

# Quality Review Report 2009-2010

**Dr. Roland Patterson  
Elementary School 230  
275 Harlem Rvr. Pk. Br.  
Bronx, N.Y. 10453**

**Principal : Rowena Penn-Jackson**

**March 18-19 2010**

**Lead Reviewer: Dolores Esposito**

## Part 1: The school context

### Information about the school

PS 230 is an elementary school with 463 students from kindergarten through grade 4. The school population comprises 48.7% Black, 49.4% Hispanic, 0.2% White, and 0.2% Asian students. The student body includes 22.1% English language learners and 9.0% special education students. Boys account for 50.8% of the students enrolled and girls account for 49.2%. The average attendance rate for the school year 2008 - 2009 was 91.4%.

### Overall Evaluation

#### **This school is Proficient.**

Students and parents of the Dr. Roland N. Patterson School feel supported by administration and teachers who work collaboratively to ensure that students are safe and equipped to learn with all of the necessary resources. One parent stated "My children are always safe when they are here". The Principal and the Assistant Principals have communicated their vision to the community and have established expectations that foster school improvement.

The school has accurately identified the goals that will support student learning, and teacher's commitment to deepen their practice in order to meet the various needs of all students. Teachers have collected data from formative and summative assessments to identify general trends, but do not yet make effective use of these to sharpen the diagnosis of individual student needs effectively for all students and subgroups across all content areas. This also impacts on the quality of student goals which currently lack specificity. Administration provides some support for this process but does not analyze information on student learning consistently and is unable to measure progress towards meeting school goals. There are some structures in place to facilitate monitoring and evaluation in some areas, but these are not consistently evident in all subjects. Therefore, goals and interim benchmarks lack specificity and are not clear to all.

Teachers are afforded many opportunities to plan together and share good practice with each other and consultants. The newly expanded inquiry team meets regularly and has established some norms to focus their work around social studies learning centers and small group instruction. They are proactive and recognize the need to strengthen their curriculum in order to sharpen their teaching practices that impact on student learning.

Professional development plans align with the school's plan for improvement. However, administrators are just beginning to formalize observations, by providing written feedback to teachers and monitoring progress more consistently.

The school provides opportunities for the students to experience the arts in various ways including ballroom dancing. Parents and students enjoy these performances tremendously and appreciate other opportunities for their children to excel.

## Part 2: Overview

### What the school does well

- The leadership makes effective organizational decisions to support the school's instructional goals resulting in improved student outcomes. (1.3)
  - The schedule is organized to afford teachers with multiple opportunities to meet, plan effective lessons and share their practice with their colleagues. Teachers have weekly grade meetings with school based coaches or consultants to review data and plan instruction that meets the needs of their students. This practice has impacted on the progress of students on reading, math and science, based on the school's data.
  - The school has aligned their resources with the school goals. For example, the school has purchased additional resources such as Good Habits, Great Readers and Write Source to strengthen the literacy instruction in the school. The school has also partnered with Urban Education Exchange, a web based program that provides teachers with a framework for teaching skills across all grade levels in support of the school's goal on differentiation. These have resulted in better teaching practices that attempt to meet the needs of all student groups.
- The leadership and staff work as a united team to create a respectful and welcoming environment that supports the learning and development of staff and students as they focus on school improvement. (1.4)
  - The school welcomes parents and encourages them to participate in their children's education and meet with the parent coordinator. Parents have been trained on accessing the ARIS parent link. They receive a monthly progress report for their children. This enables them to really know how their children are doing in school and has strengthened the trust between staff and parents.
  - The school's leadership team is committed to working on the Comprehensive Educational Plan with parents so that school goals continue to be effectively met. Most parents feel supported by the school and feel that the school provides a safe environment for their children. Good attendance is recognized and patterns of absences are followed up carefully. As a result, attendance continues to improve.
- Teams of teachers collect a wide range of data to effectively identify general patterns and trends for groups of students as well as for individual students. (2.1)
  - A review of the State assessments, attendance, Acuity and other formative assessments, the school identified the need to focus on reading comprehension. As a result, they have implemented Foundations in the early grades to address phonemic awareness and Good Habits, Great Readers and Write Source for the upper grades. This has resulted in good progress based on the State assessments and other school-wide assessments.
  - Teachers collect various data sources both internal and external in order to create general goals for students in reading, writing and math for grades, classes and individuals. This is a developing practice across the

various subject areas but is mostly developed in the area of math as evidenced in classrooms. This resulted in effective progress and improved proficiency levels for grades, classes, sub-groups and individuals.

- Teachers and teacher teams are involved in collaborative and data informed processes to set measurable learning goals for student subgroups and those in need of additional support, which results in students making good progress in mathematics. (3.2)
  - The school currently uses Early Childhood Math Assessments (ECMA) that focuses on building number sense as well as organized math centers. Teachers use a collaborative inquiry approach to interrogate the data which leads to improved teacher practice. These practices in math result in teachers' effective use of data to set goals and target the individual needs of students with opportunities for enrichment when appropriate.
  - The school has also implemented a Friday "game day", Data Fridays and a monthly school-wide portfolio day. These provide students teachers and administration an opportunity to review the progress of goals and make necessary adjustments as needed. Consequently, math scores in this school have improved significantly and individual students have made good progress.
- Teachers work effectively in collaborative teams to share good practice and plan instruction in order to meet the various needs of their students. (4.2)
  - The school's inquiry team is currently focusing on social studies skills in the fourth grade. Through the social studies learning centers, the school is collecting data to target the skills that will support student learning. This process allows teachers to collaborate and share best practices across the grades. This results in strong relationships between staff members and fosters a collegial environment that supports teaching and learning in the school.
  - The school provides support from consultants to build the instructional knowledge of staff and deepen teacher practice through a focused coaching model of professional development. Teachers in grade three are currently developing lab-sites that focus on differentiation strategies to maximize student learning in their classrooms. This exemplifies the commitment from administration to develop teacher leadership and empowerment.
- The school provides staff with opportunities for professional development so that teacher practice can effectively impact the progress and proficiency levels of all students.(4.3)
  - Professional development opportunities are based on data from teacher feedback and based on their individual goal setting forms. These are reviewed by administration and the staff development consultation committee to organize and prioritize resources and staff accordingly. This results in a strong collaborative culture that is focused on school improvement.

- The lab- sites in the school help build capacity to strengthen the use of data to effectively modify instruction by task, process or content. This practice expands the opportunities for teachers to sharpen their practice on differentiation strategies based on student data in a risk free environment. This developing practice is evident in guided reading and math classrooms across the grades.

### **What the school needs to improve**

- Further develop a coherent, rigorous, standards-based curriculum in literacy and other content areas that emphasize priority standards to promote continuity and progression in learning. (1.2)
  - Even though the school has several programs, Good Habits, Great Readers and Write Source, they lack clear benchmarks and instructional priorities based on data. Hence, teaching practices in literacy, social studies and science, lack depth and rigor resulting in learning gaps with uneven opportunities to provide interventions or enrichment consistently.
  - The inquiry team is proactive and recognizes the need to strengthen the curriculum for social studies and teacher pedagogy so that key concepts could be taught thoughtfully and assessed consistently based on student goals.
- Support teacher's capacity to differentiate instruction consistently, based on student data so that they can effectively raise the instructional levels of all students. (2.2)
  - All teachers meet during grade meetings to review data but lack the tools and precision to identify specific learning targets for individual students that are developmentally appropriate and aligned to curriculum benchmarks and goals. This results in lessons that do not meet the needs of all learners and impede on the progress of all subgroups.
  - Teachers have received some professional development on differentiation but have not yet developed a good understanding of data to effectively identify student students' strengths and areas of need based on their learning style. Although we observed some evidence of differentiation in mathematics, it is still not yet a consistent practice across the grades and subject areas.
- Expand the opportunities for administration and staff to analyze data consistently and provide actionable feedback to staff and students so that progress can be monitored effectively. (2.3) (5.2)
  - Although teachers analyze data and provide some feedback, this practice is uneven across grades and subject areas. Feedback, especially in reading and writing, lacks specificity and alignment to benchmarks based on performance or content standards resulting in a lack of rigor in the teaching practices in the school.
  - The administration provides a wide range of data to create an overview of the strengths and needs of the school. However, they currently do not

analyze and track the data and school-wide goals systemically and therefore are unable to monitor progress of students and staff effectively.

- Develop strategic systems for measuring progress towards interim and long term goals for staff and students in order to accelerate learning for all and evaluate the impact of key decisions on student outcomes. (5.3)
  - The school has developed some systems to track student and staff goals but does not consistently monitor progress of goals in order to make timely adjustments. The lack of measurable benchmarks, at specified times during the school year, prevents the school from evaluating with accuracy the progress of their goals for staff and students. Consequently, administration does not consistently provide timely and actionable written feedback to staff so that they can ensure consistency of practice across all grades and subjects.
  - Although there are some structures in place to facilitate monitoring and evaluation during the year between teachers and administrators, it has not yet been formalized to ensure that it is an embedded practice. The leadership recognizes the need to monitor more closely and formalize their systems of evaluation so that student achievement is maximized.

## Part 3: School Quality Criteria 2009-2010

<b>School name:</b>	Δ	▶	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	Δ	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent does the school ...</i>	Δ	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?		<b>X</b>		
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?		<b>X</b>		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			<b>X</b>	
<b>Overall score for Quality Statement 2</b>		<b>X</b>		

<b>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.</b>							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of 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				
<b>Overall score for Quality Statement 3</b>			X				
<b>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.</b>							
<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				
<b>Overall score for Quality Statement 4</b>			X				
<b>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.</b>							
<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				
<b>Overall score for Quality Statement 5</b>			X				
<b>Quality Review Scoring Key</b>							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed