

# New York State Education Department

## *Diagnostic Tool for School and District Effectiveness Self Assessment Document*



<b>Name of superintendent:</b>	<b>Christopher Wood</b>
<b>District:</b>	<b>Odessa-Montour Central School</b>
<b>District address:</b>	<b>300 College Avenue, Odessa, NY 14869</b>
<b>District telephone number:</b>	<b>(607) 594-3341</b>
<b>Superintendent's direct phone number:</b>	<b>(607) 594-3341 ext. 3852</b>
<b>Superintendent's e-mail:</b>	<b>chwood@gstbores.org</b>

### A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) district review focused on the DTSDE is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation cogent messages around school improvement and highly effective educational practices. We also encourage interested school and district communities looking to assess the state of a school and/or the district's effectiveness in supporting the school to use the DTSDE as a self-assessment tool. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

## Guidance

The DTSDE self-assessment documents give the school and district the opportunity to clearly articulate the strategies, practices and accomplishments that should be noted and considered by the NYSED review team when conducting the district review. Districts should use the self-assessment task as an opportunity to reflect on the rubric and honestly consider areas for sustainability and improvement so that the district review process can be a collaborative effort. The District Information sheet and the narrative describing the district's top priorities will be added to the final report. A District Guide has been created to assist you and your community understanding of the DTSDE district review process. The guide and other support materials can be found at the following link: <http://www.p12.nysed.gov/accountability/DiagnosticTool.html>. The DTSDE self-assessment document should be completed and returned four weeks (28 days) prior to the scheduled review.

## Completing This Form

- ✓ Before completing this form, we suggest you take a moment and peruse the DTSDE rubric. After examining the rubric, take a look at the:
  - Tenets Big Ideas
  - Sub-Statements Big Ideas
  - Mental Model of Statement Interdependence
- ✓ Discuss your interpretation of the rubric and support documents with your community to establish a common understanding of what is stated in the documents.
- ✓ As a group, begin to embark on completing this form by identifying the strategies and practices you either are planning to implement or have implemented that correlate to the expectations in the rubric.
  - Use evaluative language and don't forget to connect how the strategies and practices have impacted or will impact school performances.
  - Name it! Tell us where the review team can and will find evidence of the strategies and practices noted in the school or district.
- ✓ Be concise and clear when writing your statements. Consider using bullet points to list multiple points.

## A Successfully completed Self-Assessment Document

A successfully completed self-assessment document creates an accurate, real-time picture of your district that allows the reviewer to see evidence and artifacts of the work you have been doing in creating an effective and coherent educational experience for your community. The description cogently states the areas you and your district community are looking to sustain and ways in which you are attempting to improve areas of need. The statements in the document will closely align to the expectations put forth in the rubric so that you and the team of reviewers can discuss how your current practices align to the optimal conditions for school and district effectiveness.

District Information Sheet												
District Grade Configuration	PK-12	Total Student Enrollment	745	Title 1 Population	41%	Attendance Rate			95%			
Free Lunch	42%	Reduced Lunch	8%	Student Sustainability	95%	Limited English Proficient	.002%	Students with Disabilities		17%		
Racial/Ethnic Origin of District Student Population												
American Indian or Alaska Native	0%	Black or African American	0.6%	Hispanic or Latino	1.5%	Asian or Native Hawaiian /Other Pacific Islander	0.9%	White	92%	Multi-racial	2%	
Personnel												
Number Years Superintendent Assigned/Appointed to District	1	Number of Deputy Superintendents	0	Average Years Dep. Superintendents in Role in the District	0	# of Directors of Programs		1				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	0%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	11%	Average Teacher Absences in District		7%				
Overall State Accountability Status (Mark applicable box with an X)												
District in Good Standing		Focus District	X	Number of Focus School Identified by District	0	Number of SIG Recipient Schools		1	Number of Schools in Status	0		
ELA Performance at levels 3 & 4	X	Mathematics Performance at levels 3 & 4	X	Science Performance at levels 3 & 4		4 yr. Graduation Rate (for HS only)			6 yr. Graduation Rate (for HS only)			

<b>Did Not Meet Adequate Yearly Progress (AYP) in ELA</b>			
N/A	American Indian or Alaska Native	N/A	Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
No	White	N/A	Multi-racial
No	Students with Disabilities	N/A	Limited English Proficient
No	Economically Disadvantaged	No	All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Mathematics</b>			
N/A	American Indian or Alaska Native	N/A	Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
No	White	N/A	Multi-racial
No	Students with Disabilities	N/A	Limited English Proficient
No	Economically Disadvantaged	No	All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) in Science</b>			
N/A	American Indian or Alaska Native	N/A	Black or African American
N/A	Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander
No	White	N/A	Multi-racial
Yes	Students with Disabilities	N/A	Limited English Proficient
Yes	Economically Disadvantaged	No	All Students
<b>Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Achievement Objective</b>			
N/A	Limited English Proficiency		

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Succinctly respond to as many statements as possible by aligning your current strategies, practices or plans for improvement to the statements in each area.

<b>HEDI</b>	<b>Tenet 1 - District Leadership and Capacity:</b> The district examines schools 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.
<b>E</b>	<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>Align your current strategies, practices or plans for improvement to this statement in this area.</p> <p><b>Finding:</b> The district has systematic recruitment structures, a comprehensive plan for staff evaluation with professional development that reflect on practices and implements strategies focused on staff retention.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• The district has recruitment procedures in place that include reaching out to neighboring districts and universities as well as posting in newspapers and list servs that recruit across the State.</li> <li>• The district has a systematic hiring process that includes reference checks prior to interviews, a committee of staff and administration for interviews, recommendations to Superintendent which leads to the Superintendent interview and ultimate recommendation to the Board of Education.</li> <li>• Annual Professional Performance Reviews (APPR) are conducted using the Marzano Evaluation Model, which encompasses four domains of high quality indicators including classroom strategies and behaviors, preparing and planning, reflecting on teaching and collegiality and professionalism. The Marzano Evaluation Model is an approved teacher practice rubric for New York State.</li> <li>• The Annual Professional Performance Reviews are conducted with consistency across the schools within the district and include a comprehensive approach including announced and unannounced visits, consistency of actionable feedback and the use of two observers per evaluation to ensure inter-rater reliability, leading to higher confidence in fair, appropriate and consistent evaluation results.</li> <li>• Teacher Focus Group as well as the principal interview reveal that professional development, curricular support and/or mentor supports are given to new or struggling teachers to assist them in developing their practice based on their area of identified need, either self-identified or those identified during the APPR process.</li> </ul> <p><b>Impact:</b> As a result of the district’s comprehensive approach to recruiting, evaluating and supporting the needs of the staff, the schools are able to successfully impact the success of the students they teach.</p>

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<b>HEDI</b>	<b>Statement of Practice 1.2:</b> The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.
<b>D</b>	
<p>Align your current strategies, practices or plans for improvement to this statement in this area.</p> <p><b>Findings:</b> Although the district leadership has set high expectations for addressing the needs of all constituents in the district and has communicated those on opening day of this school year, this message has yet to become an integral part of professional practices throughout the entire school community.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Opening day agenda and Friday News from the Superintendent confirm that the message of high expectations has not only been communicated but is also reinforced every week for the entire year.</li> <li>• Walk-through data indicates that this message has not yet impacted practice across all grades and disciplines as indicated by the inconsistent use of data to inform instruction as well as the lack of differentiated process and product.</li> <li>• Teacher focus group also indicates that the teachers are not fully aware of the mission or vision of the District, school or the Superintendent but feel strongly that the District is on the “right track” with new leadership from the Superintendent to the Elementary, Junior and Senior High School principals, as they feel that these new leaders are “in it for the kids.”</li> </ul> <p><b>Impact:</b> Because the leadership in this district is new within the past year, the explicit theory of action about school culture regarding high expectation for addressing the needs all constituents in the school community is just beginning to be communicated and connected to teacher practice, all of which will ultimately leading to student success.</p> <p><b>Recommendations:</b> In order for the district’s strategies and practices to align with a Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:</p> <ul style="list-style-type: none"> <li>• Create a cogent theory of action that communicates high expectations and continuous reinforcement throughout the school year.</li> <li>• This theory of action needs to include a monitoring mechanism that allows for the measurement of such expectations translating into instructional practice.</li> </ul>	

<b>HEDI</b>	<b>Statement of Practice 1.3:</b>
<b>D</b>	The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.
<b>Align your current strategies, practices or plans for improvement to this statement in this area.</b>	
<b>Finding:</b> The district has structures in place for using resources and provides support to school leaders concerning allocation of resources but gives the schools autonomy to use those resources to address the needs of students, staff and families without necessarily using data to support those decisions.	
<b>Evidence:</b>	
<ul style="list-style-type: none"> <li>• Leaders state that the district allocates funds according to district and school leader views rather than being based on data.</li> <li>• Once resources are allocated, there is no system for evaluating the impact or the outcome of the monies spent in bringing about improvements in professional practice or student outcomes.</li> <li>• According to teacher interviews as well as leader interviews, the district has invested money into a reading program but there is little evidence that it has been effective over the past several years of implementation on student achievement and the district report card shows negligible impact. Limited data is available to determine if this is a curricular alignment issue or a failure to implement the program with fidelity.</li> <li>• Neither document review nor interviews revealed clearly articulated priorities by which to guide resource allocation nor were structures in place to ensure that funds are deployed effectively.</li> </ul>	
<b>Impact:</b> The absence of resource allocation structures and strategies including data analysis to support decisions around expenditures and distribution of resources means that the district cannot account for the impact of its expenditures and may be wasting valuable resources that could otherwise be used more wisely for school improvement and success.	
<b>Recommendations:</b> In order for the district’s strategies and practices to align with Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:	
<ul style="list-style-type: none"> <li>• Develop structures for assessing and deploying resources that will meet the needs of the school community.</li> <li>• Such structures should include a means of collecting and analyzing data to support all expenditures and deployment of resources.</li> </ul>	
<b>HEDI</b>	<b>Statement of Practice 1.4:</b>
<b>D</b>	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.
<b>Align your current strategies, practices or plans for improvement to this statement in this area.</b>	
<b>Finding:</b> The district communicates available professional development (PD) opportunities and provides it based upon school requests but has difficulty monitoring the effectiveness of the PD, its implementation and ultimately, the impact on student achievement.	
<b>Evidence:</b>	

- Per leader interviews, professional development (PD) through BOCES School Improvement Program as well as other regional training opportunities are offered to all staff based on what the staff feels they need rather than based on performance data or student outcomes. With this approach, school leaders are not always knowledgeable on the content of the PD to adequately evaluate effective implementation; thus, there is no evidence to suggest that these funds have been used effectively.
- Document review revealed a lack of a PD schedule or other organized approach to creating, delivering and monitoring PD in the district.
- Leader interviews indicate that there is a lack of data to support the notion that the PD that is provided is targeted to meet the needs of individual schools, teachers and ultimately, students.
- According to the Teacher Focus Group as well as the leader interviews, the district does provide targeted PD as a reactive measure to respond to areas of need based on observations from Annual Professional Performance Reviews and has provided targeted PD around the high quality indicators for instruction as outlined in the Marzano Evaluation Model for all staff.

**Impact:**

Because the district is in the beginning stages of developing a comprehensive and strategic plan for the creation, delivery and monitoring of PD, it is not able to ensure that PD leads to teacher effectiveness and consequently, student achievement.

**Recommendations:**

In order for the district's strategies and practices to align with Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:

- Continue the development of a PD schedule that is based on performance data and student outcomes.
- Develop a strategic approach to monitoring the effective follow through and appropriate application of the PD.

<b>HEDI</b>	<b>Statement of Practice 1.5:</b>
<b>D</b>	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.
<p>Align your current strategies, practices or plans for improvement to this statement in this area.</p> <p><b>Finding:</b> The district is just beginning the process of developing a district-wide vision and goals to promote a data-driven culture and strategies that all staff members are expected to implement.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Observation of the data meeting revealed that Hanlon Elementary 3-8 has established successful and productive Data Driven protocols but teacher interviews revealed that this is not the case throughout the district.</li> <li>• Teacher and Support Staff Focus Groups indicated the use of multiple measures of data to meet the social/emotional needs of students in the Hanlon Elementary 3-8 but the practice is isolated to that school only and is not district-wide.</li> <li>• The district acknowledges that there are no standard procedures in place for how teachers should use data to drive instruction across the entire district.</li> </ul> <p><b>Impact:</b> The lack of a district-wide vision and goals that promote a data-driven culture have resulted in a failure to successfully meet school goals and subsequent student achievement.</p> <p><b>Recommendations:</b> In order for the district’s strategies and practices to align with Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:</p> <ul style="list-style-type: none"> <li>• Continue the development of a district vision and goals to drive all decisions to create optimal conditions for student achievement and success.</li> <li>• Duplicate the data-driven student support team model to all schools in the district.</li> <li>• Develop a standard procedure for how all staff should use data to drive instruction across the entire district.</li> </ul>	
<b>HEDI</b>	<b>Statement of Practice 2.1:</b>
<b>E</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>Align your current strategies, practices or plans for improvement to this statement in this area.</p> <p><b>Finding:</b> The district has effective relationships with school leaders and provides high quality supports that promote the school leader’s vision to create, nurture and sustain a culture that is responsive to all stakeholders.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• School leader interview revealed a very close working relationship among all administrators in the district, “The A-Team.” They meet formally weekly and have daily contact with texts, emails and phone calls for immediate support as needed.</li> </ul>	

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- The “A-Team” looks at data and then works together collaboratively to develop a district vision and goals by which school goals will align.
- School leader interview indicated that the district guides school leader’s thinking and is working collaboratively to establish strategies and protocols to be more responsive to the needs of the school community.

**Impact:**

The district’s guidance and assistance consistently empowers school leaders to develop learning environments that meet the needs of the communities they serve.

<b>HEDI</b>	<b>Statement of Practice 3.1:</b>
<b>D</b>	The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum that is appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.
Align your current strategies, practices or plans for improvement to this statement in this area.	
<p><b>Finding:</b> The district collaboratively establishes a plan for curriculum development and implementation that is aligned with the Common Core Learning Standards (CCLS) and provides fiscal support for such but does not routinely monitor and evaluate such curricula and programs for alignment and fidelity of implementation.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Observation of Data meeting uncovered that there are gaps in student reading abilities and achievement based on various assessment measures including the STAR assessments, DIBELS assessments, progress monitoring and NYS Assessment data.</li> <li>• Teacher Focus Group and leader interviews revealed that the reading program that was purchased several years ago may be the cause of this, what they described as, “ever widening reading gap.” However, failure to collect data on fidelity of implementation has made it difficult to determine if this is indeed, a result of unaligned curricula or inconsistent implementation.</li> <li>• Walk-throughs and leader interviews indicate that teachers of the arts, technology and other enrichment subjects are not involved in the data-driven culture nor do they all have curricula that is aligned with the CCLS.</li> </ul> <p><b>Impact:</b> Without a cohesive plan for routinely monitoring and evaluating curricula and programs for alignment and fidelity of implementation, the district cannot ensure that student needs are being met or that challenges every student.</p> <p><b>Recommendations:</b> In order for the district’s strategies and practices to align with Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:</p> <ul style="list-style-type: none"> <li>• Develop a cohesive plan for monitoring and evaluating curricula and programs to ensure alignment with the Common Core Learning Standards (CCLS) as well as fidelity of implementation.</li> <li>• Include in such plan, a strategic method to engage the teachers of the arts, technology and other enrichment areas in meaningful participation in the data-driven culture and alignment of their curricula to the CCLS.</li> </ul>	
<b>HEDI</b>	<b>Statement of Practice 4.1:</b>

**D** The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals, and levels of engagement.

Align your current strategies, practices or plans for improvement to this statement in this area.

**Finding:**

While teachers are provided many professional development (PD) opportunities, the district does not take school or student data and learning into account when making decisions about who gets what PD.

**Evidence:**

- Teacher focus group stated that they are given a catalogue of PD opportunities and can select what they feel they need based on their own thoughts, feelings and self-reflections.
- Teacher focus group revealed that prior leaders in the school had lower expectations regarding the use of student data and felt that the new leadership is “a breath of fresh air” in regard to guiding and supporting them in using student data to determine needs, develop goals and implement strategies accordingly.
- Per leader interview, the district is beginning to develop processes and protocols for teachers to develop evidence-based strategies and practices for using student data to plan and account for their needs, goals and high levels of engagement.

**Impact:**

As a result of an inconsistent approach to professional development, instructional staff are unable to provide students with consistent, rigorous learning opportunities.

**Recommendation:**

In order for the district’s strategies and practices to align with Stage 3 rating on the Comprehensive District Rubric for DTSDE, the district needs to:

- Continue the development of a framework for providing supports and learning opportunities for teachers that are based on data.
- Provide guidance and support to staff as they access the new framework to assist them in developing evidence-based strategies and practices to address student needs, goals and high levels of engagement.

<b>HEDI</b>	<b>Statement of Practice 5.1:</b>
<b>E</b>	The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.

Align your current strategies, practices or plans for improvement to this statement in this area.

**Finding:**

The district has systems in place to deliver professional development and follow up to staff that are aligned with the social/emotional needs of the students, critical for academic success.

**Evidence:**

- The student support focus group shared that a student support team has been created at Hanlon Elementary to address the social and emotional needs of students. There are plans to duplicate this model district-wide.
- Document review revealed that there are procedures in place for referrals, assessments, strategies and supports for intervention as well as monitoring of such. The child, if appropriate, all staff who work with a child, the parent, school support staff and a school leader is on the team. Referrals are accepted from any of the aforementioned people.
- Various assessments are given as well as an analysis of existing data to assist in determining strategies and supports that would best serve the child's social/emotional needs, including outside agency involvement, if deemed appropriate.
- A system of monitoring student progress toward their social and emotional health is in place. Students move fluidly through the team.

**Impact:**

A comprehensive student support team model for providing the school with opportunities and resources that positively support students' social and emotional developmental health afford students with appropriate supports to address their individual needs.

<b>HEDI</b>	<b>Statement of Practice 6.1</b>
<b>E</b>	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.

Align your current strategies, practices or plans for improvement to this statement in this area.

**Finding:**

The district has systems and structures in place that promote a climate of belonging for families and communities that includes incentivizing involvement, purposeful communication strategies and have identified resources to respond to the needs of the students and families.

**Evidence:**

- The student focus group shared that they love the various activities that their district puts together for families including Grandparent Day, skate night, ice cream social and other events that bring their families into the school.

- The parent focus group maintains that the district does a great job incentivizing parent involvement by providing snacks and meals as well as events that help to cultivate partnerships between them and the school.
- Parent focus group reports that they have clear and easy access to their children's grades, teachers and are treated with respect during their interactions with staff and the leaders.
- The leader provided a detail account of the strong, concerted efforts to communicate with parents and families that allows for the exchange of students, school and district information. Document review supports this assertion.
- Several open forums, parent conferences and other occasions have concentrated efforts on ensuring parents understand the Common Core Learning Standards (CCLS) and expectations associated with such. Likewise, the district utilized these opportunities to educate the community on the newly implemented standards-based report cards.

**Impact:**

A comprehensive family and community engagement strategic plan leads to a strong family and school connection with effective supports that results in greater student and family outcomes.