



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Vida Bogart School for All Children

Elementary-Middle School 352

**730 Bryant Avenue
Bronx
NY 10474**

Principal: Lourdes Mendez

Dates of review: November 26 - 27, 2007

Lead Reviewer: Ronnie Solow

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Part 1: The school context

Information about the school

The Vida Bogart School for All Children is a District 75 school with 271 students from kindergarten through grade 8. The school population comprises 45% Black, 50% Hispanic, 2% White and 3% Asian and other students. The student body includes 10% English language learners and 100% special education students. Boys account for 84% of the students enrolled and girls account for 16%. The average attendance rate for the school year 2006-2007 was 83.0%. The school is not in receipt of Title 1 funding.

The school, in its second year of existence, provides a twelve-month program for students with autism, severe emotional disturbances and mental retardation at three sites across the Bronx in buildings shared with Public Schools 75, 92 and 201. The school has classes with standard assessment procedures and alternate assessment techniques depending upon the needs and abilities of the students. The Astor Day Treatment Center collaborates with the school to provide mental health services for a group of students.

Part 2: Overview

What the school does well

- The school community respects the principal as a leader, special educator, administrator and supervisor and for her vision for the school.
- School leaders work collaboratively to support one another and implement the instructional goals of the school.
- The use of data informs classroom practice and provides the basis for differentiation to improve learning outcomes.
- Classrooms promote uniformity of instruction, differentiated learning and positive behavioral expectations.
- Classrooms and hallways exhibit student work, rubrics, schedules and other materials illustrating high expectations.
- Students receive respect and encouragement to reach their full academic, social and emotional potential.
- Professional development activities, based on staff and student needs, are designed to improve learning outcomes.
- The school and Astor Day Treatment Center collaborate and provide expert counseling and other services to students and their families.
- Well-known rules, regulations and procedures contribute to an orderly learning environment.
- Budgeting decisions, based on student and staff needs, increase learning outcomes.

What the school needs to improve

- Analyze data by subgroup, including gender and ethnicity, to ensure that all groups are achieving as well as they can.
- Include interim, measurable goals in school-wide plans so that progress is measured and adjustments made.
- Provide time for staff to participate in intervisitations, turnkey training, demonstration lessons and linked in-school professional development.
- Develop strategies to improve parental involvement in the school life of their students.
- Ensure that future planning responds to new data.

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 principal and the collaborative, young staff have made great strides in bringing this new school to a state where best practices for students with disabilities form the basis for teaching and learning. Teachers use standard, informal and alternate assessment results to differentiate instruction and provide optimal learning conditions. The school's professional development activities provide training in educational strategies, understanding data information, and proper use of curriculum materials. Ongoing training in the use of data provides the staff with additional knowledge and ability to improve learning outcomes.

The school does not analyze its data by subgroup of learners to compare the outcomes of different groups or to assess cultural sensitivity. School plans have appropriate goals and end-of-year timeframes. However, intermediate goals are not included, preventing the school from making revisions in a timely fashion during the year. The mostly inexperienced staff are not currently benefiting from scheduled intervisitations, turnkey training sessions and linked school-based professional development. The principal recognizes the absence of a library for the alternate assessment students and a modern science laboratory for standardized assessment classes hinders progress. Parental involvement in the school is not yet up to the school's desired standard, but opportunities to expand this using workshops, celebrations and other school events, are underway.

Good progress has been made in implementing the recommendations from the last Quality Review. Coaches were hired, all students assessed in a timely fashion, data used to form instructional groups, systems of data recording put in place, and appropriate training provided to ensure consistency across the school for teachers and paraprofessionals. The inquiry team has been formed and working on an action research project studying one class of eighth grade standardized assessment students.

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 staff use a variety of data to determine the educational needs of the students. Students in the alternate assessment program begin the year with the Brigance

Inventory system and a well-designed parent questionnaire. Treatment and Education of Autistic and other Communication-Handicapped Children structures, along with the Power of Choice behavior modification program data, supply additional good information for goal setting. Additional data from individual education plans and the previous year's work are incorporated into an academic binder for every student. The information gathered from the range of assessments is integrated effectively into the classroom and is the basis for generating suitable, new individual education plan goals.

Data for students in the standardized assessment program is gathered from many sources. Formal results from State examinations, predictive tests, the Scantron system, and other classroom program data are analyzed to inform classroom practice and program design, which provides the basis for good individualized instruction. A regular timetable for review of student performance, built into the data gathering and analysis process, allows teachers to keep well informed of student progress.

The school does not analyze its data by gender, ethnicity or English Language learner status. The principal recognizes the need to incorporate this measurement to ascertain the progress of each subgroup and assess cultural sensitivity. The cabinet and the inquiry team review individual and class data to note progress, make recommendations and provide assistance when necessary. Data regarding attendance, behavior and academic performance is reviewed on a two-week schedule to note progress.

The principal meets with other District 75 principals in her cohort group for discussion of relevant issues. She compares the school's data with the results of the mainstream schools in which the school is situated. She also compares the alternate assessment results with those of a private school. Results from the submission of data folios for the target age group in the alternate assessment program indicate that students are making significant progress. As a second-year school, insufficient data is currently available for making comparisons with similar schools.

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 Comprehensive Education Plan and the principal's goals and objectives delineate the focused plan for the school year. Teachers, working with the academic coaches, establish appropriate student goals and objectives in accordance with the goals in each student's individual education plan. Weekly objectives for each area of instruction, well monitored by the coaches and administration, provide the basis for targeted instruction. All students in the school receive additional academic intervention services based on individual needs. Specific, well-planned services in English as a second language, literacy, and math are provided in a push-in or pull-out model. Students with behavioral needs that interfere with their academic progress have a functional behavior management analysis to determine the reasons for the problematic behavior. An intervention plan is created and regularly reviewed so that adjustments or other specific interventions can be incorporated, if necessary.

Parents receive information in a variety of ways. Progress reports, individual education conferences, open school events, workshops and celebrations welcome parents into the

school. Communication notebooks and behavior point system sheets go home daily. The administration and parent coordinator reach out and encourage parents to become involved. They are examining additional strategies for increasing parental attendance at school functions. High expectations for all students is shared through the behavior modification program, individual education plans, communication notebooks, conversations and the lavish use of appropriate praise. All students are assessed for their individual growth and progress. Staff are trained in the use of Mayer Johnson picture symbols to support students in communicating good choices.

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 Brigance Inventory for the alternate assessment students supports the classroom curriculum. The instructional program is well designed to meet the individual needs of each student. The highly structured classrooms, best practice for students with disabilities, provide an environment in which students eagerly engage in learning and receive rewards for their efforts. All lessons are differentiated according to student need and functional ability. The students in the standardized assessment program follow State guidelines for the core curriculum. Appropriate adjustments and modifications in the curriculum support the cognitive needs and developmental levels of each student. Instructional programs in English language arts, math, science and social studies provide meaningful data that teachers use to form instructional groups and well-designed lessons. Music, art and adaptive physical education provide excellent outlets for self-expression and creativity for all students in the school.

Measurement of teacher accountability occurs in several ways. Coaches review the data in academic binders and keep logs with specific suggestions for teacher implementation. Administrative oversight by the assistant principals and principal follows a regular timetable through the instructional cabinet. The assistant principal at the site also monitors the appropriateness of lessons based on functional levels and age appropriateness of the planned activities. Procedures are in place to ensure regular student attendance. Absence triggers an immediate response from the school. Budget decisions, based on student and staff needs, support increased learning outcomes. An academic intervention services teacher was hired to address math concerns. Appropriate curriculum and associated high-quality professional development for the staff were purchased. Two academic coaches support the learning goals of the 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 proficient.

The principal and assistant principals use observations and frequent classroom visits to keep informed and provide feedback to the staff. Walkthroughs, with an excellent school-developed assessment form, provide good suggestions for teachers. Teachers receive a copy of the assessment form with written feedback. Staff members needing

additional assistance receive targeted help from the academic coaches, District 75 coaches and the assistant principal.

Professional development, based on school data, generally meets the needs of the mostly inexperienced staff. Teachers and paraprofessionals eagerly participate in District and school training in curriculum usage, behavior management and other professional topics. The principal participates in specific training for new principals through the Leadership Academy. Information gained from professional development is shared at informal discussions and at weekly team meetings. However, the staff do not currently take part in scheduled intervisitations, turnkey training or demonstration lessons designed to increase their classroom skills. Once a month, the staff at each site meet for a faculty conference to discuss data, progress and other issues of concern.

The school provides many excellent support services to assist students in reaching their full potential, including speech and language, occupational therapy, and physical therapy. The Astor Day Treatment Center provides much-needed counseling and social work services to students and their families. The school runs smoothly and is effective in handling behavioral concerns. Staff and parent handbooks clearly delineate the rules and regulations. The behavior modification program, which is based on accumulating points, rewards students for good behavior. One parent stated, "This is a quiet 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 Comprehensive Education Plan and the principal's goals and objectives provide the basis for evaluating progress. At this time, no interim, measurable goals are included for measuring overall success and enabling timely adjustments. However, teachers monitor and revise their classroom objectives every two weeks based on the classroom results. Good information gained from Scantron, predictive tests, end of unit exams and teacher-made tests provide a wealth of good information that informs classroom practice.

The administration reviews data summary sheets and discusses appropriate intervention strategies with the coaches and teachers. Scrutiny of data pinpointed the need for the academic intervention specialist in math. Good analysis and refinement of planning procedures are the result of the school's data analysis procedures. Year two of the school is resulting in the development of secure procedures based upon State data, the last Quality Review and observation by the administration.

The principal and members of the school community have a clear vision for the future development of their school. Now that start-up issues have been resolved, they can focus on expanding good educational habits and procedures so that their students can prosper. They recognize that their school is work in progress.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Vida Bogart School for All Children	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 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		
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?				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?				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		