

Quality Review Report 2010-2011

**Roberto Clemente School
Elementary School K013
557 Pennsylvania Avenue
Brooklyn
NY 11207**

Principal: Barbara Ashby

**Dates of review: May 23 - 24, 2011
Lead Reviewer: Rose-marie Mills**

Part 1: The school context

Information about the school

Roberto Clemente is an elementary school with 512 students from pre-kindergarten through grade 5. The school population comprises 68% Black, 29% Hispanic, 1% White, and 2% Asian students. The student body includes 9% English language learners and 12% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 90.9%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal makes purposeful organizational decisions which result in the effective alignment of resources with the goals of the school thereby supporting students' needs to increase academic performance.
 - Budgetary decisions support the schools' goal of maintaining small class size, improving student attendance, and making Adequate Yearly Progress (AYP). For example, additional teachers were hired to lower class size, two family workers have been assigned to focus on improving attendance, and a technology based intervention program supports targeted sub-groups. Teachers and parents indicate that these supports have led to the advancement of student performance.
 - All students participate in the extended day program. This ensures a seamless transition from the regular school day to targeted intervention. Also, data reveal that student performance improve when instruction is delivered by specific teachers; hence the school programs students to loop with selected teachers in an effort to propel student growth.
- School leaders have created a respectful and nurturing environment that supports learning and results in a focus on students' academic and personal growth.
 - Student work products and beautiful art displays enhance the hallways signifying a sense of pride. Students work in groups in classrooms and the interactions are respectful and positive. Parents indicate that the school is "a caring place" for the students.
 - Students are pleased with the school and indicate that they are "happy" to be in attendance. Parents appreciate the "phone master" wake up calls along with regular school messages that support students' personal growth.
- The analysis of a wide range of data guides the identification of strengths and weaknesses resulting in the development of improvement plans.
 - A thorough analysis of data from NY Start, ARIS, the Progress Report, and the Quality Review led to the identification of areas in need of focus. For example, the school noted that they made AYP by safe harbor for students with disabilities and that attendance was low compared to their peer group. Consequently, resources are allocated to these areas in order to accelerate student outcomes.
 - Classroom level data, that detail students' performance, adorns the walls of the literacy coach's room. The frequent review and analysis of this data result in the identification of trends and guides interventions to accelerate student learning.

- Staff and administrators have developed tools to facilitate the identification of performance trends thus enhancing instructional decision-making to support student progress.
 - Administrators and members of the instructional cabinet have binders to organize school-wide data on the performance of each class. The information is color coded thus making it easy to determine movement in student achievement and result in requisite changes to intervention strategies to enhance academic growth.
 - Teachers have binders with aggregated data on student performance in both summative and formative assessments. This information guides a majority of student groupings for instruction, thereby supporting the push for the delivery of differentiated lessons.
- The school has established data driven goals that are delineated in all planning documents and guides school improvement plans in an effort to improve student learning outcome.
 - The Comprehensive Education Plan (CEP), Principals' Performance Review (PPR), and restructuring plan coherently detail goals to improve student performance in English language arts, an area of deficit. As a result, the school has invested in a technology-based reading program that aims at the development of higher-order thinking skills.
 - The instructional cabinet comprised of teachers and administrators review a wide array of data in order to develop school goals. This process ensures that the goals and the needs of the school are strongly aligned which supports student improvement.

What the school needs to improve

- Bolster the curriculum by engaging staff in tailoring academic tasks based on the learning needs of students in order to increase rigor and promote higher-order thinking skills.
 - Although a consultant works with staff to guide successful execution of the literacy curriculum, many teachers struggle with making needed modifications based on the needs of the students. This results in inconsistencies in the level of student engagement across grades.
 - Students' tasks, as seen in work folders, on display in classrooms, and during instruction, vary in rigor. In a grade four class students engaged in activities that required them to show multiple ways to solve math problems, while in another fourth grade class all students completed the same activity however, the lesson did not extend learning or challenge high performing students. The lack of consistency in high expectations for all students hinders movement to higher levels of achievement.
- Develop consistency in the delivery of differentiated instruction so that lessons are appropriately challenging, and questioning elicits higher-order thinking that extends learning for all students.

- Whereas many teachers use data to group students for instruction, some students have been in the same instructional group since the beginning of the school year. The practice of grouping students based on their learning needs, though a belief of the school is not yet an embedded practice across all classrooms.
- Some teachers demonstrate the ability to deliver strong lessons with multiple entry points for students; however this is not the case for a majority of the staff. Additionally, opportunities for student-to-student interaction vary across the school. The uneven execution of instruction limits student progress.
- Increase alignment between the curriculum and assessment so that there is consistency between teacher assessment and the provision of next learning steps for students.
 - Tailoring of assessments is not yet entrenched in the school. Presently, teachers utilize assessments from curriculum guides without making modifications to support student needs. This results in missed opportunities to capture data specific to the learning needs of students in order to enhance performance outcomes
 - While teachers gather classroom data on student performance, in-depth analysis of this data is not apparent. The fourth grade teacher team discussed student performance in terms of percentages achieved without a focus on the achievement of specific skills tested. This limited review does not give a clear portrait of individual students' strengths and weaknesses needed to guide improvements.
- Deepen the observation process to ensure that timely feedback aligns to both teacher and school needs, and learning outcomes thereby improving pedagogical practice and student achievement.
 - Supervisory feedback to teachers, based on classroom observation, is not frequent. Most classroom teachers receive one written feedback for the year and out of classroom support teachers do not receive written evaluations. The lack of timely and specific feedback on teacher performance aligned to an analysis of student data and school needs stifles pedagogical growth and negatively impact student performance.
 - Professional development opportunities for teachers to develop content and best instructional practices are not plentiful. Inter-class visitations are minimally conducted, and adequate time to work with colleagues is not built in the daily schedule. This culture hinders targeted professional growth aligned to teacher and school needs.
- Enhance structures to evaluate the effectiveness of instructional and curricular decisions so that adjustments are made in a timely manner resulting in improvement in school performance.
 - The instructional cabinet conducts an in-depth review of the curriculum and instructional practices annually. The absence of frequent reviews at key intervals during the school year result in missed opportunities to make needed instructional and curricula changes. This practice does not promote student achievement.

Part 3: School Quality Criteria 2010-2011

School name: Roberto Clemente 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
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