



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Mary McLeod Bethune School

Public School 092

**222 West 134 Street
New York
NY 10030**

Principal: Rosa M. Davila

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Reviewer: Anne Murrell

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Part 1: The school context

Information about the school

Public School 92 is a pre-kindergarten through grade 5 school, sharing a campus with two middle schools, one being a charter school and the other a public school. The school is a barrier-free school. There are 360 students and the school population is made up of 84% Black and 16% Hispanic students. Nearly 6% of students are English language learners, mainly from Dominican Republic and Africa. Special education students account for 23.8% of the students. All the students are Title I eligible, which is high in relation to similar and City-wide schools. Attendance is 90.3% which is below the average of similar and City-wide schools.

As a barrier-free school, it accommodates the physical needs of students using a wheelchair and others with physical restrictions.

The current principal has been at the school for four years.

Part 2: Overview

What the school does well

- The principal provides strong leadership and, with her proven ability in managing change, she has had considerable impact on improving behavior, test results, attendance and the quality of teaching.
- Senior members of staff make good use of a wide range of data to develop plans and set appropriate goals for all the students to ensure that they make good progress.
- There is good teamwork at the grade and faculty level to support collaborative planning.
- Budgeting decisions are very carefully made and are having a positive impact on learning.
- High expectations are shared between teachers, parents and students who are aware of their learning goals and work hard to achieve them.
- Particular attention is given to improving the progress of those students in greatest need.
- The school has a climate of respect and value, adding to students' enjoyment of school.
- Parents hold the school in high regard and are happy with the progress made by their children.
- The school is a caring community and behavior is generally good.

What the school needs to improve

- Analyze available data to provide a comparative picture of the performance of groups within the school, and take action to address underperformance.
- Provide additional intervention, particularly in reading, for students in kindergarten through grade 2 classes.
- Improve the use of computer skills to support learning across the curriculum.
- Ensure there is consistency in how well teachers modify plans and set goals in order to differentiate the work for the general student population.

Part 3: Main findings

Overall Evaluation

This is a proficient school with some well-developed features.

Mary McLeod Bethune School, Public School 92, has seen considerable changes over the past four years. As a result of a tenacious principal and a dedicated staff, there have been gradual but manifest increases in test results, and behavior and attendance have greatly improved. The parents are very satisfied with the school and one teacher described the changes since the principal's arrival as 'a miracle'.

The principal and faculty make good use of a range of assessment data in order to understand what students have achieved and to decide on the next stage of teaching and learning to promote progress. Particular attention is given to enhancing the performance and progress of students in greatest need of improvement and there is good deployment of teachers to ensure that this is possible.

The school is aware that there are important areas still to be developed, particularly in the consistency of planning for instruction and the use of computers to support learning in all subjects, and in ensuring that all students continue to raise their levels of achievement.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is proficient.

The school uses a wide range of data to provide comprehensive information about all the students in the school. This data includes the results from State and City tests, multiple assessments in reading, writing and mathematics, portfolios of students' work over time and general observations of student responses. The range of available data gives teachers an appropriate overview of the strengths and weaknesses of each student. Testing and assessments are carried out frequently and the results are used to update recorded information about the performance and progress of all the students.

The school also uses data, such as annual school reports, to compare the school's performance over time and in relation to other schools. Although the school has an accurate picture of each individual student's progress, there is less focus on other groups, such as ethnicity or the relative performance of different classes and grades. The school does keep a careful track of the progress of special education students and English language learners.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

There is much collaborative teamwork, aimed at identifying strengths and weakness in a range of different aspects of school life and agreeing on goals and on the most effective ways to address the weaknesses. Grade level teachers have common time together to plan the content and strategies of their instruction, as do lower and upper grade special education teachers. There is good practice in the school where teachers use the wide range of data to plan to meet different needs, but not all teachers are fully proficient in modifying plans and setting goals based on the level of need of each student in their class.

Particular emphasis is placed on using data to understand the performance and progress of the students in greatest need of improvement, such as English language learners and special education students. The school ensures that these students are frequently assessed on the work they have done. Their records are kept in the form of individual education plans in which targets are regularly set and reviewed to enable the students to progress. The targets in these plans are clear and attainable and the students receive effective support as a result. However, the proportion of these students reaching higher levels in State and City tests is still below average for similar schools, although rising.

High expectations are shared with all the students and their parents. Teachers hold conferences with students on their work, and are developing students’ understanding of their learning goals in reading and mathematics. The school sees the further development of students’ involvement in their own work as an important next step in improving attitudes to learning. The parents are informed about the units of work their children will be studying, and they are also given information about their children’s results in tests and assessments and any interventions proposed. The parent coordinator liaises between the school and parents. Her work is much appreciated by both parties.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

All the students follow the same mandated curriculum with the work adapted to suit the levels and learning goals of the students. Grade level teachers use this data appropriately to plan their teaching strategies collaboratively. Data is used effectively to select additional programs to support struggling students. However, teachers do not make the most of using computers to support learning in subjects.

According to information from student data and in response to the school’s expectations, teachers’ planning also seeks to differentiate instruction. This is sometimes done well, but not consistently so by all teachers. There are examples of interesting and appropriate work which engages the students fully in their learning, while in other lessons the students show less interest and involvement in what they are doing. However, for the most part, the students behave well, even when the lesson is less demanding. Strategies for differentiating instruction are acknowledged as an area for further development for the teachers. Through analysis of data, the school has also recognized that the students in

kindergarten through grade 2 would benefit from academic intervention in content areas, such as reading. This would require teachers to be trained in the appropriate skills.

Budgeting decisions are driven by the needs of students and teachers as indicated by data from test results and the monitoring of teachers' performance. In this school, teachers and support staff are considered the most important resource and this policy has led to smaller classes for special education students as well as for the youngest students, and an increase in the number of support staff. It also allows for good quality additional intervention and enrichment programs before, during and after school hours, such as accelerated reading, academic intervention and extra support for general studies students.

After-school enrichment programs include karate, dance, drama, gymnastics and art and craft, and the students enjoy these sessions. They like their teachers, and appreciate what they do for them. Students know that they will receive help with problems if they should need it. Attendance is below similar and City schools, but appropriate systems, such as immediate contact with home, are in place to heighten the awareness of parents and students of the school's expectations.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The principal provides a clear sense of purpose and direction for the work of the school, and she has had considerable impact on improving behavior, test results, attendance and the quality of teaching. The school runs smoothly on a day-to-day basis. Hiring is carried out on the basis of the needs of the school as determined by whole-school planning. There is a rigorous process to select new teachers.

The principal is well respected and has a high profile throughout the school, carrying out daily monitoring of teaching and learning in all classrooms and evaluating and revising goals. Feedback is frequently given to teachers to help them improve their instruction and they have opportunities to observe practice in other classrooms and other schools.

The professional development team meets weekly to decide where there is a need for further training and support for individuals, based on accumulated data and general observation. Recent topics have included developing instruction skills for classroom teachers; addressing reading goals and writing skills throughout the school and dealing with gaps in knowledge and understanding in several content areas. The coaches play an important role in providing good quality professional development on a regular basis. The selection of staff is based on what is most needed in the school whether linked to school priorities or individual or grade needs.

Teamwork is strong and there is much collaborative discussion and sharing of information across and within teams. The administration is very approachable and there is an open-door policy which encourages good communication at all levels. Procedures are clear and the school runs smoothly. The school also has useful links with a number of community-based organizations. These include senior citizens who volunteer to work daily with the very young students, the Mission Society which offers after school enrichment tutoring, and the Harlem Children's Zone which provides assistants and tutors from early in the morning until 6.00 p.m. A number of beneficial trips to support learning in the classroom

are arranged for the students, such as visits to the planetarium, the zoo, and the botanical gardens.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The school's Comprehensive Education Plan is a useful working document. It is regularly updated, with the administration, faculty and parents involved. Interim goals are re-written to match the changing and varying needs of students and teachers, such as the training of paraprofessionals to support teaching and learning in the classroom and developing teachers' understanding of how best to use individual education plans as a basis of planning for certain students.

The wide range of data available to the principal, the coaches, grade teachers and specialist and classroom teachers allows important decisions to be made about what to do next in relation to instruction and to the grouping of students. Considerable attention is paid to what should be done to best support the learning and progress of those students in greatest need of improvement. There has been an increase in support staff, to enable, for example, accelerated reading, extended time, special education, speech and occupational therapy, all of which are aimed at supporting, and accelerating, the progress of students. Decisions were made that special education students would receive the same curriculum as their grade group, but within smaller classes and with special education teachers working alongside them. Differentiation for these students is working well and parents have expressed how pleased they are with the progress their children are making in reading.

Strategies for the instruction of English language arts, which includes pulling out students to group them according to their level of achievement, mean that students are taught effectively within small groups. It is not yet clear whether this strategy is the most appropriate, but the teachers are optimistic that there will be evidence in the next set of tests and assessments to prove that it is.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Mary McLeod Bethune School (PS 092)	∅	✓	+
Quality Score		X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	Ø	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	Ø	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	Ø	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	