

# **Quality Review Report 2008-2009**

**P10X School**

**Early Childhood - High School 010**

**2750 Lafayette Street  
Bronx  
NY 10465**

**Principal: Barbara Hanson**

**Dates of review: May 4 - 6, 2009**

**Lead Reviewer: Mick Megee**

## Part 1: The school context

### Information about the school

Public School 010 is an early childhood – high school with 450 students from pre-kindergarten through grade 12. The school population comprises 36% Black, 54% Hispanic, 6 % White, 2 % Asian and 1% American Indian students. The student body includes 13 % English language learners and 100 % special education students. Boys account for 71 % of the students enrolled and girls account for 29 %. The average attendance rate for the school year 2007 - 2008 was 83.7%. The school is not in receipt of Title 1 funding.

This District 75 special school is located in Bronx on one main site and six off sites. The students are designated as having cognitive delays, emotional difficulties or are on the autistic spectrum. About half the students follow alternate assessment programs.

### Overall Evaluation

#### **This school is well developed.**

The principal's clear vision and high standards are at the very heart of this school's success. The school community works together harmoniously to realize the school's mission to achieve the very best possible personal and academic outcomes for every one of its students. This mission is underpinned by the school's detailed knowledge of its own strengths and weaknesses. All staff actively seek out multiple ways of improving both the students' and their own performances. Administration and faculty collect a wide range of information across all core subject areas as well as on attendance and behavior. It does not yet collect full information on the performance of all the various subgroups which reduces its capacity of having the complete picture of why some students underperform. Most teachers make very good use of student information when planning instruction and take care that the work set is at the correct level for each of their students. A few teachers are not yet so skilful, and as a result, students in their classes are sometimes left behind while others find the work too easy. Some individual education plans are not fully up to date which makes it harder to plan from these efficiently. The administration supports staff well through frequent lesson observations and walkthroughs that result in an accurate assessment of what is good in their teaching and what needs further development. The school does not yet provide teachers with personal professional development plans that would set out formally priority areas for attention and immediate training needs. The school has worked hard to establish a strong bond with families, and continually feeds information about the student's progress to parents. In this way, families carry on the good work at home in helping students to achieve their goals. The school listens well to the families' concerns and takes careful note of their suggestions. One typical parent comment was, "Everything at school blends to the house. They call you if they don't see you for a while, and they help you to carry on what they do." At school, staff ensure that students feel cared for and respected. Students know they can trust the teachers and confide in them if they feel troubled or oppressed. Teachers, administrators and service providers act as good role models to the students and by their actions demonstrate clearly what can be achieved when people cooperate to reach a common goal.

## Part 2: Overview

### What the school does well

- The school has comprehensive and effective systems and procedures for collecting and utilizing information about students' performance over all core subject areas.
- The school knows its own strengths and weaknesses very well because inquiry and self-reflection are major features of the school's culture.
- There is very effective teamwork by all of those who work in the school to bring about rapid improvement in the academic, intellectual, social and physical performance of the students.
- There is a very strong partnership and mutual support between the family and the school, based upon excellent two-way communication.
- Everyone in the school community has internalized and is strongly motivated by the principal's vision that high expectations will yield high performance.
- Classrooms are happy, respectful and productive environments for learning because of the solid, trusting relationships that staff build with the students.
- The school is very child-centered and works very hard to ensure that each student receives all necessary support in order for everyone to achieve their personal and academic goals.

### What the school needs to improve

- Ensure that lesson activities and resources always closely match the needs and performance levels of all the students in the class along with updated goals when achieved in individual education plans.
- Make more effective use of subgroup information to guide planning to ensure that every student achieves his or her full potential.
- Ensure that all teachers have a yearly individual professional development plan in order to make clear their areas for priority attention and the professional development opportunities they will undertake.

## 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 well developed.**

The school assiduously collects information about students' performance and progress over all the core subject areas. The school-based coach collates and distributes the data, and provides support for administering Scantron performance assessment. Teachers make good use of portfolio binders that contain assessment information about each student as well as their academic and behavioral goals, samples of work, and paraprofessional logs. Teachers say that they have a wide range of information on which to base their instruction. Teachers effectively track academic performance where this is appropriate through the New York State standardized tests. With students for whom standardized tests are not appropriate, teachers administer the Brigance Inventories Assessment as well as the Assessment of Basic Language and Learning Skills. Next year, the school intends to switch completely to the latter program as the administration feels that this is a more suitable assessment tool. For students with autism, teachers have designed their own very useful data collection sheets. The school aligns all this information very well to its individual education plan processes. The school collects information regularly to see how well students' behavior is improving. For this, the teachers collect information every lesson using the School-Wide Information System. The school's behavior team carefully analyzes this data and reviews anecdotes on student incidents in order to monitor the success of the school behavior plan. This results in a continual enhancement of behavior procedures, and continuing improvement in behavioral outcomes for individual students.

The school is beginning to collect information about the relative performance of the different groups, such as gender and ethnic groups, within the school. At this stage, the school is concentrating its efforts on subgroups among the students who undertake standardized assessments. It does not yet collect subgroup information over all core subject areas or for all alternate assessment students, which makes detecting some underperformance more difficult. There is very good two-way exchange of information with parents through multiple means such as daily communication books, telephone calls, text messages and frequent face-to-face meetings. Parents say that the school's parent coordinator plays a key role in ensuring that both home and school communicate as much as possible about the performance and progress of the students. Parents are welcomed into the school as often as they wish to visit their children's classes as well as to help out with reading. Many parents are glad to take up this offer, and very pleased with what they see. One parent said, "You get to come in to read to the kids, so I came in on 'Poem in a Pocket Day'. It's a joy, full of beautiful moments. I love being there to see other children progress." At the beginning of each year, the parents are invited to attend a "Parent Curriculum Day" where they hear about the curriculum and behavior programs and the school's policies and procedures.

**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.**

The multi-disciplinary teams in the school maintain a strong focus on the needs of each individual student. This is seen clearly in the collaboration that takes place between teachers, paraprofessionals, related service providers, parents and students in deciding the goals in the individual education plans. Parents, students and staff review these, which span all core subject areas, four times a year to measure progress and re-set goals where necessary. While almost all these personal plans contain relevant and challenging goals, a small proportion examined in the review did not have goals updated immediately where these had been achieved. Nevertheless, there are very frequent conferences between teachers and students to discuss goals and agree next steps in learning and teachers print out the goals and have them attached to the students’ desks or at their workstations. As result, most students have a good understanding of their goals and can say what they have to do next. Students with behavior plans, together with the help of the guidance counselor, regularly self-assess their own conduct. Behavior plans are sent home every day so that the students can receive consistent, round-the-clock support.

Teachers, supported well by the parent coordinator, ensure that parents are well informed about their children’s academic goals and know what to do by way of support, particularly through the homework that teachers set regularly for all students. As one teacher put it, “The parent coordinator is amazing. She gives parents fliers, runs workshops, tells them where to get free resources, and organizes summer camps, horse-riding and even skiing trips. No wonder the parents love her.” The administration ensures that there is good collaboration of faculty, parents and service providers to decide school-wide goals contained in the school’s Comprehensive Educational Plan. The school is beginning to involve students in this process, although it does not yet have a formal student council in order to voice the views of students as a group. Members of staff at all levels articulate high expectations of academic and personal success from the students. Parents report that they feel very lucky that their children attend the school, otherwise their children’s performance would not be nearly so high. As one parent, typical of most, said, “This school has made me so proud of my daughter. It’s one big family and open communication is enforced.”

**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 well developed.**

The school offers a curriculum full of activities that engage the students and promote well their academic, intellectual, social and physical development. There is good innovation in the curriculum such as the use of yoga. There are good assessment systems in place in every core subject. Parents and students feel with some justification that they would like more time devoted to music and drama. Teachers generally make

very good use of all their information to plan lessons that captures the imagination and is set at the right level for each of the students in the class. One or two teachers do not do this sufficiently skillfully which results in some students who are not sufficiently challenged while others have work that is too difficult. There is particularly good use of specific programs, teaching and management strategies for students with autism. The administration uses the budget wisely to provide powerful, and often innovative, resources aimed to maximize learning. A good example of this is the purchase of sensory carts for each classroom. These carts provide apparatus, such as manipulative and auditory resources, that allows teachers to effectively address the differing sensory needs of students, so that they become more focused and more fully engaged with the lesson content.

All staff offer the students very good role models of what can be achieved by teamwork and respectful interaction. Teachers and paraprofessionals sensitively and promptly manage difficult behavior when it occurs, and there is a good buzz of activity in lessons and friendly, warm relationships between students and staff. Students say that they have confidence in the staff and would go to them if they feel upset or have a problem. They say that there is very little bullying. Responses in the Learning Environment Survey indicate that there are above average levels of trust and respect in the school.

**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 well developed.**

The administration ensures that all staff receive a wide range of professional development that meets their needs in order to help students achieve their full potential. There are many opportunities for staff to collaborate, discuss and plan together, as well as to visit each other's classrooms to see good practice. Cohort meetings across all the sites give the staff much valued opportunities for sharing best practice and data, as well as for collectively revising plans over all the core subject areas. Those who are new to the school have very good access to useful, additional monitoring and support from administrators and the school-based coach. As one new teacher said, "The coaches come into our classes, for example for verbal behavior, and it is so helpful to have someone watching me who is so knowledgeable." The administration provides all faculty members with accurate ongoing feedback on their performance aligned with Professional Teaching Standards. The school tailors professional development well to meet teachers' identified needs. Needs assessments are based on formal and informal observations, walkthroughs, and inter-visit summaries. Teachers are asked to self-assess their own performance each year and identify their own aspirations and developmental requirements. This gives them ownership of their own professional journey. The administration has not yet pulled all these different facets together in a written individual professional development plan in order to make clear the school's expectations and the teacher's developmental priorities. The school's two inquiry teams are bringing about speedy improvement in two target groups of students who have been assessed as underperforming in specific areas. The work of the teams is methodical and innovative. One of the teams is rapidly increasing the on-task behavior for a group of alternate assessment students by using a sensory integration program. Both teams are providing all the school with a powerful model of what can be achieved by a collaborative approach to action research. The good practice clearly demonstrated by

the teams is being disseminated throughout the school's sites and is sparking interest from faculty members right across the school who wish to open up their own lines of formal inquiry. This search for constant improvement is a recurring feature within the staff of the school who rightly regard themselves as an open-minded, self-critical learning community.

The school provides a whole raft of support to students clearly set out in the school's guidance plan. Where students are in need of academic support, they are designated to receive intervention services on a daily basis. Where required, students may receive supplemental instruction in English language arts, math and life skills. This team meets regularly to review progress, and to revise its input as necessary. There is good contact for the students' benefit with external providers such as Bronxdale NYCHA Community Center, part of Sports and Arts in the Schools Foundation, for physical education, Urban Advantage for science opportunities and the New York Police department for workshops in gang prevention for teachers and parents.

**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 well developed.**

Teachers constantly monitor the students' performance across all core subject areas, as well as their behavior, attendance and life skills. While in most cases precise interim benchmarks are set and measured for all school plans and goals some student's individual education plans goals are not always updated making planning for progress less efficient. The school's data specialist conducts data sharing sessions with the teachers at the cohort meetings to inform planning so that any necessary revisions can be made. The administrators are good at seeking out and attracting new funding streams. For example, the school has successfully obtained a large grant that will be used to expand and integrate technology throughout instruction. The middle school planning team has created a learning styles survey in order to tailor the technology to meet the individual differences of the students. The administrators ensure that organizational decisions and innovations such as the sensory carts and the computer related equipment are clearly evaluated to measure the impact that they have on student outcomes in order to make certain that the school is making wise spending decisions. In the case of the technology, the school is astutely using a psychologist to measure increases in the rate of engagement brought about by the use of the new equipment.

The administrators all lead from the front by being willing and able "to walk the talk". The principal is in the vanguard of all that happens at the school. She sets very high standards for herself as well as others. Teachers say that she will never walk away from bad practice and is very hands-on, especially when it comes to dealing with behavioral issues. Parents, students and teachers refer to her early on in every discussion, always very positively. Her guiding hand can be seen all round the school, and across all the sites. As one teacher put it, "When you hear the principal's heels in the hallway, we're all on full alert - in the nicest possible way." Her vision, values and expectations of high performance unify all the stakeholders within the school.

# School Quality Criteria 2008-2009

<b>School name: P10X</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, DY0, 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>				<b>X</b>

**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>				<b>X</b>

**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>				<b>X</b>

<b>Quality Review Scoring Key</b>							
Δ	<b>Underdeveloped</b>	➤	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>