



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	620600010024
School Name	Harry L Edson Elementary School
School Address	116 Merilina Avenue, Kingston, NY, 12401
District Name	Kingston City School District
School Leader	William Krupp
Dates of Review	February 9-10, 2016
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet for Harry L Edson Elementary School

School Configuration (2015-16 data)					
Grade Configuration	K-4	Total Enrollment	470	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	1	# SETSS	8	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		NA	% Attendance Rate		95
% Free Lunch		56	% Reduced Lunch		6
% Limited English Proficient		11	% Students with Disabilities		11
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		0	% Black or African American		10
% Hispanic or Latino		32	% Asian or Native Hawaiian/Pacific Islander		6
% White		46	% Multi-Racial		8
Personnel (most recent data)					
Years Principal Assigned to School		5	# of Assistant Principals		0
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		7	Average Teacher Absences		6%
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		22	Mathematics Performance at levels 3 & 4		41
Science Performance at levels 3 & 4 (4th Grade)		94	Science Performance at levels 3 & 4 (8th Grade)		NA
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		NA	Mathematics Performance at levels 3 & 4		NA
Global History Performance at levels 3 & 4		NA	US History Performance at Levels 3&4		NA
4 Year Graduation Rate		NA	6 Year Graduation Rate		NA
Regents Diploma w/ Advanced Designation		NA	% ELA/Math Aspirational Performance Measures		NA
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		X
Priority School					

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	X
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White	X	Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged	X	ALL STUDENTS	X
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
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		ALL STUDENTS	

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Carefully monitor student academic achievement and conduct Response to Intervention (RtI) meetings to adjust intervention services as needed throughout the year.
2. Work closely with bus drivers to further revise the Peaceful Bus school program through meetings and award incentives.
3. Conduct monthly grade level meetings and twice weekly consultant teacher meetings to improve instructional planning and teaching.

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.
- The review team visited a total of 30 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, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 139 (30 percent) completed.
- The school provided results of a staff survey that 43 (54 percent) completed.
- The school provided results of a parent survey that 22 (2 percent) completed.
- The present school leader will be retiring in July 2016.

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
TENET 2 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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"/>
TENET 3 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>
TENET 4 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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"/>
TENET 5 OVERALL STAGE:					1

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	Stage 4	Stage 3	Stage 2	Stage 1
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>
TENET 6 OVERALL STAGE:					1

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 Stage	1
<p>The school is at Stage One for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader developed the School Comprehensive Educational Plan (SECP) collaboratively with teachers and staff. Parents were not directly involved. The SCEP contains specific, measurable, ambitious, results-oriented, and timely (SMART) goals; however, the school leader has not used strategies effectively to produce the intended results. The current areas of improvement identified in the School Self-Reflection document provided for the review did not address raising the achievement of all students, or bringing about sustained improvement. The school leader has not ensured that his vision for student success is translated into teachers’ daily practices. Teachers’ expectations for student achievement varied widely in observed classes. Overall student performance declined on the 2015 New York State English language arts (ELA) assessment. • The school leader has allocated resources to address some of the areas of need identified in the SCEP. For example, he developed a before and after-school program in association with the YMCA to address the need for wrap-around services. The school leader told the Integrated Intervention Team (IIT) that there is little measurable evidence to demonstrate the effectiveness of his resource allocation decisions. For example, the decision to conduct regular Response to Intervention (RtI) meetings beginning in October 2015, led to the scheduling of additional remedial support for students in mathematics and reading. While the school leader stated in the School Self-Reflection document that there was a plan to review the effectiveness of this additional support by mid-February, no data were available at the time of the review. • Although formal observations are based on the district rubric, the IIT found that the school leader’s feedback lacks specificity about what teachers need to do to improve their practices. The school leader told the IIT that he carries out informal observations and walkthroughs infrequently and not according to a schedule. The school leader told the IIT that there is little opportunity for teachers to collaborate with colleagues at their grade levels and in other grade levels and this was confirmed in discussions with staff. Except in grade four, the school leader reported that teachers do not have time to meet regularly to plan lessons, discuss the instructional implications of data, or share best practices. • Although school leaders have recently acquired a data-base for storing and analyzing student performance data, the school leader has not developed a process for using disaggregated data on achievement, attendance, and behavior to monitor what is happening in the school. For example, the school leader and teachers were generally unaware of the performance and needs of accelerated students and students with disabilities. <p>Recommendation:</p> <p>Beginning on February 29, 2016, the school leader should plan daily informal classroom visits, focusing on the effectiveness of teachers in engaging students by providing challenging learning tasks. Feedback should be provided to the teachers visited within 24 hours.</p>		
Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning	Tenet Stage	1

Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- The school leader has not implemented a systematic plan for curriculum development and revision, and teachers said that they have not received much guidance from the school leader about how to use and modify New York State and district curricula. Evidence from classroom observations and interviews demonstrates that the majority of teachers are not modifying Common Core units to accommodate diverse student learning needs.
- Few teachers align their lessons to the Common Core Learning Standards (CCLS). The lesson plans examined by the IIT were highly variable in quality, and teachers said that the school leader and instructional coaches did not collect, review, or comment on their lesson plans. Few teachers are using data-driven instruction (DDI) to match learning objectives to students’ strengths and needs. Although some lessons included complex materials and higher-order questioning, in most observed classes, the instruction was teacher-led and not sufficiently challenging to increase student engagement and achievement. This was especially evident in ELA instruction. From a sample of students’ work, it was clear that a few teachers, specifically in grade three, are using core investigations units in social studies, which are linked to that CCLS. In observed classes, teachers infrequently took students’ backgrounds and individual needs into account. For example, in one observed class, a student who did not speak much English was expected to complete the same tasks as other students.
- The school leader told the IIT that there was no formal plan for developing interdisciplinary curricula. Although some teachers were meeting informally to integrate content, without a coherent plan, there was nothing systematic to ensure that this would happen school-wide in order to deepen students’ understanding of what they are learning. Art and music teachers said they would like to be included in grade level planning in order to make connections across subjects, but there is currently no provision for this.
- The range of assessments used to monitor student progress and achievement is limited to standardized achievement tests and teacher-made quizzes. The school leader and teachers said that they analyzed STAR assessments, but there was little evidence that STAR assessment results were used consistently and systematically to inform curriculum planning in documents reviewed by the IIT. Although some teachers use exit tickets to assess students’ understanding, this is not common practice across the school. Students do not receive regular feedback on their work and the students interviewed by the IIT did not know the next step to take to improve their work.

Recommendation:

Beginning on February 22, 2016, the school leader and instructional leaders should begin to examine teachers’ planning every other week to make sure that all teachers are making explicit references as to how they are modifying ELA lesson plans for all groups of students, especially accelerated students and students with disabilities.

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

Tenet Stage

1

The school is at **Stage One** for Tenet 4 – Teacher Practices and Decisions.

- The school leader does not have a plan for ensuring that instruction throughout the school is uniformly effective. Instructional planning was not consistently informed by data, and in observed classes, instruction was not adjusted to address individual student needs and learning styles. The feedback to teachers in the school leader’s formal observations was not specific. Collaborative planning meetings were introduced in grade four this year, but do not occur in the other grades. Although there were good practices in some observed classes, typically instruction was not adapted to meet diverse student needs. In most observed classes, student engagement and the expectations for student learning were low.
- The quality of instruction in the school varied widely. For example, in a grade four mathematics class, the teacher grouped students by common need, and they were observed to be working productively on individually appropriate tasks. However, in a grade three ELA class, all students were working on the same textbook exercise, although some English language learners (ELL) were unable to read the instructions independently. Overall, there were few opportunities for students to learn in a variety of ways, and many lessons were predominantly teacher-led. While some teachers posed higher-order questions to extend students’ understanding, in most observed classes, teachers posed only literal comprehension questions and sometimes answered the questions themselves without allowing adequate wait time. In many observed classes, groups of students wandered around the room, sometimes interfering with and annoying other students.
- In most observed classes, the tasks and activities were not challenging, and accelerated students told the IIT that most of their work was “too easy.” It was evident from an examination of lesson plans and classroom observations, that in most classes, students worked on the same tasks regardless of ability or prior learning. Students told the IIT that although they felt safe in class and comfortable about asking questions, they did not have many opportunities to express their own views and opinions. Most observed classes were orderly and safe, but in classes where the pace was slow and the tasks were not differentiated and challenging, some students interfered with the learning of others. In most observed classes, teachers did little to promote discovery learning or encourage rigorous thought. For example, in a social studies class, the teacher asked a series of questions that could be answered, “yes” or “no.”
- It was evident from interviews with teachers and an examination of lesson plans that teachers did not regularly use data to create student groups or modify instruction to meet student’s needs. The IIT found little teacher feedback in a sample of student work. Most feedback to students consisted of checkmarks indicating correct answers. Some teachers made extensive corrections, leaving students with little to do on their own. The IIT learned that students engage in some self-evaluation, and peer-evaluation is being developed in a few classes. In the few classes where teachers were making effective use of assessment data in their feedback.

Recommendation:

Starting February 22, 2016, the school leader should plan to release one teacher from each grade, in rotation,

to observe another teacher in the same grade each week for one period. The observation should have a specific focus, starting with the use of higher-order questions. The teachers should have a discussion about what was observed within 24 hours.

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 Stage

1

The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health.

- The school leader does not have a plan or system for identifying and addressing students’ social-emotional developmental health needs. The student support team told the IIT that teachers, support staff, and parents identify individual students in need of service, but there are no formal referral criteria and procedures. The school leader has not established systems for identifying behavioral, academic, attendance and health patterns and tends in order to plan and provide appropriate programs and services. Student needs are not anticipated and promptly addressed because teachers rarely discuss them collaborately, and the student support team operates reactively rather than proactively.
- There is no social-emotional developmental health curriculum. The district has asked the school leader to introduce Positive Behavioral Interventions and Supports (PBIS), but this program will not begin until September 2016. Behavior management systems are individually determined by teachers rather than aligned and coordinated across the school. The Peaceful Buses program was introduced in 2014 with some initial success, but support staff said that referrals for poor behavior were increasing. The school leader told the IIT that no PD has been provided to help teachers to support students’ social-emotional developmental health needs.
- The school leader does not have a strategic plan to coordinate the work of school staff and community organizations in order to support students’ social-emotional developmental health needs. The student support team consists of two teachers’ aides, two social workers, the school psychologist, and the school nurse. This team supports students in crisis; however, the school leader has not developed protocols that define the roles, relationships, and responsibilities of team members in order to maximize their effectiveness as a team. Community agencies, including the YMCA, work with students in the school, but their work is not organized or coordinated. Parents interviewed by the IIT expressed frustration with the time it takes to secure appropriate support for students with disabilities.
- The school leader said that there are no systems for collecting and analyzing data to identify and address students’ social-emotional developmental health needs. He added that this has not been a priority because of other initiatives, although school documents provided to the IIT cited long-standing concerns with student behavior. Over two-thirds of the students surveyed last year said that behavior was not good in the school and that they did not take part in establishing classroom rules. Over a third of the students surveyed said that they thought their teachers did not know them. In interviews, it was clear that teachers were unaware of the student survey results, and that the school leader had not taken steps to address the implications.

Recommendation:

The school leader should immediately begin to work with teachers and students to create a uniform system throughout the school to recognize high student performance and positive behavioral expectations. This system should be introduced to students no later than March 1, 2016.

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 Stage

1

The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- The school leader said that he communicated his expectations for student success to parents at conferences and meetings, but this was not a regular practice. When asked by the IIT, parents were unaware of the school leader’s expectations for student performance. Parents added that the school leader had not enlisted them as partners in the education of their children, and that they were uncertain how to help their children at home.
- The school communicates with parents through newsletters, the school website, emails, and texts, but there are limited ways for parents to respond. Only a few teachers use an electronic system for reciprocal communication. Most school communications are translated into Spanish, but the student support team said that only district information is provided to Chinese and Arabic speakers in their home languages.
- With the assistance of the Parent Teacher Organization (PTO), the school leader provided two workshops last year to help families understand the CCLS and the school’s related instructional practices. There is no targeted, systematic PD to help teachers and parents build home-school relationships. Although some teachers advise parents about how to support their children’s reading at home, parents and teachers told the IIT that this was not common.
- Although report cards and some class newsletters contain basic school data, the school leader does not have a coherent plan for explaining these data in ways that parents can easily understand. There is no uniformity about what data to share with parents and how to share it. For example, some teachers provide weekly newsletters or communicate through an electronic system, while others issue only the standard quarterly report card required by the district. Only some kindergarten and grade one teachers report screening test results, and only some teachers report STAR assessment results. There is little evidence that the school is working in a coordinated manner with families to advocate for the services their children need. However, there were individual efforts by social workers to support homeless families based on the data they had collected.

Recommendation:

The school leader should immediately create a survey of parent views on how the school can improve family engagement. The survey should be completed and collected by March 18, 2016.