (APPR) protocols. However, the district staff lacks a systematic ways to ensure all school leaders consistently implement all aspects of the APPR. Reviewers noted that in the schools visited there were no long-range calendars created for staff observations and teachers reported that the criteria used when they were observed were not consistent across evaluators and feedback was not always focused or helpful. School leaders did not take full advantage of walk-through opportunities and lack consistent protocols to ensure the observations schedule is implemented with fidelity. Although there were several in-house PD opportunities offered, there is limited evidence that the PD offered addresses weak areas in instructional practice identified through observations.
- School leaders agree that the district leaders are available to them and are often in their buildings to attend meetings and to visit classrooms. The district leader has scheduled school visits each week. However, discussions with school leaders indicated that interaction between school leaders and district leaders is often reactive. For example, one school leader shared that conversations with the district leaders often focus on current issues concerning student achievement, instruction or behavior, rather than strategic discourse to prevent the occurrence of areas of concern.

**Impact Statement:**

District leadership is beginning to work collaboratively with school leaders to develop positive school

environments. However, the lack of close monitoring protocols to ensure school leaders implement systems with fidelity does not ensure improvements in teacher effectiveness, which minimizes student achievement.

**Recommendation:**

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

- Collaborate with school leaders to monitor each school’s individual plan (SCEP) to create a school environment responsive to the needs of all members of the school community.
- Provide support to school leaders to ensure consistent implementation of APPR across schools.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district leadership has provided some-support for staff to align curricula to the CCLS. However, teachers inconsistently implement lesson that address instructional shifts and promote higher order thinking skills in students.

**Evidence/Information that Lead to this Finding:**

- The district offered stipends for teachers to voluntarily participate in summer curriculum work as well as some training around the CCLS. The district also provides the ATLAS program for curriculum mapping. Teachers, however, shared that the information currently on ATLAS is not consistent and they do not feel they have time to use the system. The district has supplied hard copies of the ELA and math modules from New York State as well as other resource materials for social studies.
- The district collaborated with the school leaders to provide common planning time and department meetings for the purpose of reviewing curriculum, analyzing assessment data, and planning together for consistency. However, teachers reported that these meetings are often for dissemination of information about test accommodations and assessment schedules rather than adjusting or modifying curricula to meet the needs of all students.
- The district has established Literacy Committees in the middle school and high school as well as supporting a PLC at the high school to focus on literacy strategies, particularly for the at-risk and special education populations. The school is also working with the Capital Region Writing Project to focus on instructional shifts as outlined in the CCLS. Approximately twenty teachers participated in a session of the Capital Region Writing Project during a school review. Although PD is provided in several forms including workshops, PLCs, and coaching, during classroom visits reviewers found limited evidence of teachers implementing PD strategies that focused on the CCLS and instructional

shifts.

**Impact Statement:**

The lack of rigorous monitoring to ensure that district and school support offerings are reflected in CCLS-aligned instructional practices in all classrooms results in students not always being challenged in their learning.

**Recommendation:**

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

- Establish procedures to routinely monitor and evaluate all curricula to ensure CCLS alignment as well as incorporation of instructional shifts
- Provide PD in curriculum development and mapping to support teachers as they revise curricula to ensure all students are challenged and supported in their learning.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district provides some opportunities for teachers to attend PD sessions. However, the PD offered does not consistently linked to teacher needs. In addition, teachers minimally implement the strategies learned from PD in their lessons.

**Evidence/Information that Lead to this Finding:**

- School leaders and teachers have the opportunity to attend summer PD events such as a collaborative conference at St. Lawrence University. Several members of the staff interviewed during the school visits discussed the PD received at the constructivist conference they attended. However, during classroom visits, reviewers observed few examples of constructivist practices in the teachers' implemented lessons. Reviewers noted that teachers primarily asked low-level questions and assigned routine tasks to students.
- PD is offered by colleagues as the district is eager to build capacity among the staff. Although the district and school leaders offer some PD, instructional practices do not consistently reflect the PD sessions. Professional development sessions have been provided on iPads but reviewers saw little use of iPads though the district has nearly a thousand of iPads. Similarly, PD sessions were run on flipped classrooms but evidence from discussions with the school leaders and evidence review of documents and showed that no flipped classrooms currently exist or are contemplated in the near future. Staff interviewed reported that many new initiatives exist throughout the schools and

district, but staff has not received adequate PD aligned to those new initiatives.

- The district maintains a high priority on data collection. While there is evidence of data collection in the form of reading and math charts, there is little evidence that this information translates to classroom instruction. The PD plan identifies data analysis workshops and increased use of data in daily instructional practices but does not elaborate the specifics to help teachers move from collecting data to adjusting their practice accordingly.

**Impact Statement:**

PD opportunities do not consistently target to teachers needs, which limits teachers’ ability to consistently provide students with rigorous learning experiences.

**Recommendation:**

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

- Plan and deliver PD based on needs identified in the classrooms and best practices to achieve the district’s goals
- Develop a system, district-wide, to monitor the success of PD by regularly visiting classrooms and providing follow-up support as necessary.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district has adopted PBIS as the framework for addressing the social and emotional developmental health needs of students. The PBIS team is in the process of implementing this program. In addition, the district staff supports other building specific programs.

**Evidence/Information that Lead to this Finding:**

- The school leaders stated that the district is in the development and planning stages of implementing PBIS. Point persons, including a district coach, have been identified, and are in the process of being trained. School leaders and teachers shared staff members are expected to turn-key the information gathered from PD to other staff. The district leadership purchased banners for each school, as well as PBIS materials to support the implementation of program. Evidence from school observations and discussions with staff indicated that the PBIS team is still developing behavior expectations and matrices to determine the most effective and consistent way to disseminate the information.
- School leaders reported that in addition to PBIS PD, the district’s supports two behavior specialists

to work with staff to identify strategies and create behavior modification plans to reduce discipline referrals.

- The district staff reported that the district formed a committee to address the chronic attendance problems in schools throughout the district. The Truancy Task Force has worked with community agencies to implement attendance sweeps to locate students not in school. In addition, the district is currently working with the city of Gloversville to provide transportation at a reduced cost to students within the city limits.

**Impact Statement:**

The district is beginning to address student social and emotional developmental health needs through the adoption of PBIS. Currently, not all aspects of program are operational, which limits school staff ability to provide optimal levels of supports to address all students’ needs.

**Recommendation:**

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

- Along with PBIS, provide PD for staff that addresses other areas of students’ social and emotional needs besides behavior issues
- Monitor the use of strategies to ensure students’ social and emotional health, and provide follow-up to staff as necessary.

**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**

**D**

**Areas for Improvement:**

**Overall Finding:**

The district works with school staff to foster family engagement. However, the district staff lacks a systemic plan or structure for family and community engagement.

**Evidence/Information that Lead to this Finding:**

- The district has created the position of family and community educator. Working in collaboration with the student support teams in the schools, the community educator plans events for parents to welcome them into the schools and provide information about their child’s academics. In addition, the family and community educator lends support to the various building initiatives such as the food pantry and clothing stores in several of the schools. Despite these efforts, some parents interviewed by the IIT reported that they do not feel welcomed at the school and said school staff does not encourage parents to volunteer. Although district staff indicated that each school has a parent room, in at least one school visited, no one could identify for reviewers where that room was

located.

- One area in which the district successfully fosters family engagement and communication is athletics. The district staff has instituted a scholar athlete program and features the program at the awards assemblies for each sports season. The district has created partnerships with surrounding districts in the area to share facilities and teams. The district has opened the school buildings to the community so residents can take advantage of the pool, the gym, and the weight rooms, for example. The district has also increased the sports budget to re-institute intramurals and middle school sports teams, thus providing increased opportunities for families to engage as well as providing other ways in which students can become involved in school.
- The district supports School Tools, an online system for tracking student grades, referrals, attendance, and other data. There is a parent portal associated with this system. However, parents interviewed during a school visit reported that teachers do not consistently use the system to provide families with updated student data. Some parents expressed frustration about not being able to communicate with teachers or monitor their child's progress because not all teachers use the system or provide updated data. Although there is a requirement that all teachers use the portal for 2014-15 school year, currently parents cannot use this tool as a vehicle to collaborate with the school.

**Impact Statement:**

The district has worked with schools to establish some partnerships that promote family and community engagement. However, the lack of a strategic plan to ensure all schools consistently engage with families hinders opportunities for families to work in close partnership with schools to improve student achievement.

**Recommendation:**

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

- Develop a plan for communication with families that is strategic, consistent, and monitored for effectiveness
- Ensure that staff maintain current information on the parent portal