



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	280201030004
School Name	Barack Obama Elementary School
School Address	176 William Street
District Name	Hempstead UFSD
School Leader	Kathy Trukafka
Dates of Review	March 24-26, 2015
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)				
Grade Configuration	1-5	Total Enrollment	498	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	5	# Dual Language	0	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	14	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	1	# Drama
# Foreign Language	0	# Dance	0	# CTE
School Composition (most recent data)				
% Title I Population	71	% Attendance Rate	93	
% Free Lunch	100	% Reduced Lunch	0	
% Limited English Proficient	39	% Students with Disabilities	11	
Racial/Ethnic Origin (most recent data)				
% American Indian or Alaska Native	0	% Black or African American	26	
% Hispanic or Latino	67	% Asian or Native Hawaiian/Pacific Islander	2	
% White	6	% Multi-Racial	0	
Personnel (most recent data)				
Years Principal Assigned to School	2	# of Assistant Principals	1	
# of Deans	0	# of Counselors/Social Workers	2	
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0	
% Teaching with Fewer Than 3 Years of Experience	10	Average Teacher Absences	NA	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12	Mathematics Performance at levels 3 & 4	12	
Science Performance at levels 3 & 4 (4th Grade)	NA	Science Performance at levels 3 & 4 (8th Grade)		
Student Performance for High Schools (2013-14)				
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4		
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits		
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate		
6 Year Graduation Rate				
Overall NYSED Accountability Status (2013-14)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	0	Black or African American	95%	
Hispanic or Latino	86%	Asian or Native Hawaiian/Other Pacific Islander		
White	0	Multi-Racial		
Students with Disabilities	98%	Limited English Proficient	96%	
Economically Disadvantaged	88%			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	0	Black or African American	93%	
Hispanic or Latino	87%	Asian or Native Hawaiian/Other Pacific Islander	0	
White	0	Multi-Racial	0	
Students with Disabilities	97%	Limited English Proficient	97%	
Economically Disadvantaged	88%			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	0	Black or African American	9%	
Hispanic or Latino	26%	Asian or Native Hawaiian/Other Pacific Islander	0	
White	0	Multi-Racial	0	
Students with Disabilities	10%	Limited English Proficient	23%	
Economically Disadvantaged	24%			

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. To establish and implement a school wide positive behaviour intervention plan
2. To establish a common social studies / English language arts resource center outfitted with leveled books for guided and independent reading
3. To train 100 percent of teachers in Teacher College, Columbia University, New York Writers' Workshop best practices

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a district-selected OEE, a Special Education School Improvement Specialist (SEIS) representative, and two representatives from the Regional Bilingual Education Resource Network (RBERN) who shared responsibility over parts of the review period.
- The review team visited a total of 50 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a staff survey that 39 staff (83 percent) completed.

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
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 2:				D	

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
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	(CCLS) that is monitored and adapted to meet the needs of students.				
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:				D	

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
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 4:				D	

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
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I
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
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:				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.	Tenet Rating	D
<p>The school has received a rating of Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported that the school community’s vision was inherited from 20 years ago and has not been updated to reflect current priorities. The school leader confirmed that the vision has not been recently communicated across the school community. Reviewers found that the school’s goals within the school comprehensive education plan (SCEP) are not specific, measurable, ambitious, results oriented, and timely (SMART). The school leader confirmed that goals have not been devised collaboratively with staff, students, or parents. Discussions indicate that staff, students, and parents lack a precise understanding of the school’s goals and vision and the role each are expected to play in improving student success. • Discussions with the school leader demonstrate that the school leader does not make strategic decisions in relation to how staff is deployed. Despite low achievement, little evidence is available from the school leader, staff, or documents that demonstrated programmatic or personnel changes or adaptations to better meet the needs of students. Further, there is no strategic plan to indicate how resources are used to address academic underachievement. While a basic standard textbook aligned to the Common Core Learning Standards (CCLS) for math has been introduced, the textbook itself does not represent an adequate curriculum to meet the needs of all students. In English language arts (ELA) and social studies, teachers are beginning to use guided reading, but strategic resource decisions to support wider improvements in ELA and social studies are not evident. • Discussions with the school leader and documents demonstrate there is an APPR process in place and a schedule for classroom observations. Teachers state school leaders supply them with actionable verbal and written feedback aligned to specific criteria, but classroom visits by the review team and discussions with school leaders indicate that teacher feedback is not being used effectively by some teachers to change their practices. Discussions with school leaders and staff demonstrate that there is a lack of accountability to ensure teachers improve their practice, even though a number of classroom observations indicate teacher instructional practices need improvement and specific next steps are clearly stated in teacher improvement plans and in observation feedback. • The school leader stated that data is not used rigorously or regularly to monitor and assess what is happening across the school. Discussions confirm that the leaders’ data team gathers limited information from different sources about progress in math and reading. This data is insufficiently analyzed to inform leaders or teachers about students’ on-going academic progress. The school leader regularly checks lesson plans, but areas for improvement are not clearly identified. Behavior and attendance data shows that monitoring through Positive Behavior Interventions and Supports (PBIS) is developing in that school leaders are beginning to use data to identify problems with student behavior, but not student engagement and academic success. 		

Recommendation:

School leaders should immediately reconfigure the school’s SCEP and school-based management teams to include representative membership so as to create and clearly communicate school-wide SMART goals to implement recommendations for tenets 3 through 6 below, including:

- specific targets and measurable benchmarks; and
- monitoring and assessing academic progress and social and emotional development using all available data sources monthly.

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.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- Documents and teacher lesson plans demonstrate that school leaders have not consistently ensured the implementation of a CCLS curriculum that is geared toward meeting the needs of different groups of students. The school leader stated that teachers do not adjust content to meet the varying needs of students. Discussions with the school leader and staff confirmed that a formal long-term strategic plan is being developed to ensure the effective implementation of the CCLS, but this remains a work in progress. The PD calendar and teachers confirm that some PD has been provided in helping implement the CCLS, but classroom visits and lesson plans show this is not consistent across the school.
- Teachers stated that while the depth of knowledge (DOK) construct is helping discussions about the CCLS during teacher meetings, these conversations are not consistently translated into CCLS-aligned lesson plans. For example, only 30 percent of lesson plans reviewed contained some of the required CCLS shifts. The majority of lesson plans did not demonstrate use of complex materials and tasks or higher-order questioning.
- Planning documents and discussions with teachers indicate that there is little evidence of interdisciplinary planning. Although ELA and social studies are planned together, there is little benefit to student learning because the work lacks academic rigor. Classroom visits and discussions with teachers demonstrate that there is little interdisciplinary instruction across different content areas. Reviewers observed little use of technology in lessons or of technology being used to enhance student learning or engagement.
- Documents and teacher interviews demonstrate that teachers do not consistently use student data to make curricula adjustments and modifications. In addition, teachers stated that they do not use data to meet the needs of different groups of students, particularly English language learners (ELLs) and students with disabilities. While some teachers use exit ticket checks and information about student progress from the reading and math programs, this is not consistent across classrooms. Classroom visits and a review of documents demonstrate that teachers provide feedback based on assessments to

the whole class rather than individual students in about two-thirds of classrooms. This limits student understanding in regard to areas of weakness and what they need to do to improve their work.

Recommendation:

The school leader should secure consistency of curriculum implementation by:

- immediately presenting grade-specific exemplar lesson plans and requiring each grade level team to analyze the CCLS and instructional strategies that need to be included in the planning process; and
- requiring every teacher to plan lessons that consistently include differentiation, scaffolds, and assessment for all subgroups.

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.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- Classroom observations and discussions with teachers demonstrate that some teachers are beginning to use data to adapt plans and deliver of instruction in order to meet the different needs of students; however, this is not consistent across classrooms. Apart from in math and guided reading, teachers do not adjust instructional strategies for individual students or groups of students. Teachers are providing CCLS-aligned lessons in reading and math, but are not planning or implementing the CCLS shifts consistently. For example, the review team found limited evidence of higher-order questioning, text complexity, and application of learning during classroom visits.
- In the 30 percent of ELA lessons seen by reviewers, teachers did not ask students to provide text-based answers or to provide written evidence to support arguments. Further, the review did not find in most classrooms that teachers required students to use academic language. Additionally, in fluency in math was limited.
- While teachers stated they expect students to present and maintain their work in an orderly manner, a review of student work showed few students follow this expectation. Further, a review of student work and classroom visits demonstrated that most teachers do not clearly communicate academic expectations. While classroom visits demonstrate that most students are compliant learners, opportunities for student voice, perspectives, values and opinions are limited.
- Discussions with teachers and lesson plans indicate that teachers do not use data to plan for student groupings or to adjust instruction to meet the needs of students, including ELLs and students with disabilities. Discussions with students and a review of documents demonstrate that most teachers do not provide specific feedback to students to guide them with next steps to improve their work. Instead, comments are generic and do little to promote student ownership of their learning.

Recommendation:

The school leaders should require that during each class lesson all teachers:

- collect data from a variety of formative assessments to inform immediate and subsequent instruction in all content areas; and
- develop instructional strategies that reach all four levels of the DOK construct currently implemented in the school.

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.

Tenet Rating

I

The school has received a rating of **ineffective** for Tenet 5 – Student Social and Emotional Developmental Health.

- There school leader and staff stated there are limited systems and protocols are in place to promote and support student social and emotional developmental health. The review team found there is no coordinated, school-wide, cohesive program to support the teaching of social and emotional developmental health. Although there are instructional support team (IST) procedures documented in a binder that outline the systems of referral and support, staff stated they are unaware of the binder or these procedures. The review team found that individual education programs (IEPS) are in place for some students, but the school does not monitor the impact of IEPs or the ongoing needs of students in order to provide appropriate supports. Consequently, efforts to support students are reactive rather than through a series of coordinated actions.
- The review team found that the school environment is clean and safe. Students state that staff is supportive of them; however, the school leader stated that there is no formal procedure to ensure that students are known by a designated adult. Classroom visits show that students are cooperative, but there is little evidence of student interaction during instruction and the diverse needs of students are not met across the school. Discussions with staff also indicate that limited PD has been provided for them in developing their capacity to identify and meet the social and emotional needs of all students.
- Interviews with staff, students, and parents demonstrate that constituents do not have a clear understanding of the school’s vision as it relates to the social and emotional well-being of students or the roles all are expected to play in supporting student needs. Further, the review team found that the school does not collect and analyze data to meet student social-emotional needs beyond basic numerical and statutory information about attendance and suspensions. While the school has an SCEP priority to introduce the use of a “student risk screening scale” to identify students who display problematic social behaviors and support staff state they have identified a basic template for this screening, at the time of the review this template was not being used across the school.

Recommendation:

Student support team members should immediately work collaboratively with all staff to jointly support student achievement and social and emotional growth by:

- implementing a proactive screening tool for all students that alerts appropriate staff to levels of support needed for students’ success in learning, behavior, and language acquisition; and
- sharing the currently developed binder of IST procedures and intervention resources with all staff.

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.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- Parents shared with the review team that the school has an open door policy toward families and that staff are approachable and friendly. However, many parents stated that the work the students receive is not challenging enough and that academic expectations of the school are low. Some parents stated that many teachers only speak English while many parents only speak Spanish; however, the review team found that documents sent to parents are translated into Spanish. Discussions with parents, staff, and the school leader indicate that reciprocal communication between the school and home is developing, but the school leader shared that the school has not conducted an evaluation of the effectiveness of its current strategies for communicating with parents.
- Parents and staff shared the school uses a variety of methods to communicate with families including emails, letters, phone calls, and face-to-face meetings. Parents stated that while the school is open to communicating with parents, some parents are reluctant to reach out to teachers and school leaders.
- Discussions with staff and the school leader and an evaluation of the PD calendar demonstrate there is little training for staff on how to build effective partnerships with parents. Similarly, discussions with parents and staff demonstrate there are limited events and training initiatives designed to increase parent understanding of how they can help support student success. The school leader shared that the school has offered parents some training on the reading and math programs; however, parents and the school leader stated that parent attendance at these sessions, and the ones offered through the Parent University, has been low. Parents stated that more families would attend if the school would hold these sessions at community venues closer to their homes as opposed to the school and that holding a regular monthly meeting for parents would encourage more participation.

- Discussions with parents and the school leader demonstrate that the school does not share data with families in ways that help parents advocate for their children. Parents state that report cards and assessment data are sent home on a regular basis but that the quality and clarity of this information varies from teacher to teacher and from year to year. Further, some parents stated that they do not understand the data and are unclear how to support their children.

Recommendation:

School leaders should work with staff to enhance home-school connections by conducting regular community-based workshops to empower families to support their children's learning.