



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	06-17-00-01-0000
District	Jamestown City School District
District Address	197 Martin Road, Jamestown, NY 14701
Superintendent	Daniel E. Kathman
Date(s) of Review	April 29, 2013
Schools Discussed in this Report	Jamestown High School, Carlyle C. Ring Elementary School

District Information Sheet											
District Grade Configuration	P-12	Total Student Enrollment	5225	% Title 1 Population	86%	% Attendance Rate	94%				
% Free Lunch	77%	% Reduced Lunch	4%	% Student Sustainability	88%	% Limited English Proficient	4%	% Students with Disabilities	14%		
Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	.6%	% Black or African American	4%	% Hispanic or Latino	18%	% Asian, Native Hawaiian /Other Pacific Islander	.4%	% White	68%	% Multi-racial	9%
Personnel											
Number Years Superintendent Assigned/ Appointed to District	5	Number of Deputy Superintendents	1	Average Years Deputy Superintendents in Role in the District	20	# of Directors of Programs	3				
% of Teachers with No Valid Teaching Certificate in District	0%	% Teaching Out of Certification in District	1%	% Teaching with Fewer Than 3 Yrs. of Exp. in District	2%	Average Teacher Absences in District	15				
Overall State Accountability Status (Mark applicable box with an X)											
District in Good Standing		Focus District	X	Number of Focus Schools Identified by District	9	Number of SIG Recipient Schools (a)	8	Number of SIG Recipient Schools (g)	0	Number of Schools in Status	9
% ELA Performance at levels 3 & 4	21%	% Mathematics Performance at levels 3 & 4	21%	% Science Performance at levels 3 & 4	79%	% 4 yr. Graduation Rate (for HS only)	74%	% 6 yr. Graduation Rate (for HS only)	74%		

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

Mark an "X" in the box below the appropriate designation for each statement of practice (SOP), and indicate in the **OVERALL RATING** row the final designation for the overall tenet rating.

#	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 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.			X	
1.3	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.			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
	OVERALL RATING FOR TENET 1:			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 to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum 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.				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 that lead to 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 Narrative:

<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>D</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>SOP Rating</p>	<p>D</p>
<p>Debriefing Statement: The district has long-standing partnerships with local colleges and universities. These partnerships include the placement of student teachers in district schools, district participation in partner-sponsored recruitment activities and the maintenance of relationships with placement offices. Although new employees participate in an orientation and support process, the district does not have comprehensive strategies focused specifically on sustaining and retaining high-quality personnel. The lack of a comprehensive approach for sustaining high-quality personnel in individual schools limits schools’ capacity to develop and implement supports that are tailored to meet the needs of school communities.</p> <p>Areas for Improvement:</p> <ul style="list-style-type: none"> From interviews and documents reviewed, the Integrated Intervention Team (IIT) found that, although the district maintains partnerships with post-secondary institutions to facilitate recruitment, there is no comprehensive approach to sustain high quality personnel. The district informed the IIT that the process for recruitment includes partnerships with State University of New York (SUNY) College at Geneseo, SUNY Fredonia and St. Bonaventure College. The recruitment process also includes an orientation component for new hires. District staff informed the IIT that due to funding reductions district leadership’s focus has been on staff reductions. The IIT learned that the district has sustained an overall 15 percent staff reduction. District leadership reported to the IIT that cuts in the central administrative staff necessitate district staff’s assumption of multiple roles and new responsibilities. Although the district reported high levels of retention, its primary retention strategy is to provide staff with professional development (PD). The IIT was informed that the district does not use the data from evaluations to inform the provision of PD. District staff use the Danielson Rubric and Teach Scape to conduct staff evaluations as required by the Annual Professional Performance Review (APPR); however, the district did not provide the IIT with evidence of how school leaders were evaluated. Although the district has a comprehensive approach for recruiting and evaluating personnel, the lack of a comprehensive system to sustain teacher quality tailored to constituent needs limits the schools’ ability to address the needs of their communities. 		

Statement of Practice 1.2: 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.	SOP Rating	D
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Debriefing Statement: Allocated resources and other supports from the district are based on student enrollment formulas that do not consider student academic performance, social and emotional developmental health, or the needs of diverse learners. Therefore, resources are not distributed to meet school-based needs for school improvement.

Areas for Improvement:

- From interviews and document reviews, the IIT learned that, although the district takes student/teacher ratios and remedial and student support needs into consideration for making staffing decisions, the allocation of resources to schools is based primarily on student enrollment figures. During the budget-building process, school leaders develop a list of needs, discuss them with district leaders, and reflect the requests in their proposed school budgets. District leaders informed the IIT that they do all they can to fulfill school leader requests by shifting categories and/or re-allocating funds when possible. District and school leaders report that these resource requests are not always based on needs indicated, or supported, by data. The budget-building process results in allocations that are not organized to address student academic performance, social and emotional developmental health, or the needs of diverse learners. Because the district’s process for determining the allocation of resources is not organized to address school improvement needs, the ability of schools to support school improvement and student success is limited.

Statement of Practice 1.3: 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.	SOP Rating	D
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Debriefing Statement: The district has not adopted and communicated an explicit theory of action about school culture that includes high expectations for addressing the needs of all constituents. This limits the district-wide promotion of professional practices and instructional strategies that foster high expectations for addressing the needs of all constituents.

Areas for Improvement:

- From interviews and a review of documents, the IIT found that the district has not communicated a vision to all members of the educational community that includes high expectations for all students. The district relies on school-level Professional Learning Communities (PLCs) to implement improvement efforts, analyze student data and create action plans to guide school improvement efforts. The IIT was informed that, at the time of the IIT review, the district had not established a monitoring or evaluation system to ensure that modifications and adjustments to instructional

practices affect school improvement and meet the needs of constituents. Because the district lacks an explicit theory of action, a vision, and a data-driven process to inform educational decision-making, the district's ability to promote school cultures that communicate high expectations for addressing the needs of all constituents is limited.

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.

SOP Rating

D

Debriefing Statement: The district creates its PD plan and calendar based on district initiatives. Evaluations of individual school strategies, practices and needs do not inform the district PD plan. The district has not established a mechanism for providing PD follow-up support based on school needs. The district does not measure and evaluate the impact of PD on instruction. The lack of a comprehensive system to create, deliver and evaluate PD, limits the district's ability to tailor PD to the needs of individual schools.

Areas for Improvement:

- From interviews and a review of documents, the IIT learned that the district does not have a comprehensive system to create, deliver and evaluate PD or to tailor PD offerings or follow-up support to address individual school needs. The district offers generic PD to support district initiatives. District leaders informed the IIT that the district shifted the process for addressing PD planning from the district to school leadership and that both internal personnel and external consultants provide PD. Staff reported PLCs and members of the District Cabinet met to construct a PD calendar and that PLCs provide PD for staff. This PD covered topics such as the Common Core Learning Standards (CCLS) and the use of data-driven systems. A member of the District Leadership Team provided PD to leadership on their responsibilities for evaluating teachers based on the APPR requirements. The district has used a train-the-trainer model to provide Positive Behavioral Interventions and Supports (PBIS) PD for some staff. The district administrators used walkthroughs conducted as part of the APPR process to identify individual staff in need of targeted PD or Teacher Improvement Plans (TIPs). The IIT found that the district has no mechanism for providing follow-up support for PD based on school needs and that the district does not evaluate the impact of PD on instruction or student outcomes. The lack of a district plan to address school needs and the lack of a systemic approach to the creation, delivery and evaluation of PD inhibit the schools' capacity to provide PD that is adaptive and tailored to the needs of individual schools.

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.

SOP Rating

I

Debriefing Statement: At the time of the IIT review, the district had not established or communicated expectations for the use of district-wide strategies and practices to inform the establishment of a data-driven culture. The lack of data-driven culture limits the staff's capacity to use best practices to support instruction and

establish student and school goals. The lack of clearly articulated expectations for the use of data to inform and adapt instruction inhibit the district’s ability to promote school- and district-wide data-driven cultures and hold staff responsible for implementing the systemic use of data.

Areas for Improvement:

- From interviews and documents reviewed, the IIT found that the district has not identified district-wide best practice for the use of data or communicated to all constituents expectations for the systemic use of data to improve student achievement and set school goals. The IIT learned from district leaders that central administration sends data to schools and that the district has tasked PLC members with analyzing student data. The IIT was informed that PLCs are the schools’ primary vehicle for examining data; however, the district has not explicitly communicated its expectations around the use of data to improve student achievement. The IIT found that there was no process for monitoring whether the strategy of using PLCs as the conduit for data analysis results in teachers adjusting instructional practices to meet student needs or if implemented practices improve student learning outcomes. The district lacks a systemic approach to the use of data, the establishment of expectations for the use of data and a mechanism to assess the effectiveness of data-based instructional decision-making on the attainment of school and student goals. These factors limit the district’s ability to establish a data-based culture and to hold staff accountable for the use of data to inform instructional decision-making.

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

Tenet 2 - School Leader Practices and Decisions

Statement of Practice (SOP) 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.

SOP Rating	D
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Areas for Improvement:

- From interviews and document reviews, the IIT learned that the PLC and Superintendent Cabinet met to develop a district vision; however, district leaders did not collaborate with school leaders on the development of school visions. From district leader interviews and documents reviewed, the IIT found that district and school leaders frequently communicate and that the district conducts monthly meetings with school leaders. The district reported to the IIT that it uses these monthly meetings to monitor building progress on program implementation tied to school improvement initiatives. Documents reviewed by the IIT indicated that curriculum coordinators support teachers through school visits and at monthly department meetings where coordinators provide PD. However, staff reported to the IIT that district-provided support is not based on reciprocal communication, nor is it targeted to meet school needs. Although the school and district meet

frequently, the lack of focus on school-based goals and needs limit school leaders' capacity to nurture school environments that are responsive to the needs of their school communities.

Tenet 3 - Curriculum Development and Support

Statement of Practice (SOP) 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum 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.

SOP Rating	I
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Areas for Improvement:

- From district leader interviews and documents reviewed, the IIT found that district and school leaders have frequent communications and that the district conducts monthly meetings with school leaders to monitor building progress on program implementation tied to school improvement initiatives. From a review of documents, the IIT found that the district provides school leaders and staff PD to develop an understanding of the CCLS instructional shifts and the district provides additional PD for school leadership to enable them to turnkey train school staff. However, curriculum coordinators received the majority of training related to the implementation of curricula aligned to the CCLS, modules, and follow-up support, and those positions were eliminated. As a result, school staff and leadership informed the IIT that there are gaps in the district's support and communications with regard to the skills needed for classroom instruction. District leaders reported they contract with the local Board of Cooperative Education Services (BOCES) to support the training of teachers in the implementation of English language arts (ELA) and mathematics. From documents reviewed and staff interviews, the IIT learned that teachers in all subject areas have been charged with the responsibility for incorporating literacy into their instruction. Building staff reported to the IIT that although grade level meetings are built into schedules, the district does not promote vertical meetings. There are no opportunities for schools to analyze gaps in learning and no process to assure vertical alignment from grade to grade. Although the district works collaboratively with schools to provide opportunities and generic supports that are connected to the implementation of the CCLS, the district lacks a focus on district-wide data-driven instructional planning and collaborative planning to produce CCLS-aligned comprehensive curricula. The lack of data-driven instructional planning and collaborative planning of curricula inhibit the district's development of comprehensive CCLS-aligned curricula that incorporate the arts, technology and other enrichment subjects.

Tenet 4 - Teacher Practices and Decisions

Statement of Practice (SOP) 4.1: 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.

SOP Rating	D
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Areas for Improvement:

- During interviews with the IIT, the district leader reported that he delegates responsibilities to three

key administrators to plan, organize, and implement PD workshops. The development of the PD calendar was based on limited data that did not include student achievement data, or results from teacher observations. Documents reviewed by the IIT indicated central office administrators, staff development specialists, BOCES staff and other external consultants deliver PD. The district has offered PD to address the implementation of the Regents Reform Agenda. PD opportunities include PBIS, Response to Intervention (RTI), Second Language Acquisitions, Sheltered Instruction Observation Protocol (SIOP) and Co-Teaching. Some school staff interviewed by the IIT expressed the concern that district-provided trainings result in too much teacher time out of the classroom. The lack of district and school collaborative planning of PD and supports for teachers impedes the implementation of strategies and practices to promote high levels of student engagement and address student and school needs and goals.

Tenet 5- Student Social and Emotional Developmental Health

Statement of Practice (SOP) 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.

SOP Rating

I

Area for Improvement:

- From a review of documents and interviews, the IIT found that at the time of the IIT review, the district provided PBIS training for elementary school teachers; however, middle and high school staff had not receive training on PBIS and staff did not receive PD on social and emotional developmental health. School staff informed the IIT that neither the school nor the community provides students with enough mental health services. The district has assigned psychologists to schools to deal with mental health issues, and staff reported that the school counselors link students in need of services to partner agencies with whom the district has a relationship. Some school staff informed the IIT that schools need more support to address children with severe needs and mental health issues. During staff interviews, the IIT was informed that, the district was beginning to introduce Universal Interventions (Tier 1 Interventions) from PBIS/RTI; however, the district had not provided directions for addressing the needs of students in need of higher intensity interventions. From district leaders and a review of documents, the IIT learned that the district created the position of Behavior Specialist to support school responses to student social, emotional developmental health needs. Although the district provides PD for some school staff, the lack of delivery of PD and follow-up support to all pertinent school staff hinders the district’s ability to ensure that all staff are able to provide positive support for students’ social and emotional developmental health needs.

Tenet 6 - Family and Community Engagement

Statement of Practice (SOP) 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.

SOP Rating

D

Areas for Improvement:

- From interviews, the IIT learned that, at the time of the IIT review, the district did not have a formal parent engagement plan. A review of documents by the IIT indicated that there was a district communications coordinator to communicate school news, and the district used their website, an automated call system, and social media to disseminate information to families. Staff informed the IIT that it was the responsibility of school leaders to initiate parent engagement activities and that the district utilized outside agencies' parent engagement specialists to promote families' participation in their children's learning. Staff reported that families attended their children's performances and extracurricular activities. Staff also indicated that, as opposed to the district's parent engagement efforts, the strongest factor for family engagement was prior connections to schools where parents had grown up in the area and had attended the same schools as their children. The lack of a comprehensive family and community engagement strategic plan hampers the promotion of a clear district-wide understanding of how the district intends to create and sustain a welcoming environment for families and how the district intends to facilitate reciprocal communications with stakeholders and establish partnerships with community organizations and families in support of student success.

DISTRICT LEVEL RECOMMENDATIONS:

Tenet 1: District Leadership and Capacity

In order for the District's strategy and practices that align fully with the concepts in the Effective column of Tenet 1, the District should:

- 1.1: Ensure that findings from the teacher evaluation process are used to inform the development and implementation of PD plans and ensure the provision of PD and follow-up to enhance schools' abilities to address the needs of their communities. Establish a comprehensive approach for sustaining high-quality personnel that augments the schools' capacity to address the needs of school constituents.
- 1.2: Ensure that the district develops and implements a process for determining the allocation of resources in a way that enables school communities to address school improvement needs and promote student success.
- 1.3: Develop a vision and an explicit theory of action based on high expectations that clearly communicate the steps necessary and the responsibilities of all members of the school community to achieve the district vision and goals. Ensure the district communicates its theory of action to all constituents in all pertinent languages. Establish school cultures that reinforce strong connections between professional practice and student outcomes.
- 1.4: Update and implement the district PD plan to ensure all staff are provided with the skills, knowledge, and ongoing support to deliver instruction that meets the expectations of the CCLS and the requirements of the Regents Reform Agenda.
- 1.5: Identify best practice for the use of data to inform instruction and to identify and address student achievement and school goals. Ensure the district communicates expectations for how data is to be used by staff members for supporting, instructing, and establishing goals for students and the school. Provide staff with the skills, knowledge, and ongoing support to establish data-based cultures in the schools. Hold teachers accountable for using data to inform and modify instructional strategies connected to best practices and the achievement of student goals.