

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

BEDS Code:	600903040004
District Name:	Tioga Central School District
School Name:	Tioga Middle School
School Address:	27 Fifth Avenue, PO Box 241, Tioga Center, NY 13845
Principal:	Willard Cook
Accountability Phase/Category:	Improvement (year 1) - Comprehensive
Area of Identification:	English Language Arts - All Students; White Students and Economically Disadvantaged Students
Dates of On-site Review:	December 13 and 14, 2011

PART 1: MISSION STATEMENT

“To empower all students to meet the challenges and responsibilities of High School and the 21st Century with mastery of skills essential to acquire, interpret, use and communicate information in an environment conducive to learning.”

PART 2: SCHOOL STRENGTHS

- Many of the school leaders were students in Tioga Central School District (CSD), and many teachers have long-standing tenure. The staff is stable and committed to serving the families of Tioga CSD.
- The school culture and environment has been sustained for many years; school activities are well-attended.
- The District maintains a commitment to establishing relationships with staff, students, and their families.
- As part of their improvement process, the District plans to provide professional development (PD) for their teachers in the New York State (NYS) P-12 Common Core Learning Standards (CCLS).

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDING:

Observations by the review team indicate a lack of awareness of how to use data. There is no evidence that teachers or school leaders regularly or systematically use data to inform instructional decisions.

RECOMMENDATION:

Teachers and school leaders should be provided PD that focuses on the following:

- assessing what data are available and what additional data are needed;
- interpreting and using data;
- understanding how data can be used to improve student performance; and
- developing effective plans for improving student performance.

II. TEACHING AND LEARNING

FINDINGS:

- While the District has a written curriculum, largely defined by topics to be taught, the document is not aligned with the P-12 CCLS.
- The District has not defined a set of instructional practices that the school is committed to supporting. The following patterns were noted during observations by the review team:
 - The majority of classes were teacher-led.
 - Student engagement was limited to students raising their hands.
 - There were many teacher-led supports provided to students, i.e., in some cases there was so much support that there was no evidence of students learning independently.
 - There was little evidence that all students could read tasks independently, e.g., in nearly every classroom, directions were read aloud, and any required reading was done by the teacher or another student.
- There was no evidence that common predictive assessments, or other common assessments, were aligned with the CCLS or implemented in a consistent, regular, ongoing manner.

RECOMMENDATIONS:

- The District should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. The curriculum must be aligned to the new P-12 CCLS in English language arts and mathematics. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.

All teachers and school leaders should participate in PD on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subject being taught.

- Essential instructional practices that are valued by the District should be defined as part of the Annual Professional Performance Review (APPR) process:
 - PD on these essential instructional practices should be provided for teachers and school leaders to ensure common language and understanding;
 - Observations and evaluation rubrics should be aligned with these practices; and
 - PD on instructional strategies for supporting struggling learners should be provided.
- Regularly administered interim assessments that are aligned with the CCLS should be developed and/or adopted.

III. SCHOOL LEADERSHIP

FINDING:

The District lacks a “plan-assess-adjust” cycle for improvement.

RECOMMENDATION:

The District should establish a specific goal setting process for all school leaders that includes a scheduled review of data to assess progress.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The schedule provides ample opportunities for students to be supported in English language arts (ELA).
- Students participate in literature, ELA and reading programs in some grades. However, these programs appear to be fragmented and instruction is not coordinated.

- There is limited evidence regarding the quality of Academic Intervention Services (AIS). There was no formal curriculum, and lessons that were observed by the review team appeared to be focused on discreet skills.
- There was no evidence of a rationale for how teachers made decisions about content and/or instructional practices for AIS.
- There is no evidence that data are used to determine student needs.
- The majority of students with disabilities receive instruction in special class placements, which is a more restrictive setting in the continuum of services.

RECOMMENDATIONS:

- A thorough curricular review and revision of all ELA opportunities for students should be initiated. The District should initiate a curriculum audit supported by an external reviewer or join another District in a collaborative curricular review.
- The AIS plan and curriculum should be revised.
- A data review cycle for AIS students should be developed.
- An external review of placement polices for students with disabilities should be sought.

V. PROFESSIONAL DEVELOPMENT

FINDING:

The District does not have a comprehensive written PD plan.

RECOMMENDATION:

A comprehensive, multi-year PD plan should be developed that focuses on:

- development of common, interim assessments;
- effective use of data;
- effective instructional practices, particularly for supporting struggling learners; and
- curricula aligned to the P-12 CCLS.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The building is clean and bright.
- Materials are adequate.
- Students in grades five and six have opportunities to participate in science labs taught by a certified science teacher.
- There is a small library for middle school students. Although there is no librarian, the facility is staffed by an experienced library clerk who is under the supervision of a librarian.
- Access to computers and other technology is limited.

RECOMMENDATION:

There are no specific recommendations in this category.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.