



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	091200010004
School Name	Oak Street Elementary School
School Address	108 Oak Street, Plattsburgh, New York 12901
District Name	Plattsburgh City School District
School Leader	Mr. Jayson Barnhart
Dates of Review	March 22-24, 2016
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Configuration (2015-16 data)					
Grade Configuration	3-5	Total Enrollment	226	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	1	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2015-16)					
# Special Classes	7	# SETSS	0	# Integrated Collaborative Teaching	0
Types and Number of Special Classes (2015-16)					
# Visual Arts	0	# Music	1	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population	Not Provided		% Attendance Rate	95.38	
% Free Lunch	91		% Reduced Lunch	13	
% Limited English Proficient	.004		% Students with Disabilities	Not Provided	
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	2		% Black or African American	6	
% Hispanic or Latino	.004		% Asian or Native Hawaiian/Pacific Islander	2	
% White	88		% Multi-Racial	1	
Personnel (most recent data)					
Years Principal Assigned to School	1		# 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	18		Average Teacher Absences	20	
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4	23		Mathematics Performance at levels 3 & 4	34	
Science Performance at levels 3 & 4 (Grade 4)	33		Science Performance at levels 3 & 4 (Grade 8)	N/A	
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					
In Good Standing			Local Assistance Plan		
Priority School			Focus School	X	
<p>SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:</p> <ol style="list-style-type: none"> 1. RTI - Action Plan Annual duties - benchmarking, data review, procedures and protocols, govern RTI process in building, reviewing assessment tools and overseeing CST - Data Driven Inquiry. 2. CCIS mapping to align this curriculum with McGraw Hill resources for pacing purposes to further collaboration, resource sharing and articulation. 3. Align Oak Street's instructional guidelines to be consistent with district policy, common district assessments, NYS curricula (ELA, Math and Social Studies). 4. To develop and implement a collaborative planning process to complete item analysis on ELA and Math assessment measures at grade level to identify curricular and program gaps/deficits. 					

School Identification Status		
The school was identified for not meeting the subgroup performance minimum cut point for the following subgroups in 2014-15:		
Subgroup	School's Performance	Minimum Cut point
Students with Disabilities	11.5	29
Economically Disadvantaged	58.5	64

Purpose of the visit

This school was visited by the State Education Department Integrated Intervention Team (IIT) because of its low performance.

The purpose of this review is to provide the school with feedback regarding the practices across the school and to provide a number of actionable recommendations to direct the school's work in the immediate future.

This report is being provided as a feedback tool to assist the school and to help identify areas for improvement. These areas can address the subgroups identified or they may be broader and cover additional subgroups or the entire school. NYSED recognizes that there are dedicated staff members at the school committed to the success of the students. The report below provides a critical lens to help the school best focus its efforts.

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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 25 classrooms during the two-day review.
- The OEE visited five classrooms with the school leader during the 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 Review Team concluded that the school's current systems and practices are generally aligned with Stage One or Stage Two on the DTSDE Rubric, with the majority of Statements of Practice aligning with Stage Two.

SUCSESSES WITHIN THE SCHOOL THAT THE SCHOOL SHOULD BUILD UPON:
<ol style="list-style-type: none">1. The school has created a climate and culture of respect. The Integrated Intervention Team (IIT) observed teachers and students demonstrating mutual respect towards one another. The school leader, staff, and students told the IIT that the school's Positive Behavioral Interventions and Supports (PBIS) program helps to sustain the school's positive culture and climate. Through this program, students who exhibit positive behavior receive rewards and recognition. The school has also established a Behavior Intervention Committee that reviews data on student behavior regularly and provides appropriate support to students in need.2. The school leader has instituted a Response to Intervention (RtI) team to review student performance data and refer students in need of support to the Academic Intervention Services (AIS) program. The school leader and teachers were able to cite the assessments the school uses to measure students' academic progress and explain the procedures the school uses to identify and address students' needs.3. Parents interviewed stated that the school staff has created an atmosphere where families feel welcomed to visit the school and there is a community feel to it. Teachers stated that they welcome families to visit the school and ask questions about their child's progress.
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.
Recommendation for Tenet 2 – School Leader Practices and Decisions:
By May 2, 2016, the school leader should implement a classroom walk-through protocol enabling him to make classroom visits for 90 minutes each week and to visit each classroom for a minimum of 15 minutes each

month.

The school leader will establish two to three look-fors, which he will use to assess instructional practices, one of which will be stating and referring to the lesson objective.

- Within 24 hours of the visit, the school leader will email the teachers whose classes he observed a minimum of two comments specifically related to the look -fors.
- This feedback should be formative, actionable, and intended to improve instructional practices.
- The school leader will also track instructional practices in order to determine school-wide trends and provide appropriate professional development (PD) to promote best practices.

Rationale that led to the recommendation:

- The school leader has not established a formal walk-through protocol and does not provide teachers with regular, actionable written feedback to improve their instructional practices. As a result, he lacks data about school-wide trends to inform strategic decisions to improve the school’s instructional program. The school leader stated that has not established look-fors to provide a focus for classroom observations and targeted feedback to teachers. He uses a “Best Practice Indicator,” which is a written document that defines elements such as classroom environment, communication, and activities when he visits classrooms.
- Teachers in interviews reported that the school leader's feedback was usually informal, verbal, and almost entirely positive. They added that he rarely set forth the next steps to take to improve their instructional practices. The IIT confirmed through a review of formal teacher observations that most of the feedback to teachers through the school’s Annual Professional Performance Review (APPR) process was descriptive rather than prescriptive. The school leader expressed the view that he needed to be positive, supportive, and non-challenging in order to build productive working relationships with staff in his first year as principal.
- While teachers stated that the school leader has provided some actionable feedback, he has not established a follow-up procedure to determine how well teachers are using this feedback to improve their instruction. In addition, the IIT found no evidence of a formal procedure the school leader uses to identify the quality of instruction school-wide and to determine the PD that teachers need to improve their instruction.

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.

Recommendation for Tenet 3 – Curriculum Development and Support:

By April 4, 2016, the school leader should ensure that all teachers develop and post objectives for each lesson. In addition, the school leader should ensure that teachers provide opportunities for students to respond to questions related to the lesson objectives and assess their progress in meeting these objectives throughout the lesson.

Rationale that led to the recommendation:

- Learning objectives were not evident in the lesson plans examined by the IIT and in observed classes. When asked by IIT members, most students were generally unaware of what they were learning and why and said that they were unable to assess their own progress. The school leader has not mandated that teachers post, explain, and refer to learning objectives throughout the lesson. The school leader reported that teachers are not contractually required to submit their lesson plans to the school leader for review; therefore, he often does not know the learning objectives for the lessons he observes.
- The review team found that teachers typically did not develop questions in their lesson plans that

would be in conjunction with the learning objective.

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.

Recommendation for Tenet 4 – Teacher Practices and Decisions:

By May 2, 2016, the school leader and special education teachers should ensure that all students with disabilities have data binders to enable them to track their progress on the school’s assessments and toward the accomplishment of their Individualized Educational program (IEP) goals. These data binders should be customized to help students understand these data, their learning targets for next assessment, and how to meet their learning goals.

Rationale that led to the recommendation:

- The IIT found that general education teachers typically provided specific, actionable feedback to students about their work. In interviews with the IIT, general education students could state their skill levels, tell the meaning of the teacher feedback they received, and identify what they need to do to improve their work. The IIT found that special education teachers did not regularly update the special education students on their progress and as a result, special education students interviewed were unable to state information about their academic progress.
- School leaders stated that students with disabilities were not as well-informed about their strengths and needs. The IIT interviewed some students with disabilities and found that they were unable to demonstrate that they understood the meaning of the feedback they received. In addition, these students were unable to state the implications of assessment results, the progress they were making toward the accomplishment of their IEP goals, and the next steps to take to improve their learning. According to the school leader, students with disabilities do not have data binders to chart their progress and help them to understand what they need to do to improve.

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.

Recommendation for Tenet 5 – Student Social and Emotional Developmental Health:

In order for the school to determine whether their social and emotional programs and actions are having the intended impact on student success, the school leader and student support team will review one recent action to determine its impact by March 28, 2016. For example, the school leader and RtI team should review referral data to determine whether disciplinary referrals of students with disabilities at recess have decreased since the provision of training for supervisors and the elimination of soccer.

Rationale that led to the recommendation:

- The school leader and RtI team have not established a process to determine the effectiveness of the school's social-emotional programs and practices. The school leader stated that although he and the RtI team consider and act upon data on achievement, disciplinary referrals, attendance, and suspensions to inform their decisions, there is often no follow-up to ensure that the actions taken have had the intended impact. For example, RtI team members stated that they recently made a strategic decision to provide Therapeutic Crisis Intervention training for the special education aides who supervise recess and eliminate soccer in order to reduce the number of disciplinary referrals of

students with disabilities. Staff indicated that that they found that during soccer time many referrals were generated because of students' off-task behavior and rough play. However, the IIT found no evidence to show that there has been follow-up to determine whether disciplinary referrals of students with disabilities during recess have actually decreased following these actions.

- Although the school leader and the school's various teams provide support for students through the school's Academic Intervention Services program, the IIT found no evidence to show that the staff have collected and analyze data to determine the impact of this program in removing barriers to student success.

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.

Recommendation for Tenet 6 – Family and Community Engagement:

Effective immediately, the school leader and teachers should ensure that all families receive progress updates on their children's classroom grades and assessment results by the middle of each marking period. These reports should include all classroom grades and current assessment results, such as AIMS web and I-Ready; and provide specific strategies that families can use at home to help their children make expected progress.

Rationale that led to the recommendation:

- The IIT learned that most families do not receive information on their children's classroom grades or progress between the marking periods. The student support team stated that the families of students who receive Academic Intervention Services are updated only every ten weeks on their child's progress. The school leader and teachers stated that the school does not send home five-week reports to all families. This limits opportunities for parents to seek academic support for their children at school and to be informed about how to help their children at home, particularly in areas where students need additional support. Parents interviewed by the IIT stated that the school does not have an online portal to enable families to view their children's real time grades. Additionally, other than through report cards and a fall parent conference, there are no established means or expectations for teachers to communicate with families.

ADDITIONAL AREAS TO ADDRESS

- The IIT found that although the school leader sends home a school newsletter to share information such as upcoming events and behavioral expectations, there are no references to schools goals, expectations for student success, and ways that families can support the school. Benchmark assessment and other school-wide data are not shared with stakeholders to demonstrate the academic progress that the school is making. In the future school leaders will need to make the school community more aware of the school's goals and ways that they can help the school meet these goals.
- Teachers' lesson plans and instruction in ELA and mathematics do not typically contain higher-level questions or higher-level tasks that provide rigorous learning for all students. As a result, not all students are challenged at a level to prepare them for college- or career- readiness. In the future, the school leader should provide teachers with a common definition of rigor and ensure that they include higher-level questioning in their lessons through targeted monitoring.