



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Mary McLeod Bethune School**

**Elementary School 092**

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

**Principal: Rosa Davila**

**Dates of review: January 24 - 25, 2008**

**Lead Reviewer: Anthony Peltier**

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## Part 1: The school context

### Information about the school

Mary McLeod Bethune is an elementary school with 354 students from pre-kindergarten through grade 5. The school population comprises 76% Black, 21% Hispanic, 1% American Indian and 2% Asian students. The student body includes 10% English language learners and 22% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 90.7%. The school is in receipt of Title 1 funding with 90% eligibility.

## Part 2: Overview

### What the school does well

- The principal leads the school well and this enables staff to focus on accelerating student progress.
- The teachers use data effectively to set goals, plan differentiated instruction, monitor student progress and track the impact of interventions.
- The school offers a broad and balanced curriculum, including the arts, and excellent opportunities for computer technology.
- Professional development is highly valued and is a fundamental part of all teachers' work.
- The students are aware of the high expectation placed upon them and understand what they have to do in order to achieve their personal goals.
- The school has put effective systems in place that have improved student attendance.
- The school has established good community partnerships that benefit student progress and teacher instruction.
- The principal is highly respected by staff, students and parents and has a clear vision for future progress.
- The school meets the needs of special education students very well and enables them to make very good progress.

### What the school needs to improve

- Carry out specific analysis in order to ensure that boys and girls make equally good progress.
- Ensure that whole school long-term goals are time-framed, measurable and continually monitored.
- Develop tracking systems where the outcomes of all periodic and interim assessment are identified accurately and used effectively to improve student progress.
- Align support services effectively around all students' personal and academic goals.

## 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 well developed**

The principal leads the school very well and has developed a strong and committed staff team. Their growing knowledge of student progress reflects a firm understanding of data analysis. Differentiated instruction is well established in all grades. Assessment binders and running records are used well to inform grouping according to achievement and to identify conceptual misunderstanding in math. The principal has analyzed student data to identify progress within specific groups. As a result, data over a five-year period has shown the school has made very good gains in English language arts and even better gains in math. The school does not carry out an in-depth analysis of data relating to gender at whole school level with the same rigor. The principal has identified the need to improve the use of data at classroom level that to further improve progress across all grades.

The school has broadened its curriculum to ensure that arts and technology are on offer to all students. Interventions in the early grades are now accelerating progress in reading and writing. The school has effective systems in place to meet the needs of its special education students. Their progress is monitored closely with interventions explicitly matched to meet their academic needs. The quality of intervention across the school is of a very high standard. As a result, special education students, English language learners and identified underperformers are making very good progress, noticeably in reading, across all grades. The inquiry team has made an excellent start to its work. Their knowledge and understanding of the data systems feed in to the whole school's professional development agenda. All staff have been trained in ACUITY and using data to inform instruction. Students are aware of their personal goals and the steps they need to make to reach them. The school communicates high expectations to parents and caregivers. Parents receive guidance in supporting their child's learning and in helping them to reach their goals.

The school has worked relentlessly to reduce student absence and tardiness. There are now effective systems in place, which has resulted in an improvement in student attendance over last three years. The principal is highly respected by the whole school community and continually strives to ensure the needs of all her students are fully met. She is very clear about the school's improvement goals and is also aware of the need to ensure they are time framed, measurable and continually monitored.

## **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 well developed.**

The school has a very good knowledge and understanding of student progress based on an extensive range of assessment data. It uses interim and predictive data effectively to identify the needs and performance of particular groups. Assessment binders in all classes are used to collate all student information. Data from previous State tests is used as a baseline, with ARIS unit assessments and ACUITY as the interim measures. In kindergarten through grade 3, ECLAS is used to measure student levels in literacy. When looking at class progress within a grade, the principal collates data to show trends over time for the performance of English language learners. A detailed analysis of the progress of gender groups at leadership level has not yet taken place. Running records kept by all teachers ensure an updated understanding of individual student progress. The inquiry team has analyzed data to diagnose conceptual gaps in students' understanding in math and reading. The school recognizes that if it is to accelerate the progress of all students, a more in depth understanding of student progress at classroom level needs to take place.

The school has a very good understanding of the performance and progress of its special education students. Individual education plans are closely monitored by teachers and administration. Data derived from school assessments are continually used to update targets and inform student goals. As a result, class data has identified special education students are making very good progress in grade 4 through grade 5. The training structure in place to support teachers' understanding of the effective use of data is strong. Whole school training delivered by the inquiry team ensures all staff are fully conversant with the assessment tools used by the school.

**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 well developed.**

School leaders use data to identify whole school goals. The administration, teachers and intervention team meet monthly to discuss what students are capable of and what steps they need to take to improve their progress. Teachers monitor individual student progress, and know if their students are on track to meet their goals. Despite this wealth of data, the school does not yet plan measurable, time-framed goals for whole school improvement. Teachers conference regularly with students, discussing their strengths and weaknesses. Useful rubrics provide a good structure for these meetings. As a result, students are aware of their goals and the high expectations that their teachers place on them. One child stated, "We have portfolio files, we know what our goals are in math, reading and writing".

The school is committed to involving parents in every aspect of their children's learning and communicates their high expectations. Parents have an understanding of what

student goals look like through formally meeting with teachers at the start of each term to discuss ways to support them. The principal is aware of the number of working parents and the difficulties they have attending meetings in school hours. As a result, she offers a morning surgery daily before the start of the school day. This initiative is very successful with a healthy attendance from a number of key parents.

**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.**

There is a strong whole school focus on reading and writing across the curriculum. Teachers and staff developers have devised planning units for social studies and science. Literacy coaches work closely with teachers to ensure writing standards are a part of instruction in both subjects. Writing workshops enable students to assess their learning against rubrics, and compare their progress with each other. As a result, high quality writing is evident in classes and corridors around the school. ECLAS data allows the school to identify and track student progress in alphabet/sight word, phonemic awareness, reading and writing in the early grades. Teachers and literacy coaches use this data to administer expert differentiated intervention. This has resulted in some kindergarten students being able to read and write to a very high standard, using sophisticated tactics of self-guidance and correction. The school has placed a strong emphasis on developing a broad and balanced curriculum. As a result, well-planned enrichment and after-school programs support learning and improve progress. The enrichment activities are the result of close collaboration with students. This has ensured full participation. Dance, drama, martial arts, step dancing and swimming for all students are on offer. A well-resourced computer lab is timetabled and in use to support student learning and professional development. As a result, computers are regularly support the effective differentiation practices in classrooms.

Teachers are fully aware of their accountability in ensuring all students make progress. The principal regularly meets with teachers to discuss the goals that are being set for the students. All staff have assessment binders which are regularly updated as part of the daily class routine. Lessons are well focused on learning goals and on accelerating progress. The school has worked hard to reduce student absence. Para professionals engage in home visits and a part-time attendance teacher supports parents and students with attendance concerns. The school has introduced ‘scholar dollars’ for students with improved attendance and 100% attendees are celebrated in monthly assemblies.

**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 administration conducts a regular and rigorous system of informal and formal classroom observations to monitor instruction. They give teachers helpful feedback with a point of praise and areas for further development. Assistant principals and literacy coaches work in classes to model good practice and observe informally. The school is fully committed to the balanced literacy program. All staff have been thoroughly trained

in this program. As a result, instruction is of a high quality, with a consistent approach evident across the school. The inquiry team continues to train staff on how to use data to support learning and improve progress. Staff development programs meet the needs of whole school improvement goals and the needs of individual teachers. Through the school's mentoring program, new teachers are developed in a highly supported and professional way. The principal ensures the highest qualified paraprofessional is paired with new teachers for their first year of teaching. Teachers make effective use of common planning time and meet regularly to ensure consistency across each grade. Although the school is making use of the support professionals and services at their disposal, they are not yet aligning these services effectively around all students' personal and academic goals.

The school has successfully collaborated with a number of organizations, which that benefited student progress and enrichment opportunities. The Harlem Children's Home and New York City Mission, both support after school activities for a number students across the school.

**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 and administration have developed an understanding of the performance of students across the school by ensuring data is used well. With the guidance of lead teachers, assistant principals and the inquiry team, staff now use data to set meaningful achievable goals for the students and monitor progress towards these goals effectively. The school's strengths in monitoring progress are in identifying whether the special education and English language learners student are meeting their goals. As a result, students within these two groups are making good progress.

Structured school plans that include interim, measurable, time framed goals to improve teacher outcomes, are not firmly in place. The principal is working towards securing lead teachers to collaborate with coaches to support the professional development needs of the school. The school's self-evaluation form is an ongoing working document, which accurately identifies the successes of the school and its future improvements. Collaboration between the faculty, school leaders and the community, reflects the principal's vision in ensuring the needs of all students are met. School leaders are working towards using each plan's outcomes to drive the next stage of goal setting and school improvement. However, school leaders have not yet developed a robust system where the outcomes of all periodic and interim assessment are continually tracked and better used to improve student progress.

The principal has a clear understanding of how to establish well-developed structures and procedures to monitor and review all the work of the school effectively. She principal has rightly identified that, in order to improve whole school strategic planning, long-terms goals needs to be time-framed, measurable and continually monitored, reviewed and adjusted.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Mary McLeod Bethune School</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>