



# **The New York City Department of Education**



# **Quality Review Report**

**Purvis J Behan**

**Public School 011  
419 Waverly Avenue  
Brooklyn  
NY 11238**

**Principal: Alonta Wrighton**

**Dates of review: January 15 - 16, 2008**

**Lead Reviewer: Georgie Beasley**

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## Part 1: The school context

### Information about the school

Purvis J Behan Public School is an elementary school with 505 students from pre-kindergarten through grade 5. The school population comprises 83% Black, 7% Hispanic, 7% White, and 3% students from other backgrounds. The student body includes 1% English language learners and 7% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2006 -2007 was 91.8%. The school is in receipt of Title 1 funding with 55% eligibility.

## Part 2: Overview

### What the school does well

- The leadership and vision of the principal and assistant principal set a clear direction to the school's work.
- High expectations for student academic and personal achievements, shared by staff, students and parents, inform all decisions to ensure "children come first".
- The school tone reflects the very respectful relationships between students and adults and with each other.
- Well-structured and frequent opportunities for staff to meet collaboratively to reflect on instruction are resulting in more consistent assessment practices across the school.
- The principal, assistant principal and coach constantly evaluate the quality of instruction and give effective feedback that enables teachers to reflect on and improve their craft.
- More rigorous systems have improved the way the school monitors the progress of special education students and ensure they receive the service they should.
- Focused monitoring and support are raising the achievement of students who need extra support to learn effectively.
- Well-developed procedures for the induction of new staff ensure they quickly embrace the school's vision and high expectations.
- Parental involvement is high and, along with strong community partnerships, makes a strong contribution to student achievement and progress.

### What the school needs to improve

- Analyze data more closely to identify why and where boys perform less well in English language arts.
- Consolidate teachers' consistent use of assessment data to plan and deliver differentiated instruction in all classes.
- Continue to focus professional development on how to plan for well-differentiated and exciting learning.
- Establish the school enrichment model throughout the school.
- Further embed the use of benchmark goals to monitor whether students and the school are on track to reach their long-term goals.
- Extend the practice of setting individual learning goals and writing personalized action plans for students who data has shown are slipping back.

## 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.**

The school mission “proud to be learning and learning to be proud” drives the school’s work. It is displayed prominently and so no-one is left in any doubt that student, parent and staff learning are of paramount importance. There are clear signs that the school is improving well under the principal’s purposeful and visionary leadership. She has the full support of her assistant principal, coach, teachers, students, parents and staff team. New members of staff quickly embrace the school’s vision in response to the clear direction and positive relationships. High expectations are part of everyone’s belief, including students who work hard to achieve their goals.

Since the previous review, the school has spread its assessment practices across the school and teachers are beginning to use data in a more focused way to set goals and monitor programs and student progress. More rigorous systems are in place to monitor the quality of the schools work including the impact of teaching on learning. Teachers have regular opportunities to work together to ensure consistent planning and curriculum content across each grade. The school has worked hard to build its technology resources and computers are used more to support learning in some classes. However, at present the school’s systems, programs and practices are not fully embedded, there is insufficient consistency in the way that learning is differentiated and the analysis of student assessment data is not yet sufficiently rigorous. .

The inquiry team now has a range of data on which to make decisions about student learning. It meets regularly and monitors the progress of special education students and English language learners particularly well, reflecting considerable improvement over the past year. It is extending its focus to include the lowest achievers and those that data has shown are starting to slip back on their previous performance.

### 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 uses a range of assessment data to gain a secure understanding of each student’s achievement and progress. The school assesses and tracks the progress of special education students very well and so there were very few retentions at the end of last year. Following the appointment of a new teacher, a range of new assessments has helped to determine the precise needs of English language learners. Comprehensive training has helped staff to look more closely at data to note improvements in student

achievement. This is especially so for English language arts and math but is beginning to spread to other subjects and aspects of the school's work. For example, pre-kindergarten teachers observe student learning closely and use the recorded information to plan further activities and experiences.

The school checks individual student achievement at the end of the year to note whether they are achieving above, at or below grade expectations. These assessments mostly reflect achievement in State tests, but also refer to the school's own range of assessments. The school compares its performance with other local schools so it can learn from their successes. The school compares achievement by class and by grade and for different ethnic and gender groups so it knows where students are slipping back. It is still not questioning the data deeply so it can focus its monitoring activities on areas that data has shown may be in need of improvement. For example, the school knows that boys do less well than girls in reading and writing in comparison to their achievement in math. It has not asked why the support boys receive in literacy seems to be less effective than the support given to girls.

**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 school shares its goals for student achievement through day-to-day conversations with staff, parents and students. In the past, school goals have focused on the actions the school will take rather than the outcomes measured by student progress and expected achievement. The school faculty and parent representatives met at the beginning of this year to improve this practice. They set clear goals for student achievement based on performance in class and supported by State test results. These are translated into grade and class goals for student end-of-year achievement. These detailed goals and actions are not yet collated into one document for easier reference.

The school has put great efforts into improving its services to students who need most help to learn. Individualized goals and personalized action plans for special education students, lower achievers and English language learners are leading to improvements in achievement for these groups of students. Well-targeted support from the special education team and specialists meet individual student's needs well. The school sets goals and writes action plans for lower achievers. As yet it has not extended this good practice to the middle and higher achievers who data has shown are in danger of slipping back. Some teachers work with students to set subject specific individualized goals. Their comments on student work give clear guidance on how to improve. This is not yet consistent practice in all classes and goals are not always revisited often enough.

Since her appointment, the principal has successfully given parents a voice. They play a large role in evaluating and identifying goals to develop the school's work. Detailed systems for keeping parents informed are still fairly new but are developing well. The principal's bi-monthly "connections" letter details events, successes and planned improvements. The new format for student report cards detail the students' precise learning and outline specifically the areas students are expected to improve next.

**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 proficient.**

The school’s drive to improve the quality of instruction is meeting with good levels of success. When the principal first arrived, she focused on improving the school’s climate for learning. As a result, classrooms are organized to support a range of learning styles and give opportunities for students to work individually, in pairs and small groups. This is leading to more inquiry-based learning. Students in pre-kindergarten classes enjoy opportunities to participate in a range of centers and so learn to make choices, take turns and develop independent learning skills. Teachers use assessment data to target the needs of individuals and groups in many classes although this is not consistent practice in all classes. Some teachers still do not challenge students, especially higher achievers, sufficiently well, and so some students slip back on their previous achievement.

The introduction of the school enrichment model supplements well the Teachers’ College reading and writing workshops and Everyday math program. Students enjoy regular art, band, chorus, and gym classes and a varied range of enrichment activities during and outside the school day. The new technology lab, currently being installed, provides opportunities for extending the enrichment model and building students’ technology skills across a range of subjects. The planning of schedules, staffing, and resource management provides good support for curriculum planning and learning.

The strong focus given to students’ personal as well as their academic development is resulting in positive attitudes and an eagerness to be involved in shaping the school’s future direction. Students have high expectations of themselves and others. The “Human Rights” program, introduced this year, develops student awareness of issues around the world and builds personal character. In the “boys to men” club, grade 4 and 5 boys work with male staff to raise boys’ self-esteem and aspirations for personal and academic achievement. They now tell the girls who have always performed higher in State tests, “It’s on”. The parent coordinator constantly reminds parents of the importance of good attendance. Staff monitor closely the small number of students who continually come late 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 school has effective systems and processes in place to ensure it has the capacity to improve. The principal, assistant principal and coach carry out regular observations of learning and teaching which have led to the many improvements last and this year. They give teachers detailed feedback that is helping to extend the methods used and making teachers question whether their instruction is fully effective on student learning. Professional development is focused on helping teachers to further develop their skills at differentiating instruction to meet the full range of needs in class. While there is still some work to do to ensure consistency across and within grades, teachers’ skills continue to grow. More frequent grade meetings, which now have a clear focus on teachers’ reflections and discussions, are helping with this. New staff are very effectively supported

by administration and their colleagues and so they quickly embrace the drive for the school's continued improvement.

The student support services are effective because the staff collaborate so well in making sure special education students' needs are met. Strong partnerships with local businesses and community groups enrich student academic experiences. Parents play a large role in shaping the school's work, such as raising funds for new resources including the new technology lab, and organizing events and workshops for parents.

Behavior throughout the school is mostly good and the school runs smoothly. There are clear procedures for rewarding students who behave well and, since most students take responsibility for their own behavior, this helps to ensure the positive school tone.

**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 principal has successfully built a team structure that works collaboratively to plan for the school's future development. As a result, monitoring activities this year are more focused and targeted to specific aspects of its work that data has shown need a closer check. Faculty, parents and students now help to define school goals that build on an evaluation of the previous year. The processes are still fairly new because the principal has only completed one full year in her post. The school is now in a position to establish its systems, to extend the practice that is effective and continue to build staff expertise.

The administration constantly reminds teachers and students that the school year is only half way over when the tests have been taken and so scores cannot be used as a final measure of achievement during that year. As a result, the school has started to set precise goals for every student at the end of each grade, measured by periodic assessments, to act as benchmark goals towards the following year's expected test result. For example, all grade 2 students will have a goal that measures their halfway point towards their expected levels in the grade 3 State test. Every grade will have such goals, recognizing that every teacher is responsible and accountable for the following year's achievement and for monitoring students' progress towards reaching their long-term goals. Grade level and vertical planning teams ensure the school evaluates within and across grades and programs and instruction are adjusted accordingly. The related services team meets regularly to consolidate student support needs, thus ensuring that students are not now pulled out several times during the day to receive different supports. The school is starting to track its students through grade 7 in the middle schools to add another dimension to its monitoring processes.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Purvis J Behan Public School (K011)</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>			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		
<b>Overall score for Quality Statement 1</b>			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 demanding, 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		
<b>Overall score for Quality Statement 2</b>			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?			X		
<b>Overall score for Quality Statement 3</b>			X		

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>