

**MONITOR'S SEMIANNUAL REPORT**  
**HEMPSTEAD UFSD**  
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New York State Monitor

## Introduction

The Hempstead Union Free School District (HUFSD or “the district”) is located in the center of Nassau County. By several important metrics, the district is one of the poorest and neediest in the county. In terms of need, the percent of students who are free and/or reduced-price lunch eligible is consistently at or above 70%. In terms of wealth, the district’s combined wealth ratio, an index that compares a district’s per pupil income and property wealth to the State average, is .32. A district that has average per pupil income and property wealth equivalent to the State average would have a combined wealth ratio of 1.00. The average combined wealth ratio for Nassau County districts is just under 1.5, nearly five times higher than the district’s wealth ratio.

The district serves approximately 8,800 public school students, approximately 3,000 of whom currently attend charter schools. Approximately 5,800 students are enrolled in one of the district’s six elementary schools, in the Alverta B. Gray Schultz Middle School (“the middle school”) or Hempstead High School (“the high school”). The district enrolls almost exclusively students of color. The student population consists approximately of 20% African American, 76% Latino students, and 4% other groups.

Over the last decade, there have been significant problems with inconsistent leadership in key administrative positions and constant turnover on the board of education (“the board”). Turnover in board and administrative positions seriously undermined the ability of the district to maintain stability or consistency in the district’s efforts to install new and better ways to provide and support instruction at every level of schooling. Since the monitor’s assignment to the district in 2020, board positions have continued to turn over each year. Incumbents, except for one in 2022, either chose not to run for reelection or were defeated. During the 2022–2023 school year, administrative leadership stabilized, and key vacancies were filled by persons with a long history of commitment to and knowledge of the district.

The district and most of its schools have been on one or another New York State Education Department (NYSED) list for underperformance at various times during the last thirty years. Beginning with the 2023–2024 school year, for the first time in two generations, all but one school in the district will be identified for Local Support and Improvement. (Prior to the 2022–2023 school year, such schools were referred to as Schools in Good Standing.) The Joseph McNeil Elementary School, which had previously been identified for Additional Targeted Support and Improvement for the performance of the students with disabilities group, was identified based on 2021–2022 school year results for Comprehensive Support and Improvement because of the low performance in English language arts (ELA), mathematics, and science of the All Students group.

Until very recently, there had been an erosion of resources available to support meaningful improvement in the instructional program. That changed beginning in the 2021–2022 school year with the availability for three years of significant amounts of federal support in response to the Covid-19 pandemic as well as the two-year phase-in of full funding of the State Foundation Aid formula beginning with the 2022–2023 school year. These increases in funding have been partially offset by significant growth in the number of students who attend charter schools and the annual tuition paid for each resident student who attends charter schools. Tuition payments to charter schools now account for more than 24% of district expenditures.

The appointment of the monitor was made possible by the passage of Chapter 19 of the laws of 2020. The monitor is appointed by the Commissioner of Education and has the following responsibilities:

- Provide oversight, guidance and technical assistance related to the fiscal and educational policies, practices, programs and decisions of the district, board and superintendent.
- Serve as an ex-officio member of the board and as such attend all meetings of the board.
- In conjunction with the board, develop a financial plan for the district.
- In conjunction with the board, develop a proposed academic improvement plan.
- Starting with the proposed budget for the 2021–2022 school year, annually review the district’s budget to ensure that it is balanced.
- Provide semiannual reports to the Commissioner, the Regents, the Governor, the temporary President of the Senate and the Speaker of the Assembly.
- Work with the district’s shared decision-making committee.
- Assist in resolving disputes and conflicts between the board and the superintendent, and among members of the board.

## Key 2022–2023 School Year Monitor Activities and Accomplishments

### Academic:

The monitor focused on the following areas during the 2022–2023 school year:

- attendance of students and staff;
- student performance and growth in reading and math;
- use of data and staff development related to data; and
- implementation of the International Baccalaureate (IB) Program.

Among the monitor's key activities were:

- Supported the efforts of the district that have resulted in an improvement of about 1% in average daily attendance (ADA) and a reduction of 10% in chronic absenteeism.
- Met regularly with the Assistant Superintendent of Curriculum and Instruction and his team of coordinators and directors, both as a group and individually, to ensure that consistent, effective instruction is being offered across programs, schools, and grades.
- Assisted district leaders to analyze data to determine whether students are responding positively to instruction in reading and math.
- Met with the superintendent and the Associate Superintendent for Human Resources, to ensure that school and program leaders are fulfilling their roles as observers and evaluators of teachers.
- Provided guidance to the Assistant Superintendent for Curriculum and Instruction to ensure that the IB coordinators provided teachers the help they needed to incorporate IB instructional strategies into the everyday classroom instruction.

As a result of the work of the district with the support of the monitor, the district was able to have both schools in Receivership meet the criteria for removal from those designations. In addition, at year's end, all actions needed by the district to have all district elementary schools and the middle school continue in good standing in the IB program were completed and submitted, and all required observations and evaluations of professional staff had been completed on time.

## **FISCAL**

The monitor focused on the following areas during the 2022–2023 school year:

- Monitored implementation of the 2022–2023 school year expenditure plan.
- Assisted the district in implementing its plan for building renovations and improvements.
- Sought solutions to ease the burden of charter school tuition payments on the district’s finances.
- Supported district efforts to increase the number of students transported to school.
- Approved the district’s plans for use of Federal grants.
- Addressed issues in regard to district technology resources and infrastructure.
- Assisted the district in developing its 2023–2024 school year proposed budget.

Among the monitor’s key activities were:

- Attended meetings regularly with the administration, the architects, and contractors concerning the work underway on the Energy Performance Contract (EPC), which is on schedule and should be completed during the 2023–2024 school year.
- Met monthly with district administration and the architects concerning the planning and approval of the projects associated with the bond issue.
- Assisted district staff to track the cost of charter school tuition and other services to charter school students, watching particularly for trends in enrollment and attendance.
- Worked with the district administration on plans for the use of the \$1 million special legislative grant the district received to expand the provisions of transportation services to students.
- Worked with the superintendent and the Assistant Superintendent for Business on the plans for expending the American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief Fund (ESSER) monies, including approving several modifications to the expenditure plans prior to their submission to the New York State Education Department.

As a result of the district’s efforts and the support of the monitor, the district was able to implement the programs included in the 2022–2023 school year expenditure plan while ending the school year with a surplus of more than \$15 million. This will enable the district to operate during the 2023–2024 school year with an unappropriated fund balance of approximately 4%, with other monies placed in reserve accounts that can be used to offset anticipated stagnation in the amount of State aid that the district will receive in coming years.

After the district had failed to successfully recruit a Director of Technology, the monitor worked with the superintendent and other administrators to develop an alternate plan for securing a director through contracting with the Nassau Board of Cooperative Educational Services (BOCES). The monitor's assistance resulted in the district hiring a coordinator who developed districtwide short- and long-term plans for the purchase of technology that included components focusing on communication, security, and instruction.

## **GOVERNANCE/OPERATIONS**

The monitor focused on the following areas during the 2022–2023 school year:

- Securing the approval of the board for the 2022-2023 school year plan updates, which was delayed until January 2023 because of board concerns pertaining to a proposed recommendation regarding the timeline for the board deciding whether to renew the superintendent's contract.
- Developing plans to add space to the elementary schools and eliminate the need for all the remaining portables that have been used for instruction.
- Estimating what costs would be if the district-based transportation eligibility on the state aid-ability limit of 1.5 miles from the school of attendance.

The monitor's effort contributed to the decisions of the board to renew the superintendent's contract and direct district staff to engage an outside consultant to conduct a transportation study to assist the board with deciding whether to place a transportation proposition on the May 2024 ballot. One component of the study will be to investigate the relationship between distance from home to school and daily attendance.

## **Summary of Current District Academic, Fiscal, and Operational Status**

### **Academic:**

The district made modest gains in academic achievement during the 2022–2023 school year, but the district continues to lag the Statewide average on key metrics, including Average Daily Attendance (ADA), chronic absenteeism rates, and percentages of students proficient in ELA and math. During the 2022–2023 school year, the district maintained the recent improvement in increasing the four-year graduation rate to be nearly equal to the State average.

The Assistant Superintendent for Pupil Personnel coordinated work with the team of attendance teachers and social workers to develop and implement strategies to improve ADA and reduce chronic absenteeism. He, along with the superintendent and the

Assistant Superintendent for Curriculum and Instruction, made a concerted effort to clean up attendance data and make sure that every teacher knows their role in taking attendance and entering the correct information daily into PowerSchool. Despite those efforts, there were continuing problems with the year-end data, suggesting the need for continued training for staff on how to report daily student attendance. While attendance has shown some improvement, there remains a need to revisit procedures used by attendance staff to increase ADA and reduce chronic absenteeism.

Ensuring the district's proper administration of the reading and math assessments and then the collection and aggregation of assessment data was a priority of the monitor, particularly since the district has introduced for many English language learners (ELLs) a new testing protocol that measures proficiency in both subjects in English and Spanish. Both the fall and the winter test administrations were completed on time and the data made available timely to administrators and teachers to inform the instructional program. Staff development for teachers is continuing to focus on the use of test data to inform instruction, especially the data collected from i-Ready.

Results from the three interim assessments (i-Ready, NWEA, and Star) used by the district to measure reading and math performance show that approximately 60% of students in both subjects achieve a year's growth for a year of attendance. This data demonstrates that for the majority of students who are below proficiency in reading or math, the instructional program is not enough to move these students to proficiency, although the program is successful at preventing the majority of such students from falling even further behind. The gap and proficiency across the grades have been somewhat consistent across academic years. Proficiency in both subjects continues through the grades at approximately 26% in reading and under 20% in math and has remained at those levels for the last three years. The gap therefore between performance at the district level and the state level has also remained essentially unchanged.

One key purpose of data analysis is to determine whether students are responding positively to instruction in reading and math. Ensuring consistent, effective instruction across programs, schools, and grades has been the focus of the Assistant Superintendent of Curriculum and Instruction and his team of coordinators and directors. The monitor has been meeting individually and as a group with these staff members to better understand the activities underway and to assist their efforts.

The district's four-year graduation rate of approximately 86% for the students who first entered grade 9 in the 2019-2020 school year remained essentially unchanged from that of the prior year's cohort. While the district's graduation rate is approaching the State average, there is concern that in future years as the availability of exemptions from graduation assessment requirements

for students whose education was disrupted by the pandemic is phased out, the district will be hard pressed to increase or even maintain this graduation rate.

## **Fiscal**

In the short-term, the district's fiscal situation has improved, as reflected in the district having a year-end surplus for the 2022–2023 school year, which has allowed the district to increase its cash reserves while also moving forward with a number of capital construction projects and continuing the practice of asking voters to adopt a budget with a zero percent tax levy increase.

Longer-term, however, the district faces significant fiscal challenges. With growth in future State aid uncertain, the sunset of the Covid related federal funds, the unlikely probability of a tax levy increase, and projected increases in charter school tuition and other expenses over the next few years, the district is going to need to begin developing contingency plans to reduce and/or eliminate programs and staff positions, as early as the 2023–2024 school year for the 2024-2025 budget. The five-year budget projection shows that resources will be available to sustain the current district programs through the end of the 2023–2024 school year. Reserves could allow the district to continue to largely maintain current levels of programs and services through the 2025–2026 school year, but absent additional revenues or revisions to how charter school tuition payments are determined, the district will likely need to take action to reduce expenditures beginning as soon as the 2024–2025 school year.

## **Governance and Operations**

The board made significant strides to stabilize district governance and operations during the 2022–2023 school year by renewing the contract of the superintendent, granting tenure to the business official, and hiring qualified staff to fill positions in technology and other critical areas.

Issues pertaining to facilities and transportation remain unresolved. The board continues to discourage community engagement by failing to adhere to the Open Meetings Law in terms of timely posting of board agendas and materials. This issue could be largely ameliorated by the district making long overdue updates and improvements to the district's website.



## **Monitor Priorities for the 2023-2024 School Year**

### **Academic**

The monitor's priorities for the 2023–2024 school year are much the same as they were during the past two years. The monitor's areas of focus will continue to be student and staff attendance, graduation rate, elementary and middle school student proficiency in ELA and math, the collection and use of data, and professional development.

While ADA appears to be improving in response to district efforts, ADA continues below 90% across all schools and all grades. The chronic absenteeism rate was over 50% for the 2022-2023 school year, which meant that more than half of all students were absent for more than 10% of instructional days or at least 18 days for students who had been enrolled for the entire school year. A critical component for effective instruction is attendance. The district will continue to work on revising strategies for increasing ADA and decreasing chronic absenteeism.

The four-year graduation rate through August 2023 for Hempstead High School students who first entered Grade 9 in the 2019-2020 school year is comparable to the August 2022 rate for students who first entered Grade 9 in the 2018-2019 school year. The district needs to continue to work to operationalize the commitment the district has made to finding a path by which every student graduates with a Regent's diploma.

Assessment results in ELA and math for elementary and middle school students have shown that approximately two-thirds of students are making satisfactory growth, meaning a year of growth for a year in school, but persistent gaps remain between the district and the State and region in terms of the percentage of students who score proficient and above on State Grade 3–8 ELA and math assessments. The monitor will continue to work with the district on its efforts to improve Tier I instruction while providing effective support services to students who need additional help in order to make the annual growth necessary to reach proficiency.

The collection, aggregation, distribution and use of data at every level of administration and instruction is a continuing focus. Professional development in this area at the school level should be a priority for the 2023–2024 school year.

Thanks in part to the infusion of substantial federal monetary support, the district invested heavily during the 2022–2023 school year in staff development that focused on both instruction and social-emotional learning. This investment will continue in the 2023–2024 school year, after which Federal funds will no longer be available to support these initiatives. The monitor will work with the district on strategies for continuing to provide staff development in the absence of federal funds.

## **Fiscal**

Ensuring that the district implements with fidelity the expenditure plan approved by the voters for the 2023-2024 school year is the monitor's first priority. Equally as important will be to ensure that the proposed budget that the district submits to the voters in May 2024 is balanced and places the district on a path to long-term fiscal stability. The challenge for the district is to develop a proposed budget that takes into account appropriately the sunseting of federal Covid-19 related grants and an anticipated significant slowing of the rate of increase in State aid.

Ensuring that the technology plan put forward during the 2022-2023 school year is implemented fully or amended as needed will be a priority of the monitor.

## **Governance and Operations**

The monitor's priorities for the 2023–2025 school year will focus on removal of remaining portables, increasing student access to transportation, addressing the issue of charter school funding, and board meetings and policy development.

Using funds from two recently passed bond issues, the district has been able to remove many of its portable classrooms. A third bond issue will be needed to replace the remaining portables with brick-and-mortar building additions and attend to remaining building repairs. Discussion will commence in October. The monitor will work with the administration, board, and architects on a plan for consideration by voters in May 2024.

Lack of transportation continues to be a problem, particularly for students attending secondary schools. The board approved a study to be completed in fall 2023 that should provide the information needed to decide whether or not to seek voters' permission to lower the threshold for transportation eligibility.

Charter school costs continue to grow at a rate that outpaces the overall increase in the district budget. This means that with each passing year, these costs consume a greater proportion of the budget. Working with legislators to revise the formula for calculation of charter school tuition payments needs to be a priority during this year's legislative session.

Since its reorganization meeting in July, board leadership has begun working with the monitor, the district clerk, general counsel and the superintendent on improving the way public meetings are conducted, bringing up to date the district's policy manual, and improving communication among board members and the board and administration.

## **Conclusion**

The monitor is convinced that this district is committed to finding a path for every student to graduate from Hempstead High School with a Regent's diploma while providing all students with opportunities that enrich their lives. Although there continue to be many obstacles to consistent and significant improvement, there is reason to be optimistic that under the persistent leadership of the superintendent and her cabinet growth and improvement in student achievement will continue.

## **Monitor's Response to District Annual Report**

In reviewing the district's annual report on implementation in the 2022–2023 school year of the district's academic improvement and financial plans, the monitor finds that the priorities identified by the superintendent are the same or similar to those of the monitor, but the perspective or the lens through which recommendations are viewed is somewhat different.

### **Fiscal**

A sizable portion of the district's annual report is devoted to the district's fiscal situation. The district provided observations and insights into current conditions as well as the district's short- and long-term priorities. The superintendent's observations about the current status of district finances and the implications of the loss of federal revenue and the anticipated reduction in foundation aid increases are consistent with the monitor's analysis. The superintendent and the monitor agree that that the district will need to reduce the rate of increase in expenditures while maintaining the integrity of instructional programs and support services. The monitor concurs with the superintendent's recognition of the need to continue working diligently on resolving issues related to technology, charter schools, implementation of capital plans, and pupil transportation.

There were areas where there were differences in emphasis between the superintendent and the monitor. While the monitor has focused on ensuring that students with disabilities are served in the least restrictive environment, the superintendent has taken this even further by noting the district's attempt to add space to accommodate students returning to the district from out-of-district programs. In the district's annual report, the superintendent references the need to develop during the 2023-2024 school year a district safety manual; the monitor supports this action but had not included it as a recommendation in the plan he had submitted to the board for its approval.

### **Academic**

The monitor and superintendent agree on the status of plan implementation in terms of:

- actions to improve graduation rate;
- implementation of the IB programs; support programs, such as multi-tiered systems of support (MTSS); and Forecast 5
- growing the use of technology;
- the placement of special education students in less restrictive environments; and
- the removal of schools from State accountability lists.

In addition, the superintendent highlighted other success stories, which included the continuation of the My Brothers Keeper program for one year despite the program not being funded by the State; the inclusion of foreign language in the elementary curriculum; afterschool grant supported tutoring, and a new grant supporting the parent resource center.

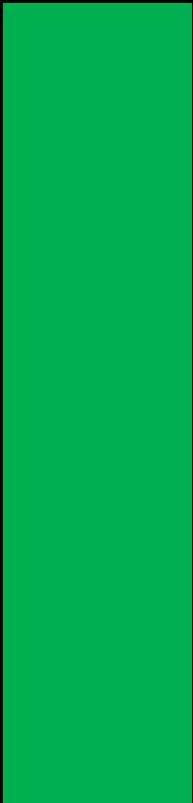

Both the superintendent and monitor agree that elementary and middle school students are underperforming on measures of reading and math. The monitor has focused on the persistent gap at each grade between Hempstead students and Statewide average performance, but the monitor has also encouraged the district to look at growth or change in performance from September to June as measured by i-Ready, STAR and/or NWEA as a metric for assessing the impact of classroom instruction.

The district and the monitor have both identified as priorities for the 2023–2024 school year increasing student performance on New York State testing in reading and math, improving the high school graduation rate, and providing professional development. The monitor also intends to continue to focus on improvements in student attendance and the collection and use of data.

In general, the district annual report reflects appropriately the work of the district to maintain fiscal stability and improve the overall performance of students attending the HUFSD .

The table below provides the monitor’s responses to the district’s assessment of its implementation of each recommendation contained in the 2022–2023 school year academic improvement and financial plans. (Recommendations regarding which the monitor has no comments are omitted from the tables.)

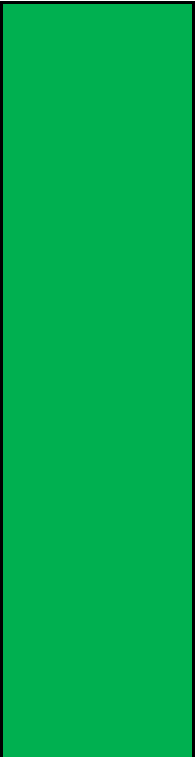
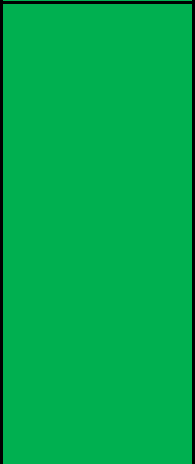
**ACADEMIC RECOMMENDATIONS**

Text of Recommendation (from Annual Plan Update)	District's assessment of Implementation Status of Recommendation as of June 30, 2023	Short Explanation of Status	Monitor's Assessment	Brief Explanation by Monitor
<p>1. The district shall continue to upload into Forecast 5, Branching Minds, or their equivalents student performance data, to include, but not be limited to, attendance, enrollment, participation and performance on all assessments, discipline, support program service enrollment. To the extent possible, all data will be disaggregated by demographic and /or service eligible subgroups.</p>	<p><b>GREEN</b></p>	<p>The district continues to use Forecast 5 and Branching Minds data warehouses. All administrators and staff have been trained in how to access the data from both platforms. This recommendation has been fully implemented. The district continuously uses the platform to assess students' data and make instructional decisions.</p>		<p>Both dashboards are in use, and staff have been trained on both. The district continues to work on systematically verifying enrollment and attendance data.</p>
<p>2. The district will continue gathering comparative</p>	<p><b>GREEN</b></p>	<p>The district uses the academic data in Branching</p>		<p>The data from the three test protocols used by the</p>

<p>data using NWEA, I Ready, STAR and state testing protocols to determine annual growth for K – 8 students within the math and language arts programs. 60% of the students will: on a year-to-year comparison for single administration exams remain at the same level in their respective grade, for example, on the state test a three in 2022 will remain a three on the next grade level in 2023, or in a September to June administration cycle show a year’s growth. The district should consider reducing the number of testing protocols.</p>		<p>Minds (our MTSS platform) to determine the Tier placement of students for instructional purposes, progress monitoring, etc.  <u><b>I-Ready Math</b></u>  <b>In the Fall of 2022, approximately 5% of students placed at or above benchmark on the September Math I- Ready diagnostic.</b>  <b>In the Spring of 2023, approximately 59% of students placed at or above the benchmark on the May Math I-Ready Diagnostic</b>  <u><b>I-Ready Reading</b></u>  <b>In the Fall of 2022, approximately 10 % of students demonstrated at or above benchmark on the September Reading I- Ready diagnostic.</b>  <b>In the Spring of 2023, approximately 59% of students placed at or above benchmark on the May Reading I- Ready Diagnostic</b></p>		<p>district to measure reading and math performance show that approximately 60% of students in both subjects achieve a year’s growth for a year of attendance. This data demonstrates that for the majority of students who are below proficiency in reading or math, the instructional program is not enough to move these students to proficiency, although the program is successful at preventing the majority of such students from falling even further behind. The gap and proficiency across the grades is consistent. Proficiency in both subjects continues through the grades and through the last three school years at less than 30% for reading and less than 20% for math. The gap therefore between the state and the district proficiency rates has</p>
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				essentially remained unchanged.
3. Recommendations by the District for continuation, modification or replacement of the elementary reading and math programs shall be made for inclusion in the 2023-2024 school district budget.	<b>GREEN</b>	The district has made the following updates: Added Haggerty to support Foundations to make certain teachers are addressing both phonics and phonemic awareness for students in grades K – 2. The district moved to Eureka Math to make certain things are aligned to the new standards.		My View will continue as the primary reading instructional program for the district, supplemented by Foundations and also by Haggerty, which will support the expanded use of phonics-based programming for primary grade students.
4. By the end of the school year, all elementary and middle school teachers shall have received training on the use of reading and math test data including, but not limited to, NWEA, STAR (in both Spanish and English), and I Ready results to better inform instruction.	<b>GREEN</b>	The HUFSD continues to use data to inform all instructional decisions. Schools utilized their data teams throughout the year to make instructional decisions regarding students' academic needs. Our end of year data demonstrated the majority of students made academic gains in the areas of math and ELA.		While much has been done, work is continuing to refine the use of data in the classroom.



<p>5. The district shall continue its activities designed to reduce the percentage of students chronically absent and increase the average daily attendance. During the summer following the school year, the district will evaluate the effectiveness of these activities and modify, where appropriate, activities for the upcoming school year.</p>	<p><b>GREEN</b></p>	<p>The district’s attendance staff tracked students’ daily attendance. The Attendance Department received ongoing training on monitoring attendance, coding attendance in PowerSchool, and how to properly discharge a student. Our daily average attendance was around 87% for the school year.</p> <p>Appendix 1 summarizes the data for each school for 2021-2022 and for 2022-2023</p>		<p>Even though additional staff were added, and progress made, activities need to be reassessed for their efficacy and modified where warranted.</p>
<p>6. Consistent with 100.4(d) of Commissioner’s Regulations, the District shall during the 2022-2023 school year enroll 8<sup>th</sup> grade students in Regent's math, science, and social studies courses.</p>	<p><b>GREEN</b></p>	<p>The 8<sup>th</sup> grade students in the middle school took the Algebra I and Living Environment Regents. Those students who did not pass attended summer school. The Algebra I pass rate was 77% and the Living Environment passing rate was 83%.</p>		<p>All students who enrolled in Algebra took the Regents exam. The pass rate for June reflects those who passed the course and scored 50 or above. For Living Environment, only students who had completed their labs were permitted to sit for the exam and the pass rate reflects a passing score</p>

				on the exam of 50 and passing the course.
7. The district shall take such actions as are necessary to increase, compared to the 2021-2022 school year, the District's June, and August 4yr Regents' graduation rate, the percent of students graduating with a Regents Diploma with Advanced designation, and enrollment in and the number of students enrolled in Advanced Placement classes and taking AP exams.	<b>GREEN</b>	The district's preliminary graduate rate for June/August is 77.9%. We are expecting the June/Aug grad rate to be around 83 – 86% The district continues to push AP classes. Next year the district has signed a LOI with BOCES for students to take AP classes that are not available at the high school. HHS currently offers 14 classes in building and another 3 online (Chemistry, Psychology, and Language)		The four-year graduation rate for the students who first entered grade 9 in the 2019–2020 school year will be the same or similar to the rate for students who first entered grade 9 in the 2018–2019 school year.
8. The district should continue its efforts to increase, compared to the 2021-2022 school year, the number of eligible students who receive instruction in a less restrictive setting.	<b>GREEN</b>	The district's Committee on Special Education makes every effort to place students in a least restrictive environment. We have three elementary schools that have ICT in grades 1 -6. For the upcoming school year, the district has added an inclusion class for		Consistent with law and regulation, the district is working to place more students into less restrictive environments. Increasing the number of Integrated Co-Teaching (ICT) classes is one example of this effort. Another is placing in the Prospect Early Childhood

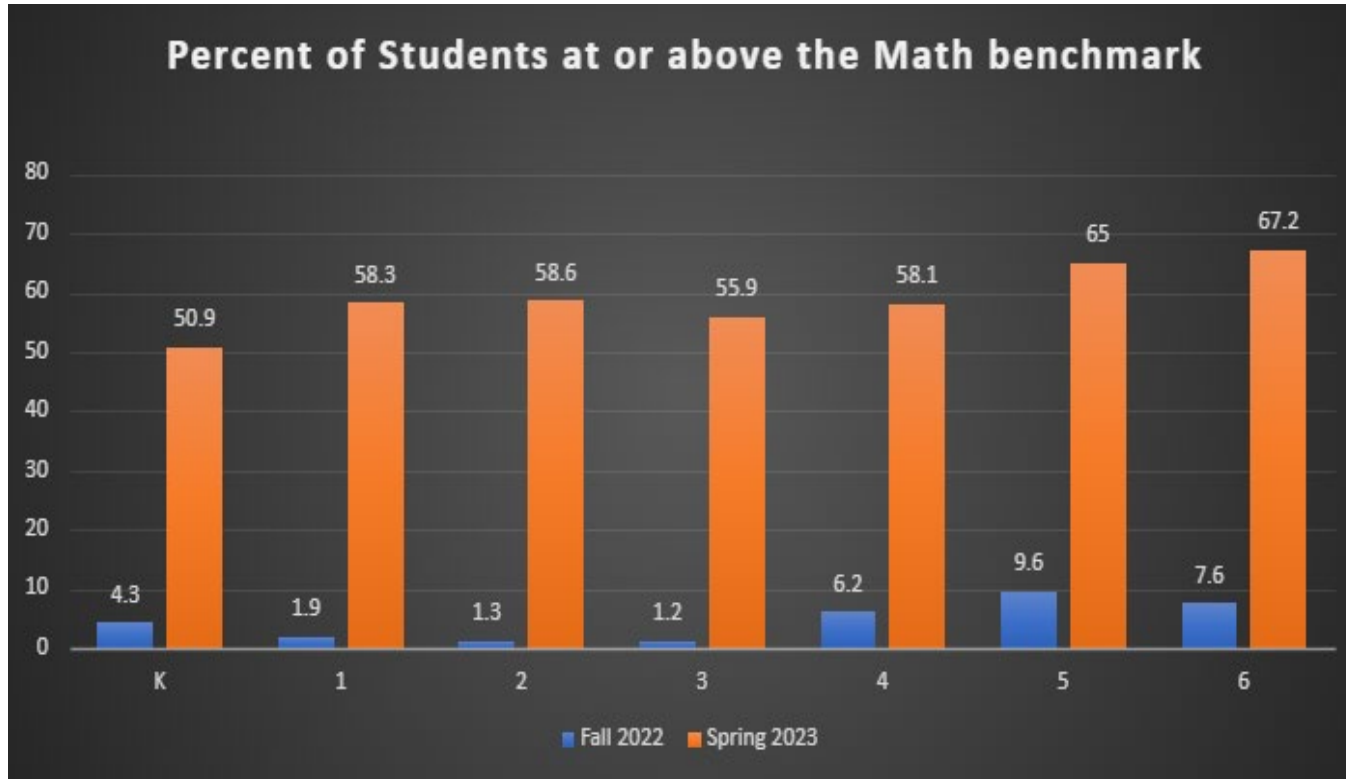
		<p>kindergarten at our Early Childhood Center. There is a total of 129 students with ICT elementary class placements: Rhodes – 46, David Paterson – 39, Barack Obama – 37 and Prospect – 7.</p>		<p>Center a new class for autistic children who would have in the past been sent to out-of-district placements.</p>
<p>9. The district will reexamine reading and math English and Spanish test performance of students enrolled in various ELL (English Language Learners) programs to determine program efficacy and will modify offerings and placements based on the data.</p>	<p><b>GREEN</b></p>	<p>In addition to the NYSESLAT and NYSISTEL, the district used Renaissance assessments to ensure we have the most accurate data to determine the needs of our ELL students. The information is used to place students in the appropriate MTSS Tier and for progress monitoring.</p> <p><b><u>Renaissance Reading</u></b>  <b>In the Winter of 2022, approximately 34% of Emergent ELLs in grades 2-6 scored at or above the 50 Student Growth Percentile on the Star Reading assessment. It is important to note that K showed</b></p>		<p>STAR (Renaissance) is administered in English and Spanish to a select population. Results are used to measure growth, determine support services, and inform instruction. The use of STAR needs to be coordinated with the administration of NWEA and i-Ready.</p>

		<p>significant growth from Fall – Winter.</p> <p>In the Spring of 2023, approximately 46% of Emergent ELLs in grades 2-6 scored at or above the 50 Student Growth Percentile on the Star Reading assessment.</p> <p><u>Renaissance Math</u></p> <p>In the Winter of 2023, approximately 41% of Emergent ELLs in grades K-6 scored at or above the 50 Student Growth Percentile on the Star Math assessment.</p> <p>In the Spring of 2023, approximately 48% of Emergent ELLs in grades K-6 scored at or above the 50 Student Growth Percentile on the Star Math assessment.</p> <p>See Appendix 5 for a summary of Star test data.</p>		
10. The district will facilitate PTA meetings at each	<b>GREEN</b>	Districtwide PTA meetings are held virtually led by the		PTA meetings are being held at the buildings virtually and

<p>school and continue to be held in person and virtually monthly.</p>		<p>Coordinator for Title I and the Curriculum Team.</p>		<p>in-person and the Title I Director is holding districtwide PTA meetings.</p>
<p>11. By midyear, the district shall provide the monitor with evidence that permanent substitutes have been assigned to each school in accordance with a methodology that considers the average daily attendance of teachers assigned to that school.</p>	<p><b>YELLOW</b></p>	<p>Although the district does hire substitute teachers and permanent substitute teachers, we there is a supply and demand issue. The district has more need to available certified substitute to add permanent substitutes to the Table of Organization at each school, We will continue to explore the feasibility of this recommendation in the 2023 – 2024 school year.</p>		<p>The supply and demand issue mentioned by the superintendent is real. There were some added during the 2022–2023 school year. More will need to be recruited and placed during the 2023–2024 school year.</p>
<p>12. The district shall maintain a list of professional development activities provided to certificated staff and attendees at each activity annually for each fiscal year. This information shall be provided twice yearly at the end of each semester.</p>	<p><b>GREEN</b></p>	<p>Professional Development sessions were offered throughout the 2022 -23 school year, as well as for the Summer of 2023. This practice will continue throughout the 2023 – 2024 school year.</p>		<p>Lists of professional development activities in which teachers and other professional staff participated were maintained and provided by the Assistant Superintendent for Curriculum and Instruction.</p>

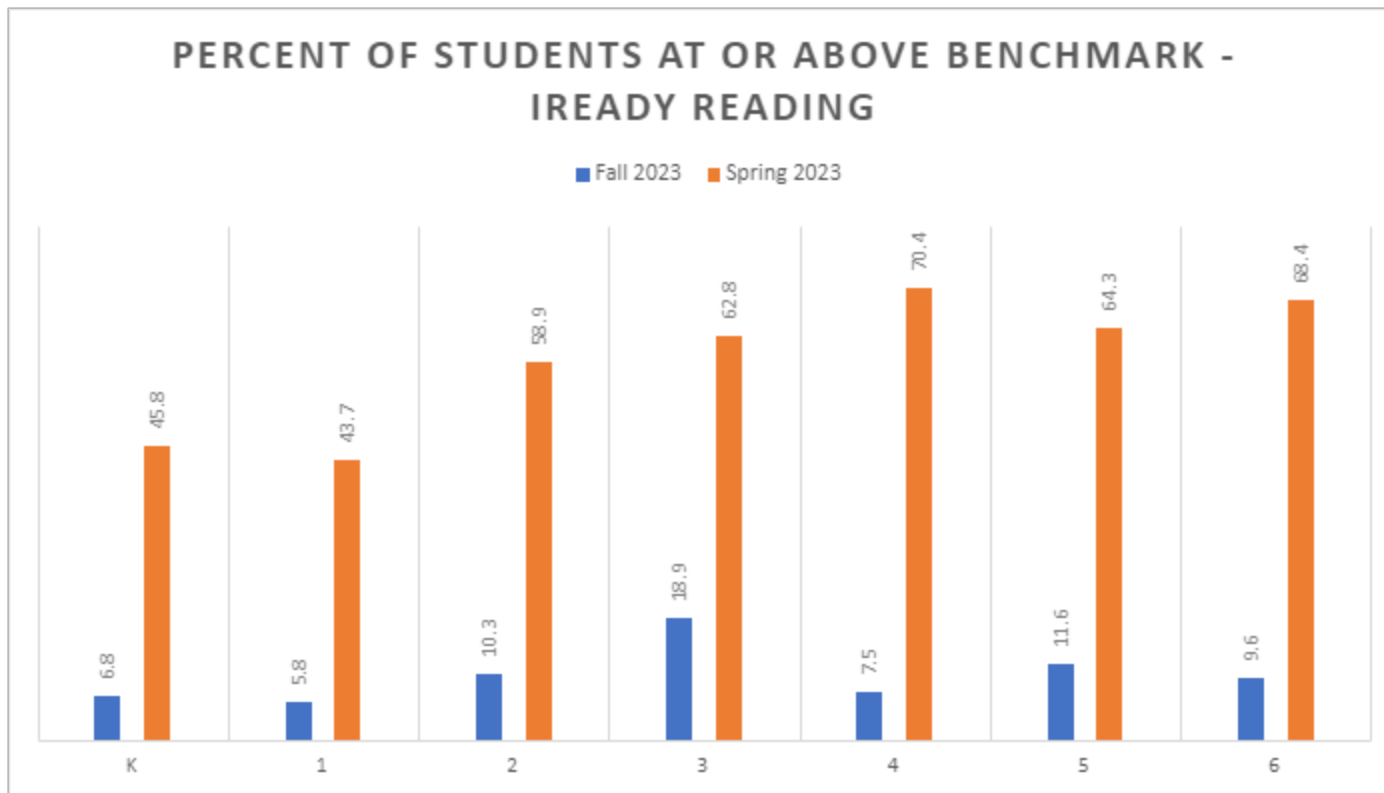
<p>13. By August 30, 2023, middle and high school teachers providing instruction in English, math, science, social studies, world languages or home language arts shall create departmental assessments for use as midterm exams in all courses and final exams for all courses in which there is not a Regents or AP exam at the end of the course of studies.</p>	<p><b>RED</b></p>	<p>This recommendation was not implemented during the 2023-24 school year.</p>		<p>Minimal progress was made, particularly at the high school, but this will remain as a priority for the 2023–2024 school year.</p>
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Appendix 1: Proficiency and Growth in Reading and Math for Elementary Students K–6



In fall 2022, approximately 5% of students placed at or above benchmark on the September Math i-Ready diagnostic.

In spring 2023, approximately 59% of students placed at or above the benchmark on the May Math i-Ready Diagnostic



**In fall 2022, approximately 10% of students placed at or above benchmark on the September Reading i-Ready diagnostic.**

**In spring 2023, approximately 59% of students placed at or above benchmark on the May Reading i-Ready Diagnostic**

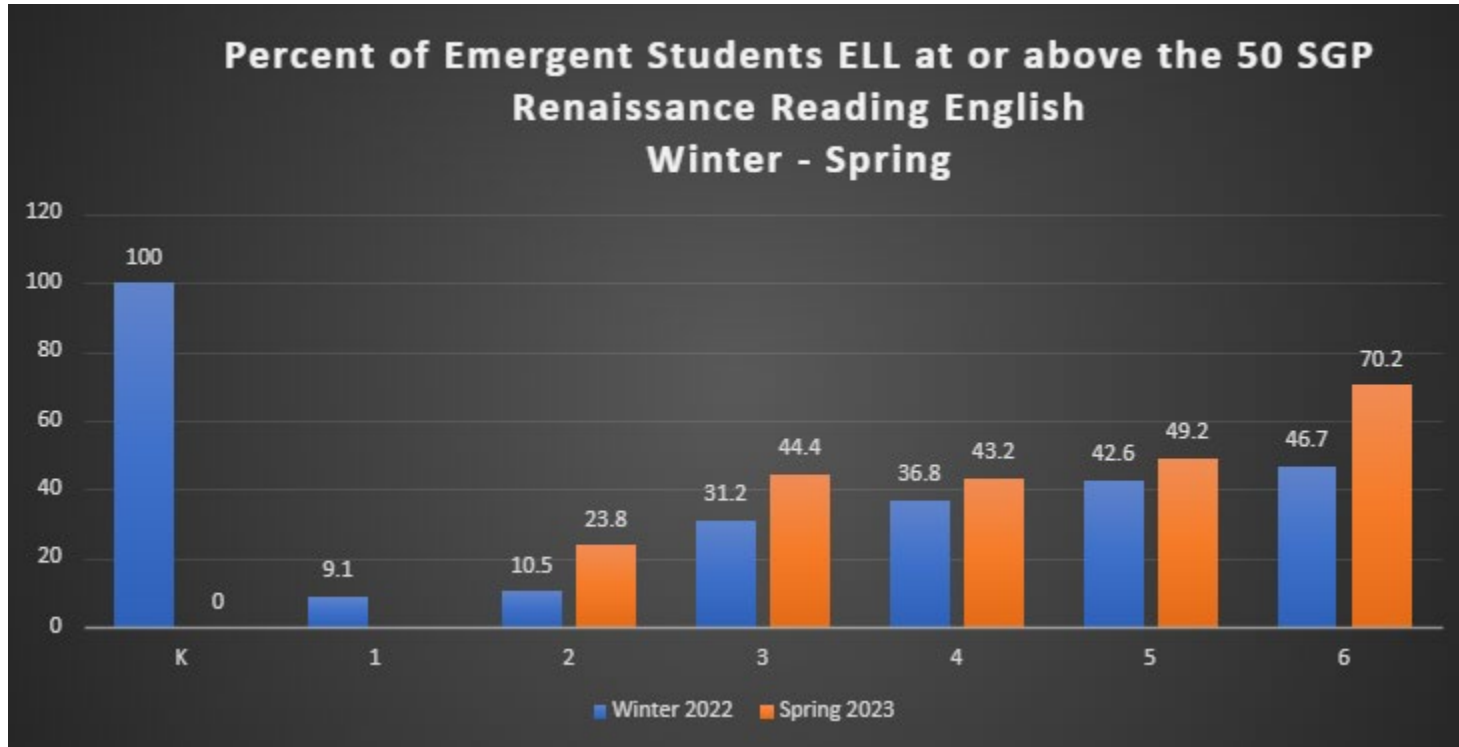
**i-Ready calculations:** The percent meeting benchmark reflects the percent of students with a performance level of "Early on Grade Level" or "Mid or Above Grade Level." The percent at/above growth reflects the percent of students with a "Percent Progress to Annual Typical Growth (%)" of 100 or higher. Because this is not the same metric as the Student Growth Percentile (SGP) and only reflects end-of-year growth expectations, the winter score should be evaluated as progress toward the spring goal.



**Appendix 2: Average Daily Attendance Data for the District as a percent**

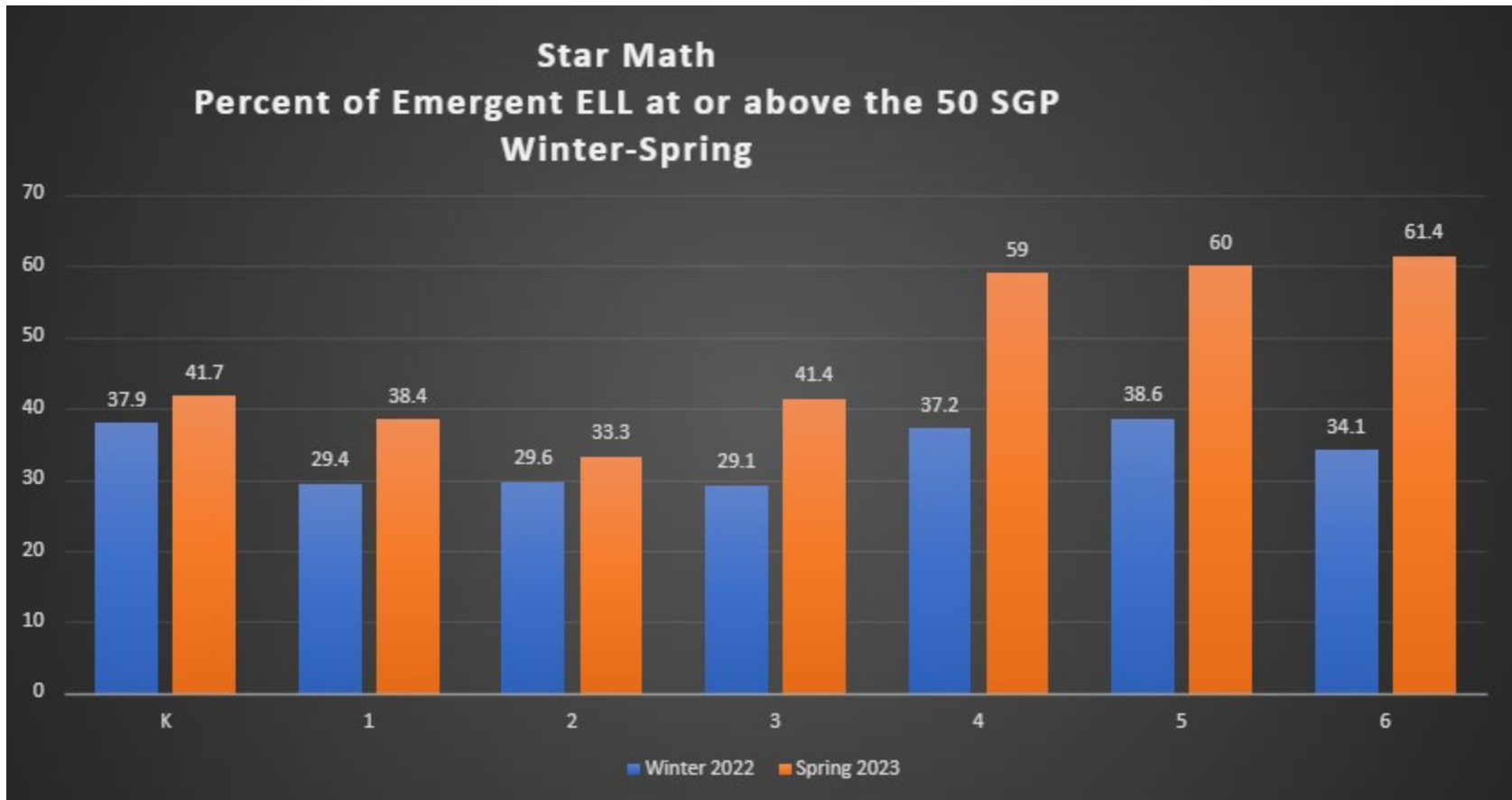
	2021-2022	2022-2023
District (all Schools Avg)	86	87
Hempstead High School	77	77
Alverta B. Grey MS	87	86
Obama	89	91
Paterson	83	87
Jackson	84	89
McNeil	83	88
Prospect	84	87
Rhodes	98	89

Appendix 3: STAR/ Renaissance Data to support the needs of our ELL Learners



In winter 2022, approximately 34% of Emergent ELLs in grades 2–6 scored at or above the 50th Student Growth Percentile on the Star Reading assessment. It is important to note that kindergarten showed significant growth from fall to winter.

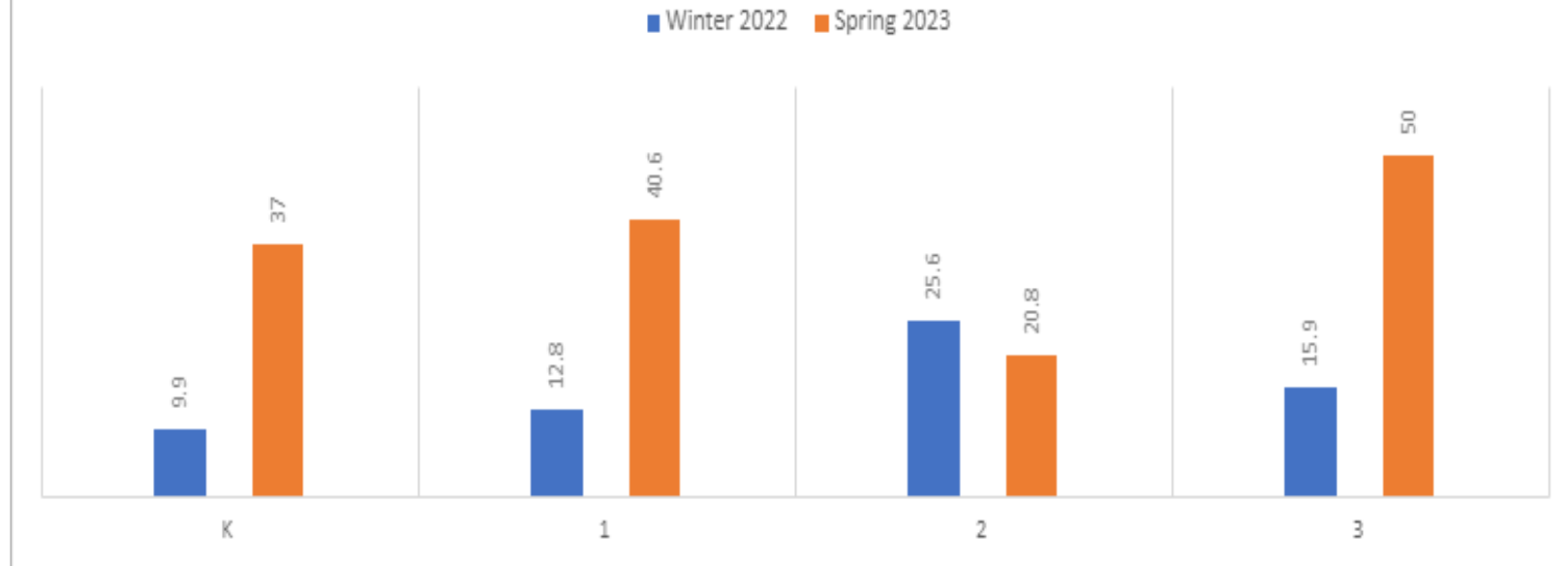
In spring 2023, approximately 46% of Emergent ELLs in grades 2–6 scored at or above the 50th Student Growth Percentile on the Star Reading assessment.



In winter 2023, approximately 41% of Emergent ELLs in grades K–6 scored at or above the 50th Student Growth Percentile on the Star Math assessment.

In spring 2023, approximately 48% of Emergent ELLs in grades K–6 scored at or above the 50<sup>th</sup> Student Growth Percentile on the Star Math assessment.

## STAR EARLY LITERACY PERCENT OF EMERGENT ELL AT OR ABOVE THE 50 SGP WINTER - SPRING



**In winter 2022, approximately 16% of Emergent ELLs scored at or above the 50th Student Growth Percentile on the Star Early Literacy assessment.**

**In spring 2023, approximately 37% of Emergent ELLs scored at or above the 50th Student Growth Percentile on the Star Early Literacy assessment.**

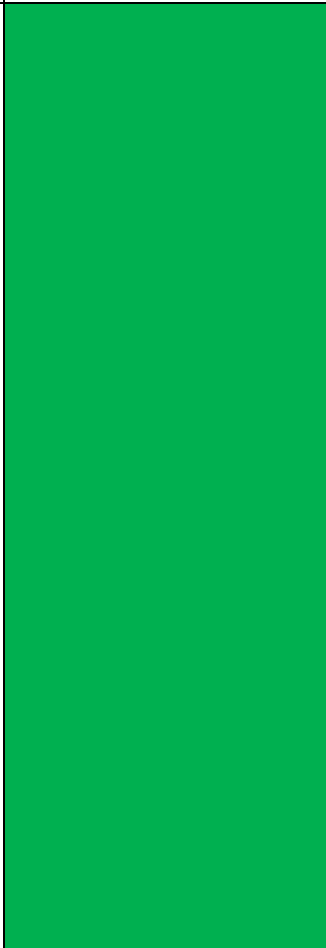
**The district will continue to strengthen Tier 1 instruction by using data-driven differentiated instruction to support diverse learners. The district will continue to assess students in their home-language to accurately gauge what students know. In addition, the district will continue to strengthen support for students in Tier 2 and Tier 3**

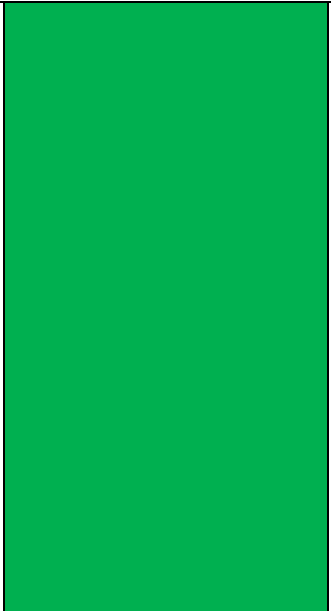
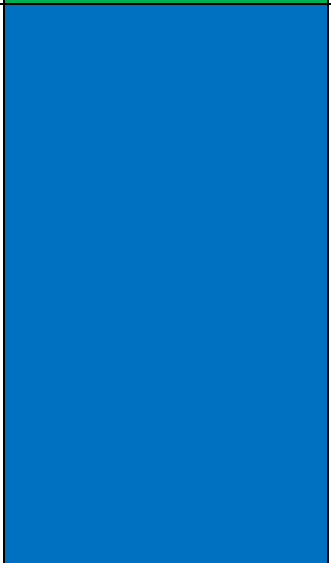
**Renaissance Star calculations:** The percent meeting benchmark reflects the percent of students with a performance level of "At/Above Benchmark." The percent at/above growth reflects the percent of students with a "Student Growth Percentile (SGP)" of 50 or higher. This is similar to how NWEA MAP Growth reflects students meeting/exceeding growth expectations as the average growth expected would be at the 50th percentile. The Winter score uses the Fall-Winter SGP and the Spring score uses the Winter-Spring SGP.

**i-Ready calculations:** The percent meeting benchmark reflects the percent of students with a performance level of "Early on Grade Level" or "Mid or Above Grade Level." The percent at/above growth reflects the percent of students with a "Percent Progress to Annual Typical Growth (%)" of 100 or higher. Because this is not the same metric as the SGP and only reflects end-of-year growth expectations, the Winter score should be evaluated as progress toward the Spring goal.

**Summary:** Students at Hempstead UFSD made impressive growth in both reading and math in the 2022–2023 school year. With all assessments administered, the percent of students meeting benchmark and percent of students at or above growth expectations increased across fall to winter to spring testing windows. Particularly impressive is the growth seen in grades 2–4 on i-Ready Reading, where the percent of students who met or exceeded annual growth was well above the national average.

**FINANCIAL RECOMMENDATIONS**

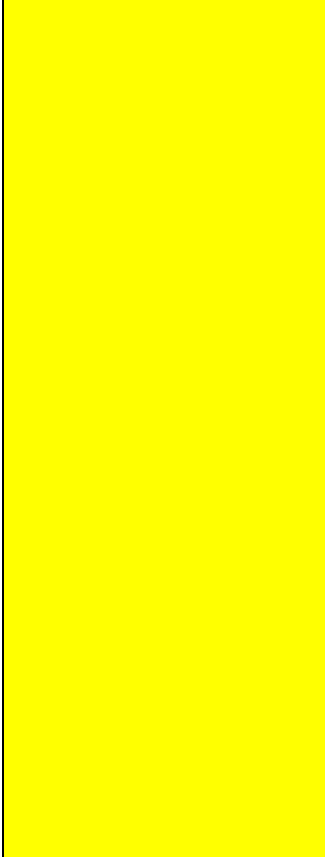
FINANCIAL RECOMMENDATIONS	District’s assessments of Implementation Status of Recommendation as of June 30, 2023	Short Explanation of Status	Monitor’s Assessment	Brief Explanation by the Monitor
<p>1. The district should continue to work with legislators, the State University of New York, and the Board of Regents to reduce the fiscal impact of charter school tuitions on the annual budget and limit the number of students from the district attending Charter schools.</p>	<p><b>RED</b></p>	<p>There has been no progress towards meeting this recommendation.</p>		<p>The district continued to work with legislators and NYSED, but there was no legislation enacted during the 2022–2023 school year to help remedy the situation.</p>

<p>2. Agreements with attorneys representing the district will clearly and specifically outline services and costs covered by retainers and hourly chargers to better contain costs.</p>	<p><b>GREEN</b></p>	<p>This recommendation was implemented during the 23/24 Re-Org meeting. All attorneys have retainer agreements on file with the district to denote services and costs.</p>		<p>New retainer agreements for labor and special counsel were completed during the 2022–2023 school year that limited the hourly charges to the district. For example, negotiations for labor counsel are included in the retainer.</p>
<p>3. The district shall develop a proposed budget for the 2023-2024 school year in accordance with the budget calendar adopted by the Board of Education.</p>	<p><b>GREEN</b></p>	<p>This recommendation has been satisfied.</p>		

<p>4. By September 15 of each fiscal year, settlement amount or estimates from outstanding litigation shall be submitted to the Business office and the external auditors by District Counsel</p>		<p>No update in this area. We will provide this during the 1<sup>st</sup> quarter of the new school year.</p>		<p>Labor counsel did not notify the district of its full liability until October, when the external auditor made its report to the board. Steps have been taken to ensure that this does not happen again in the 2023-2024 and subsequent school years.</p>
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**GOVERNANCE RECOMMENDATIONS**

<p><b>GOVERNANCE RECOMMENDATIONS</b></p>	<p><b>District’s Assessment of Implementation Status of Recommendation as of June 30, 2023</b></p>	<p><b>Short Explanation of Status</b></p>	<p><b>Monitor’s Assessment</b></p>	<p><b>Brief Explanation By the Monitor</b></p>
<p>Within three months of the Board’s receipt of required policies, the Board will review and consider policy changes recommended by NYSSBA and/or School District counsel and shall implement such policy in accordance with a schedule established by the Board. If a policy is developed by NYSSBA or counsel at the request of the Board, the Board shall review and consider the policy within three months of receipt and implement the policy in accordance with a</p>	<p><b>YELLOW</b></p>	<p>The Board of Education has put together a policy committee consisting of the different stakeholders. The policy committee meets at least once a month. The policy committee has not presented to the BOE any new or updated policies for consideration.</p>		<p>Although the Policy Committee met, very few recommendations emerged for board consideration.</p>

<p>schedule established by the Board.</p>		<p><b>No update in this area. The status remains the same.</b></p>		
<p>Board members will at all times follow Board policy when visiting school buildings.</p>		<p><b>An update in this area should be provided by the monitor, not the Superintendent of Schools.</b></p>		<p>Some, but not all board members, follow policy recommendations for school visitations. Board members should abide by or change the policy.</p>
<p>The district will develop, by the end of the 2022-2023 school year, a plan and timeline on how the district can improve and better use its website and a variety of electronic platforms to provide the community with current and accurate information that helps the community better understand what the district provides to its children. Upon approval of the plan, the district will implement the plan</p>	<p><b>GREEN</b></p>	<p>The district has hired a webmaster. The webmaster is working on making the website easily to navigate. Our Public Relation Firm continues to work with the Media to put out positive stories about the district.</p>		<p>A plan to improve the website is in place and the individual to complete the work has been hired.</p>

<p>in accordance with the timeline contained in the plan.</p>				
<p>When a new position is needed or a position is being redefined, the Superintendent will bring a proposal to the Board of Education that includes a title, a job description and an estimated cost for Board consideration and approval. Should the position be approved by the Board, the Superintendent will put in place the agreed to hiring process for the position and bring a recommendation before the Board at the earliest practicable opportunity.</p>	<p><b>GREEN</b></p>	<p>This recommendation has not been implemented, because the Superintendent has not created any new positions to present to the BOE. In the event that one is needed, the Superintendent will adhere to the Monitor's recommendation as stated.</p>		<p>A number of positions during the 2022–2023 school year were created and filled. These included the director of transportation and two administrative positions in technology. Efforts need to continue to make sure that the board understands the need and the parameters for hiring new staff before recommendations are made by the superintendent at board meetings.</p>

**Board Approved Contracts January 2023 to June 2023**

BOE Meeting	Contractor	Service	Contract Dates	Source	Amount
1/11	Spring Board Incubators	Film editing software training of students	2x/month. Feb to June	Grant	\$14,075
1/18	Park East	Construction management	Thru end of bond issue construction	May 2022 Bond	\$1,739,000
3/15	Antillana Film	Communication strategy, produce documentaries about HS programs	2022-2023 school year	SIG A Grant	\$20,000
4/15	Laser	Construct HS field	Summer 2023	May 2022 Bond	\$2,294,600
4/15	More Construction	Roof replacement at HS, MS & Patterson	2023-2024 school year	May 2022 Bond	\$10,126,000

4/15	Arrow Construction	Window replacement at Jackson & Obama	2023-2024 school year	May 2022 Bond	\$2,060,000
4/18	TCA Consulting	Executive consulting for principals & administrators	3/2023 to 9/2024	ARP Grant	\$120,000
4/18	Derner Center Adelphi University	SEL services for students, parents & staff	5/1/2023 to 6/30/2027	21 <sup>st</sup> Century Learning Grant	\$25,000 annually
4/18	Targeted Tenacity LLC	PD on high quality lessons for TSI/CSI schools	3/1/2023 to 8/30/2023	SIG A grant	\$15,000
5/10	Donna Squicciarino	PD for treasurer	5/10/2023 to 7/6/2023	General Fund	hourly
5/24	Gatz Sitework	Remove portables at ABGS MS	Summer 2023	May 2023 Bond	\$263,700

BOE Meeting Date	Contractor	Service	Dates of Contract	Source of Funding	Amount
5/24	Textbook Central	Provide textbooks for Private school students	Summer 2023	General Fund	\$18.75 to \$32.60 per student depending on enrollment
6/21	Maximum Fit Club	After school student fitness activities (all grades)	2023-2024 school year	21 <sup>st</sup> century grant	\$40,000
6/21	National Alliance for Mental Illness	Mental health services for staff and students including residential	2023-2024 school year	Mental Health Supports Grant	\$30,000
6/21	North Shore Family and Guidance Center	Individual and group therapy for students and families	2023-2024 school year	Mental Health Supports Grant	\$30,000
6/21	EAC Network's Parenting Institute	Parenting institutes and education	2023-2024 school year	21 <sup>st</sup> Century Learning Centers Grant	\$15,000

6/21	Sensei Darren	Anti-bullying and martial arts	2023-2024 school Year	21 <sup>st</sup> Century Learning Centers Grant	\$20,000
6/21	Morrison Mentors	STEM enrichment activities for students	7/1/2023 to 8/31/2023	21 <sup>st</sup> Century Learning Centers Grant	\$30,000
6/29	Aramark Ed Services LLC	Districtwide food services	7/7/2023 to 6/30/2024	School Lunch Fund	\$1,428,103.84