



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Office of Accountability  
2008-2009**

# **Quality Review Report 2008-2009**

**The Rosedale School**

**Elementary School 38**

**135-21 241 Street**

**Queens**

**NY 11422**

**Principal: Cassandra Anne Hundley**

**Dates of review: February 4 - 5, 2009**

**Lead Reviewer: Lenon Murray**

## Part 1: The school context

### Information about the school

The Rosedale School is an elementary school with 348 students from kindergarten through grade 6. The school population comprises 90% Black, 5% Hispanic, 2% White, and 3% Asian students. The student body includes 4% English language learners and 14% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2007 - 2008 was 94.1%. The school is in receipt of Title 1 funding with 72% eligibility.

### Overall Evaluation

#### **This school is proficient.**

The school is a small, well-run building with a high staff-student ratio and a calm, caring atmosphere. The school administration does a good job communicating high expectations for behavior and academic performance. This enables parents and teachers to have a clear idea of how they can best contribute to increasing student achievement. The school collects and analyzes data from multiple sources and uses that information to improve the quality of teaching and to target student intervention efforts.

The principal demonstrates a commitment to goal setting and to using data to make strategic decisions for improved instruction. Although some teachers have embraced these initiatives and taken them to the next level, they have not yet had the desired impact on student achievement because practice is not widespread. Teachers are actively involved in their own professional development by selecting their areas for emphasis and growth. Teachers set both long- and short-term goals with their students in English language arts, math, social studies and physical education. Science and visual arts have not yet developed them.

School administration has structured the schedule to provide greater opportunities for teacher collaboration and detailed planning. Teachers plan lessons together based on the curriculum, pacing calendar and their students' needs. This has standardized lesson formats and lesson content. However, structures and programs within and outside the school do not offer the breadth and depth of support for students' personal and academic developments.

Teachers enjoy working together and continue to collaborate beyond school hours. Informal inter-visitation is common and teachers share best practices without prodding from administration. Differentiated instruction is not consistent across all subjects, and the needs of higher-performing students are not always taken into account. English language learners make measurable academic progress as they regularly receive well-focused support. Special education teachers and those involved in collaborative team teaching are highly motivated in finding effective teaching approaches.

Although the school has made headway in its use of data, it has not streamlined the tools used for collating, analyzing and communicating student achievement data in all core subject areas. Leadership also has more to do in demonstrating effective ways to use all the available data to measure and evaluate the efficacy of programs and practices.

## Part 2: Overview

### What the school does well

- The school effectively communicates and supports high expectations for academic achievement, behavior and attendance that have resulted in overall improvements.
- The administration restructuring of the school schedule has led to increased opportunities for teachers to collaborate, share best practice and contribute to shared decision-making.
- The school has successfully implemented the practice of supporting students in setting achievement goals that are focusing their efforts more effectively.
- The school has successfully expanded the sources of data it collects and analyzes to understand student progress, particularly in English language arts, math and social studies.
- Multiple professional development opportunities are effective in supporting teachers in developing their pedagogy.
- The school climate fosters respectful relationships among administration, faculty, parents and students.

### What the school needs to improve

- Standardize and refine administrative and teacher tools for collating, tracking, analyzing and communicating student achievement data in all core subjects, especially science.
- Expand structures and programs within and outside the school to increase breadth and depth of support for students' personal and academic developments.
- Improve leadership capacity to use all manner of data to regularly measure and evaluate the effectiveness of programs and practices, especially individualized support for teachers' improvements.
- Expand learning opportunities, student goal setting and analysis of achievement data across all core subjects and all student subgroups through consistent and well-targeted differentiation.

## Part 3: Main Findings

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

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

#### **This area of the school's work is proficient.**

The administration is committed to improving the school by gathering a wide range of data from multiple sources. Teachers and faculty have taken the lead from the administration and are utilizing data in their teaching decisions with varying levels of success. The school has contracted with a web-based company to supplement the Department of Education data and to enhance formative and summative assessments of students. The systematic collection of data provides an enhanced picture of each student's strengths, weaknesses and needs. The majority of students have made good progress as a result of this school-wide focus. The school has used the sub-group data to improve the quality of teaching provided to boys and special education students in English language arts.

The school leadership team analyzes the annual and periodic test results to inform their ongoing planning. English language arts, math, social studies and physical education have comprehensive data for the students in the school. Science and visual arts have yet to develop their use of data to match the other core subjects. Academic intervention takes place during the school day and students are taught in small groups with increasingly individualized support based on analysis of data.

The school makes a diligent effort to communicate performance data to parents and families. Parents feel that their voices are heard. Teachers discuss students' progress with parents by e-mail, phone and personal meetings. Regular workshops are held to inform parents about curriculum developments and academic standards. The school holds regular workshops that are effective in informing parents about how they can support their children's academic growth.

The leadership encourages collaboration among faculty to make the data more easily accessible. However, it has yet to standardize and refine administrative and teacher tools for collating, tracking, analyzing and communicating student achievement data in all core subjects.

**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 has included all constituencies in the development of the school's Comprehensive Educational Plan making it a representative document of the school's current state and future direction. The administration worked with the teachers, parents

and some students in refining the needs assessment and deciding on goals that inform all aspects of school life. The goals in English language arts, math, science and social studies are supported by action plans. These goals emerge from the five major school goals. The school is working towards having coherent goals for all students in all core subject areas.

The school inquiry team has facilitated school-wide improvement in the utilization and analysis of qualitative and quantitative data. Team members have a greater comfort level with detailed disaggregation of student data than last year. They have targeted students with disabilities and holdover students. This has resulted in more precise targeting of academic intervention, which takes place in early morning before school formally begins and is delivered in flexible groups throughout the school day.

The school has increased the frequency and quality of teacher to parent communication. The report cards provide useful information to parents that they find helpful in identifying where their children are struggling or excelling. The parent coordinator presents high quality parent workshops directly related to areas of interest. These workshops are some of the ways in which the high expectations of the faculty for student achievement are communicated. Teachers have increasingly adopted the use of rubrics, which makes it easier for students to take greater responsibility for their own learning. Student behavior is consequently very good. Teachers and administration explicitly communicate to students their belief that the students will achieve academically. Teachers use poetry and positive affirmations in their assemblies and their classrooms that speak to high performance and standards of excellence.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

**This area of the school’s work is proficient.**

The curriculum is relevant and challenging and offers good opportunities to expand student learning. Students are actively engaged in their own learning and are interested in becoming better problem solvers. Respectful relationships exist between students and their teachers, and students are confident in discussing their goals and aspirations. The school has a commitment to enhancing the achievement of special education students, which has resulted in more individualized instruction. The inquiry team has focused primarily on this subgroup, which has led to innovative strategies for instruction. English language learners also receive special intervention in pull-out services by an ESL teacher two days each week, which has improved their language acquisition.

The administration utilizes grade leaders and subject area teachers in the planning and implementation of benchmarks for units of study across the curriculum. Clear curricular goals and pacing calendars are used for English language arts, math and social studies. Physical education and visual arts have a structured curriculum. Less emphasis has been placed on science, which is neglected outside grade 4, which has led to a decline in performance on the State standardized tests in the past two years.

The school administration makes wise budgetary decisions based on current data, channeling resources toward essential academic materials and staffing. Classrooms have abundant materials and the school is utilizing technology well to support direct

instruction and active student learning. The school has reopened its library after 25 years and made its upgraded facilities fully available to students and staff. The school has an effective visual arts program but it does not include music, dance or theater.

Classroom instruction is often rigorous and of a high quality. As a result, students make good progress in many areas of the curriculum. The entire school utilizes the workshop model of teaching. Time is allotted at the end of each lesson for summarizing and re-teaching. There is evidence in classrooms of differentiation of instruction, but less so in cluster classrooms. Students are clear on what they need to do to improve, but goals are not uniformly measurable. Teachers confer with and assess students regularly yet these conferences do not always guarantee differentiated homework and in-class assignments. This reduces the level of challenge available for high performing students.

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

**This area of the school's work is proficient.**

The school is a committed and active learning community where teachers want to share their successes and challenges with each other. This is frequently effective in improving teaching outcomes. Teachers have detailed and differentiated professional development plans. Collaboration is highly supportive, both on and off the job. Grade teams meet regularly and are well supported by the coach in developing rubrics and planning differentiated instruction.

The school is seeking to expand the inquiry approach this school year, which is proving successful in all classes. Last year, the students in the targeted cohort made progress but this year there is an increased emphasis on effective strategies for instruction that can be replicated by different teachers, thereby benefitting more students.

School administration monitors instruction and student outcomes through regular walkthroughs and classroom observations. These approaches provide useful feedback to teachers on their strengths and areas for improvement. Teachers welcome the support they receive from the school administration and make every effort to utilize all feedback on their practice. School leaders meet weekly with teachers by grade to engage in developmental study groups to raise the quality of classroom teaching. Classroom inter-visitations are encouraged but not mandated. Teachers actively share best practices among themselves, which leads to better teaching practices throughout the building.

The school guidance plan is not sufficiently comprehensive and partnerships with community-based organizations are in the nascent phase. The school has a part-time guidance counselor who works primarily with mandated students. A teacher who works as a dean provides additional support for students who need social skill development and mediation training. The parent coordinator works with parents to direct them to additional available resources in the community.

**Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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.**

School leaders model a strong dedication to the achievement of students and a clear vision for improvement. The school's approach to long-term planning is insufficiently rigorous because the teachers are more enthusiastic in the deep analysis of the data than administration. Teachers are developing their skills in using a range of assessment information and tools to track student progress. These tools include web-based instruments purchased by the school and inform goal setting at the classroom and school level. Goals are sound but are not always tied directly to the data that informed them.

Students' learning is monitored throughout the year by classroom teachers and across grades by the data specialist and the administration. Teachers use math assessments at the conclusion of each unit, running records and on-demand writing to check progress in literacy and math as well as social studies. Assessment has only now begun to spread to science, physical education and the arts. Measurable benchmarks are evident in English language arts, math and social studies and but not for other core subjects.

The school's priorities for improvement are based on a satisfactory evaluation of its strengths and areas for improvement. The administration and faculty work in cabinet meetings, faculty meetings and school leadership team meetings to examine relevant documents such as the Comprehensive Educational Plan, the State Progress Report, past Quality Reviews, as well as the Learning Environment Survey. This provides precise information on the school's success in approaching or meeting its goals. Classroom observations provide individualized support to teachers in monitoring student progress and analyzing goals. However, leadership's capacity to use data too regularly to measure and evaluate the effectiveness of programs and practices, especially individualized support for teachers' improvements, is not totally secure.

## School Quality Criteria 2008-2009

<b>School name: The Rosedale School</b>	△	➤	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.</b>				
<i>To what extent do school leaders and faculty regularly...</i>				
	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?			<b>X</b>	
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			<b>X</b>	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			<b>X</b>	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?		<b>X</b>		
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent do school leaders and faculty...</i>				
	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			<b>X</b>	
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			<b>X</b>	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			<b>X</b>	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?				<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>	

### DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

<i>To what extent do ...</i>	Δ	➤	✓	+
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?			X	
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?		X		
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X	
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
<b>Overall score for Quality Statement 3</b>			X	

**Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.**

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X	
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X	
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?		X		
<b>Overall score for Quality Statement 4</b>			X	

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

<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?		X		
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X	
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X	
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?			X	
<b>Overall score for Quality Statement 5</b>			X	

**Quality Review Scoring Key**

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