



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Purvis J. Behan School

K011

**419 Waverly Avenue
Brooklyn
NY 11238**

Principal: Alonta Wrighton

Dates of review: March 2 – 3, 2011

Lead Reviewer: Yvette Donald

Part 1: The school context

Information about the school

Purvis J. Behan is an elementary school with 598 students from pre-kindergarten through grade 5. The school population comprises 77% Black, 7% Hispanic, 11% White, and 1% Asian students. The student body includes 1% English language learners and 3% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 93%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes strategic and effective organizational decisions in order to promote improvements in student and adult learning.
 - In supporting the school's goals, all teachers programs include at least two common planning periods. Limited out-of-classroom positions and drastically reduced reliance on outside consultants ensures funding to provide teachers with financially compensated Saturday and summer learning institutes for new and developing teachers. This ensures that all teachers are engaged in professional experiences to support the learning needs of students.
 - The school's teacher empowerment philosophy is demonstrated within their hiring practices and teacher assignments. A committee made up of administrators, teachers and parents determine the viability of teachers aspiring to work in the PS 11 community. Teachers meet during key designated planning days in June to collaborate to strategically organize classes for the coming year. These practices further teacher empowerment, increases teacher- to- teacher accountability and directs focused attention on improving instruction and increasing student performance.
- Students benefit from standards- based curricula, including the arts and enrichment classes, that promotes higher levels of learning.
 - The identification of a targeted focus on problem solving and critical thinking are embedded in curricula across all content areas. Teachers work collaboratively to design and modify academic tasks that leverage the arts and build on the many enrichment programs. As a result, learning experiences engage students and facilitate meaningful work products, leading to increasing levels of student learning. For example, the school's science curriculum requires students to "think like an investigator" utilizing art skills, critical thinking and problem solving skills to explore the sciences.
- Synergistic partnerships ensure that the personal, social, physical and emotional needs of students and parents are appropriately met so that students are able to focus on learning
 - The administration and staff are responsive to and proactive about the social and emotional needs of students and families. For example, responding to concerns about "excessive teasing" during unstructured recess, parents and teachers received conflict resolution training. Student government is deeply involved in peer mediation training and conflict resolution strategies. This provides parents, students and staff with a common language and framework to address the school's socio-emotional challenges. As a result, students are generally more respectful of each other and incidents in the play yard have decreased.
 - The ever growing and more culturally diverse community that surrounds the school is supported and cultivated by the school's inclusive and respectful environment. Collaborations with Play Work, published authors across literary genres, the New York Philharmonic, the Brooklyn Historical Society, the Prospect Park Audubon Society, among others, are valued by students and parents and

help the staff to support the school's commitment to developing the gifts and talents of every child by "enriching (the) lives...and enriching the future" of each student. As a result, students and families are offered multiple opportunities to have their academic and socio-emotional needs met and addressed.

- The administration, teachers, staff and parents work tirelessly to create a calm, respectful and orderly environment that ensures learning takes place.
 - The school strategically supports student and parent voice in decision making. For example, the student government is lobbying the city, with parents and administrators, to obtain a second speed bump in front of the school to ensure that the traffic flow does not jeopardize student safety.
 - In response to concerns surfaced in the Learning Environment Survey, the principal leveraged student government and parent meetings to develop strategies to address these results. For example, parents developed character expectations which are now clearly visible in each classroom. In addition, students were empowered to become junior coaches to model and promote these key character traits that embody the respect for diversity and learning that is the core of the school. As a result, the clear and consistent expectation for all students and families allows for more time focused on learning.
- Families praise the extensive and ongoing communication they receive regarding the academic and personal supports provided by the school that results in their ability to address areas of need.
 - Ongoing communication with families occurs through written, on-line individual and blast e-mails. In addition, multiple opportunities are provided to parents to learn about curriculum and instruction. For example, teachers lead workshops on literacy, math, and test taking strategies that are connected to learning goals. They also facilitate curriculum showcases; these structures enable parents to know what their children are learning, and provide them with resources to support their child at home. As a result, parents report that they are at ease reaching out to the school for all concerns related to the continued progress of their children.
- The principal has established a system for the review and modification of structures and instructional decisions that results in strengthening the school community and improving student learning.
 - The principal, administration team, parent committee members and selected teachers meet periodically to discuss the success and challenges of some of the instructional and organizational decisions made. For example, the decision to keep a full-time coach to support teacher teams in engaged in collaborative inquiry and further develop content area expertise will continue into next year. As a result, teachers are building greater capacity to analyze student work to inform instructional decisions. Also, the practice of having gender specific meetings with selected staff and community members has been successful in helping the school engage in root cause analysis of gender-specific successes and challenges. These meetings have led to the purchase of literacy materials that are more appealing to boys during the reading period, thus yielding greater time on task for male students.

What the school needs to improve

- Strengthen data analysis practices to ensure that teachers know student's individual specific needs on an ongoing basis in order to support task development and targeted instruction.
 - Teachers use data to plan for student learning. This allows for small group instruction within classrooms. However, data analysis is limited in that it does not foster the identification of areas of need for specialized subgroups or individual students. As a result, individual and teams of teachers do not yet plan for and provide instruction to students based on individual areas of academic need.
- Strengthen the use of data so that lesson planning reflects differentiation for targeted groups and academic tasks consistently challenge and extend student learning.
 - The school reviews a wide range of data including periodic assessments, teacher made tests and State exams. This provides the school with opportunities to understand who the students are as learners and what they know. Teachers develop practices aligned to the school's belief that in order to be successful learners students must learn through multiple modalities. However, inconsistencies in teaching practices do not yet demonstrate targeted differentiated instruction, or provide multiple entry points for learning based on the knowledge of student learning styles and performance across all classrooms.
- Refine and ensure that all goals include precise short-term measurable outcomes to consistently monitor progress and make adjustments as necessary.
 - Some student work reflects teacher feedback and guiding next steps. There is inconsistency in this feedback, as it does not provide students with clearly articulated levels of achievement, and measures to be taken to accelerate their progress towards meeting their overall goals. This limits students from consistently knowing where they are in their learning and the steps they need to take to get to the next level.
 - School leaders routinely monitor student progress towards meeting school wide goals. Some adjustments to materials that support learning are made, such as providing gender specific literature to increase interest in reading and writing for boys. However, the school is not yet able to determine the impact of this initiative to assure a positive impact on male students.
- Deepen the use of observation protocols and practices to support teachers in meeting their collaboratively developed goals for professional growth in order to promote greater student outcomes.
 - Teachers develop professional goals that are aligned to school wide goals. These goals are monitored through formal and informal observations. Feedback surfaces strengths and areas for growth. However, the feedback and feedback structure is inconsistent and does not target those specific skills that allow for clearly aligned support of the school's goals or the next steps to take to accelerate their practice.

Part 3: School Quality Criteria 2010-2011

School name: Purvis J. Behan School	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: 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>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and 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
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>	UD	D	P	WD			
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				
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>	UD	D	P	WD			
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				
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>	UD	D	P	WD			
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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed