



Quality Review Report
Division of Accountability and Achievement Resources
2009-2010

Quality Review Report 2009-2010

Mary McLeod Bethune

Elementary School 092

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

Principal: Rosa Davila

Dates of review: October 29 – 30, 2009

Lead Reviewer: Gale Reeves

Part 1: The school context

Public School 92 is an elementary school with 288 students from Pre Kindergarten through grade 5. The school population comprises 70% Black, 28% Hispanic, and 1% Asian students. The student body includes 16% English language learners and 28% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2008 - 2009 was 91%.

Overall Evaluation

This school is well developed.

School leaders and staff at the Mary McLeod Bethune School continue to make good progress since their last Quality Review. Assistant principals and a cadre of teacher leaders continue to move the school forward and support the principal with a unified vision. The principal's strong belief in distributed leadership results in strategic use of the budget, enabling teachers to actively collaborate on teacher teams several times each week. As such, they continually learn from each other and collectively support their own pedagogic growth. Additionally, the strong culture of trust and respect enables teachers to share best practices through the review of professional literature, alongside collegial visits to each other's classrooms with a focus on advancing students' academic growth.

The development of formative assessments such as beginning and end of unit exams, the review of students' work and the analysis of Acuity results, coupled with the utilization of summative data, is well established throughout the school. This is clearly a school community, which focuses on using data as a lever to address students' learning needs. As a result, school faculty has made significant progress in narrowing the achievement gap, with students in the lowest third making significant progress in English language arts. While rigorous habits and higher order skills are evident, they are however, not yet fully embedded across all grades and content areas. As such, not all students are suitably challenged. Additionally, although school faculty regularly evaluates instructional practices in response to learning needs, these practices do not always provide extensions in order to further accelerate the learning of all higher achieving students.

Outside organizations and school staff integrate focused collaborations throughout the school day. The school's strong partnerships with parents and outside collaborations have a positive impact on students' social, emotional and academic development. Parents and faculty share in the school's high expectations. School leaders communicate these expectations via school assemblies, newsletters and daily personal interactions. Parents state that "school staff keep the lines of communication open." This sense of trust leads to their active involvement on the School Leadership Team where they have a voice in shaping the well-crafted Comprehensive Education Plan, which drives the instructional focus of the school. Additionally, school leaders invite parents to attend monthly curriculum meetings. However, although school leaders and faculty engage parents in ongoing conversations about the school curriculum, they have not yet taken the important step to make parents fully aware of the next learning step in the process. As a result, the utilization of formalized progress reports to deepen families' knowledge and understanding of student performance, while shared by some teachers, is not yet a uniform school-wide practice.

The school has expanded their number of enrichment activities. Students enjoy participating in a wide variety of activities including cooking classes, instructional technology classes, dance, swimming, football and basketball. The varied support structures, driven by the principal's clear vision, enable students to meet established learning goals.

Part 2: Overview

What the school does well

- The administration successfully fosters a culture of trust, respect and purposeful collaboration among staff that encourages teachers to learn from each other and supports the personal growth of students and staff.
 - There is a core group of teacher leaders who meet on Saturdays to review data and collectively plan professional learning opportunities for staff. This results in instruction that improves students' learning outcomes. Additionally, grade level teams of teachers develop curriculum maps, which demonstrate reflective practices guided by a common standards-based instructional focus.
 - The structured professional collaboration evident at weekly inquiry team meetings results in shared leadership as well as school-wide accountability to accelerate student growth. Teachers discuss professional literature, while sharing reading comprehension strategies relative to the specific needs of students. Peers support each other's growth through collegial observations, provide feedback to each other on teaching strategies and share best practices. This critical analysis of practice both within and across grades, has led to the rapid development of teaching skills.
- The school maintains a safe, supportive environment and has high expectations for attendance, learning and behavior that are clearly and consistently shared with parents and students.
 - Throughout the school, there are rich displays of students' work in all classrooms and hallway bulletin boards with corresponding rubrics and teacher feedback, thereby allowing school constituents the ability to aim high and assess progress towards meeting established targets. The feedback from staff and student peers encourages students to succeed while taking ownership of their own learning as evidenced by the well-executed end of unit celebrations and student led competitions.
 - The school's inclusive culture is evident by the active participation of parents and staff on the School Leadership Team. As a result of the team's in-depth review of school data from the Learning Environment Survey and Quality Review, school leaders strategically utilize the budget to further expand the arts. They recognize that this is an area where lower performing students excel. As such, faculty uses the arts as an entrée to getting students more excited and involved in school. As a result, students' self esteem grows and carries over into other content areas.
- The principal has created a learning community that is well focused on student outcomes with a vision to continue to accelerate learning.
 - The ongoing review of data from summative and formative assessments drives the development and utilization of focused grade-level goals and action plans for individuals and groups of students. This informs planning at all levels. Additionally, school leaders conduct their own needs assessment via a school developed teacher survey and monthly

conversations with parents entitled “Coffee with the Principal.” The entire system is extremely responsive, regularly sharing goals and action plans, thereby generating significant levels of support from the school community.

- The principal's performance goals and objectives, as well as the Comprehensive Education Plan, align with clear, school-level action plans, which leverage growth in student outcomes.
- School leaders and staff consistently use varied formative and summative data to track the progress of individuals and targeted groups of students and make adjustments as required.
 - The consistent use of beginning and end of unit assessments, data from running records, conference notes and skills analysis of State assessments are well utilized to identify gaps in learning and to reveal the need to teach or re-teach particular aspects of the curriculum.
 - Detailed notes in assessment binders, coupled with frequent and ongoing review of attendance data, enable school leaders and staff to strategically target those students performing farthest from State standards. This results in a notable increase in the proficiency level of those students in the lowest third making significant progress in English language arts, thus narrowing the achievement gap.
- The school has strong partnerships with parents and outside organizations that have a positive impact on students' social, emotional and academic development.
 - Focused collaborations with learning leaders, Teachers College, Harlem Children's Zone and Mission Society integrate with other school-based supports throughout the school day. These partnerships meet students' needs in a cohesive manner that directly impacts on academic achievement.
 - School guidance counselors, social workers and staff from Turnaround for Children provide well-delivered professional development and integrate support to staff. This enables teachers to provide students with varied opportunities which support social-emotional learning and academic growth.
- The school routinely analyzes relevant data to identify trends in student progress and performance in order to make needed adjustments in curriculum and instruction.
 - There are well-established, time-bound data management systems that enable administrators and faculty to obtain a clear and up-to-date picture of students' performance and progress. During grade level collaborative meetings and one-to-one conferences with school leaders, school staff make adjustments to teacher developed assessment tools with a clear focus on assessment of learning.
- The principal's positive leadership and transparent and collaborative approach toward measuring progress and goal setting is fully embraced by all staff and is a driving force for continually improving students' achievement.
 - School leaders conduct walkthroughs on an ongoing basis utilizing a uniform rubric. They provide written feedback so that teachers make requisite adaptations to their practices and continually evaluate students'

progress toward meeting established interim goals. Faculty provides critical input in the development and revision of the school's Comprehensive Education Plan and Self Evaluation Form, as well as the development and revision of grade level goals. Teams of teachers meet not only at structured grade level meetings, but also informally serve as critical friends to each other, thereby displaying genuine ownership of school goals with a focus on improving instructional practices and student achievement.

What the school needs to improve

- Extend and expand communication with parents to increase their capacity to assist in their child's learning and to enable them to track progress towards attaining set goals.
 - Although school leaders and faculty engage in ongoing discussions about student progress, school leaders have not yet taken the important step to make all families aware of the next learning goals in the process. Additionally, only a small number of parents have been trained on the use of ARIS Parent Link. As a result, the utilization of some tools and processes to deepen families' knowledge and understanding of student performance is not yet an embedded school-wide practice.
- Develop greater consistency in evaluating and adjusting instructional practices in order to build coherence and accelerate student learning.
 - The school utilizes data to group students based on skill and teachers plan differentiated activities for groups of students. Although school faculty regularly evaluates instructional practices in response to students needs, these practices, at times, do not coherently provide extensions for higher achieving students in order to further accelerate their learning.
- Further refine the curriculum in order to emphasize rigorous habits and higher order thinking skills for a variety of learners with different needs.
 - School leaders and staff make purposeful decisions that align the curriculum with key standards. However, rigorous habits and higher order skills, although evident in some classrooms, are not yet embedded across all grades and content areas. As a result, not all students are suitably challenged.

School Quality Criteria 2009-2010

School name: Mary McLeod Bethune	△	➤	✓	+
Overall QR Score				X
Quality Statement 1 – Coherent Instructional and Organizational Strategies: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	△	➤	✓	+
1.1 Design and deliver rigorous and coherent curricula, including the Arts, aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	△	➤	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	
Overall score for Quality Statement 2				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of its future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data-informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X			
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X			
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed