



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Bedford Village School

Public School 3

**50 Jefferson Avenue
Brooklyn
NY 11216**

Principal: Kristina Beecher

Dates of review: January 22 - 23, 2008

Lead Reviewer: Jan Warner

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well
What the school needs to improve

Part 3: Main Findings

Progress made since the last review
Overall evaluation
How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The Bedford Village School is an elementary school with 593 students from pre-kindergarten through grade 5. The school population comprises 88% Black and 12% other students. The student body includes 6% English language learners and 4% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 92%. The school is in receipt of Title 1 funding with 63% eligibility.

Part 2: Overview

What the school does well

- The school evaluates itself well and therefore knows its strengths, areas for development and what it should do to improve.
- Staffing and scheduling decisions are made strategically in order to maximize student learning.
- Teamwork and collaboration strongly support teachers' professional development and their capacity to improve students' performance.
- Data is used well to determine the support and challenge provided to specific groups of students.
- The breadth of the curriculum offered to students, particularly in the arts, is a strength of the school.
- The principal is steadily building the capacity of the school team to enable sustainable improvement to be made.
- There is effective use of diagnostic testing to target student interventions and give help where it is most needed.
- Effective partnerships have been developed with outside agencies that support the academic and personal growth of the students.
- The students are well supported emotionally and socially by the extensive services within the school.

What the school needs to improve

- Continue work to ensure that all students and their parents understand the students' goals for improvement and what is needed to achieve them.
- Develop further the teachers' capacity to use the data collected to differentiate their instruction at a more individual level.
- Further encourage all staff to take ownership of the goal-setting process in order to develop a more rigorous system with measurable goals.
- Continue to reach out and involve parents in their children's education.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is proficient.

Bedford Village School has a real sense of community both amongst its staff and students. It provides a broad and enriching curriculum which motivates the students. There are systems in place to successfully identify those who need support in order to target intervention programs accurately. The personal and social needs of the students are well served and there is a caring culture throughout the school. Data is used to group students effectively and is being further developed to inform instruction at all levels. There is a recognition that students are not yet made fully aware of the next steps they need to make with their learning. The Inquiry Team is well developed and is beginning to integrate newly researched enrichment strategies into the curriculum.

The school has made good progress since the last review. There is a more consistent approach to the use of common assessment tools in math and English language arts including conferencing notes which are recorded in assessment binders, students are grouped accurately and flexibly according to data and teachers now have more opportunity to work collaboratively due to the scheduling of weekly grade meetings.

The principal and her staff consistently seek out ways to make the Bedford Village School a warm, safe, intellectually challenging place, where all students can reach their potential. As a result many students are making good progress.

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 the student's progress over time.

This area of the school's work is proficient.

The school collects and analyzes data proficiently for the whole school using scores from formal assessments and baseline data. The school collects benchmarking data in September, January and May. In addition to this, all teachers are now using informative templates and rubrics in math and English language arts and assessment binders to keep running records and conference notes which are used to discuss progress at grade level. However, this system is new this year and is still in the developmental stage. The principal has a good understanding of progress made over time and is using both scale scores and levels to drive up standards by identifying where students could move to the next level and by carefully monitoring progress. As a result, 80% of third grade students

are at or above grade level at the present time. She is also making good use of comparative data using both city-wide and peer group schools. She has developed links with similar schools in order to share good practice. The school is fully aware of the performance of all ethnic groups, English language learners and special education students. Students are grouped according to achievement level and receive interventions in the form of enrichment strategies as well as increased levels of support both before and after school. Special education students receive a considerable amount of support and monitoring from academic intervention services so the school is fully aware of the progress of these students. The school has also increased support for English language learners from part-time to full-time services. These students receive a more intense program and there are stronger links being made with their parents and care givers.

There is a drive amongst the staff to continue to modify and improve the use of assessment binders in order to extend differentiated instruction. The principal is aware that this has increased commitment to the use of data within the grades and classes. However, while training has been given, it has not yet ensured all staff are fully independent in accessing the data available and utilizing it to support their teaching.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

This area of the school’s work is proficient.

The math and English Language arts coaches work very closely with grade teams in developing common assessment tools and the use of running records to identify patterns and skill gaps. The hard work that is going into using all the formative assessment tools available to teachers is beginning to have an impact on differentiation by grouping and monitoring progress more closely. It is not, as yet, fully embedded in terms of setting individual goals in order to inform students where they are and what they have to do next. The Inquiry Team is looking at why students are not performing to their full potential in the testing situation and, as a result, enrichment activities have been recently introduced to enhance students’ general knowledge and breadth of vocabulary. In this way, the specific needs of all underperforming students in the middle range of achievement are being met. The work of the Academic Intervention Team in the school has been reshaped to give all members responsibility for groups of students in only one area of the school. This has resulted in better articulation between class and intervention teachers, more targeted support for a wider range of students and closer monitoring of progress. The school is successfully moving students on from Level 1 and is now aiming to move a greater number from Level 2 to 3. There is also a more supportive environment in the early education classes.

The principal has high expectations which are conveyed to students, teachers and parents or caregivers. She ensures her staff are well directed by looking at goals and objectives with her cabinet and conveying her top three priorities for the year to her staff. These are regularly revisited at both grade and staff conferences. Although parents are well informed about their children’s progress, and, at the pre-kindergarten level, parents are asked into the school to discuss their child’s needs, communication is hampered by low levels of parental involvement and absence of key staff.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

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

The mandated curriculum ensures good continuity of programs across the grades. For example, Everyday Math is now used from pre-kindergarten to grade 5 and Balanced Literacy from pre-kindergarten to grade 3. In order to improve results in English language arts, a more structured approach to literacy has been introduced in grades 4 and 5. All curriculum areas, including science and social studies, have built-in assessment tools. The school is very good at linking areas of the curriculum in order to add depth and breadth in many areas. For example, health education is taught through the physical education program and the strong art and music education are linked to literacy and project work across the school. This was exemplified by an exciting “Education Through Music” lesson for the younger students who were enthusiastically learning an African song and dance routine in order to perform at the Friday Town Hall meeting. Such performances also enhance the students’ self-confidence. The students appreciate the music in the school and were eager to talk about the ensemble that was performing at another school that day.

The principal holds staff accountable for their teaching through one-to-one meetings with teachers throughout the year to discuss student progress. In addition, she has hand-picked grade leaders to run the weekly grade meetings and closely monitor the teachers in their charge. The coaches and support staff work well together with each grade team using data to ensure that students are grouped according to achievement and are receiving the correct support. Whole class teaching is generally well directed according to the level of achievement of the students but is not differentiated at a more individual level. Scheduling and budget decisions are made to help students make good progress. For example, new technology is being purchased for teachers and the 37½ minutes extra instruction has been incorporated into the school day in order to maximize its impact across a greater number of students. Additional funding has been identified to extend the Saturday school program which provides help with test preparation. There are good relationships between teachers and students which are growing stronger as the school staff stabilizes. Student attendance is carefully monitored and a good range of incentives are helping to drive up figures. However, punctuality is still poor, in part because of the long distances students travel to get to school,

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to 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 and her assistant make good use of regular formal observations and monthly walkthroughs to keep them informed of changes over time in the quality of teaching across the school. Specific classroom strategies are identified and made a focus of observations in order to drive up standards. The coaches and the assistant principal keep logs of support offered and these are used to identify where professional development is needed and evaluate the impact it has on instruction. Teachers are also asked to identify areas of expertise which they can share. They are further developed

as “experts” in their chosen field by attending professional development outside the school which they turn-key to their colleagues. In this way the range of skills and depth of knowledge in the school is being extended. Weekly grade meetings ensure that teachers work closely together to plan and share good practice. There is a good collaboration at all levels. New teachers are also well supported by experienced mentors and coaches, interclass visitations to see good practice and a comprehensive faculty handbook.

Student welfare is a high priority. The school counselor works with students and their families who need extra support as well as ensuring that staff are well trained in issues such as recognizing child abuse. The Partnership with Children organization provides extra counseling as well as working with classes to help both boys and girls deal with issues such as bullying and sexual harassment. One student testified to how much the Boys Group had helped him to make friends by going on outings such as to basketball matches. The students could all explain what the school motto of “Be kind, work hard” which is displayed everywhere meant to them. This approach helps the school to run smoothly on a day-to-day basis. The students also benefit from the wide range of partnerships it has established with outside agencies. These include the Brooklyn Museum where students and their families are allowed free entrance, the local library and the Morgan Library as well as Carnegie Hall and the Orchestra of St. Luke’s.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school’s work is proficient.

The school has effective systems to ensure that its assessment tools inform the setting of academic goals and instructional plans. The coaches and intervention staff work closely with each grade to monitor student progress over time. Diagnostic tools used to test reading are checked on a six week cycle in order to focus support with greater precision and help group students more flexibly. All interventions are evaluated and Individual Education Plan targets are precise and reachable.

The goals and objectives set within the Comprehensive Education Plan are specific and guide improvement planning on a yearly basis. However, they do not include interim goals that are objectively measurable or specific time frames. The school community works together to support the principal’s vision to raise standards. The principal is working hard to develop a collaborative approach to the process of change and a culture of evaluation and reflection where staff share responsibility for goal setting. As a result, staff have a sense of what is and what is not working and are adapting plans in order to ensure students make progress and the school meets its goals.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Bedford Village School	Δ	▷	✓	+	◇
Quality Score			X		

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

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress based on comparisons with similar schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?			X		
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?			X		
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
Overall score for Quality Statement 2			X		

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X		
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped