

Quality Review Report 2010-2011

Adrian Hegeman

Elementary School 092

**601 Parkside Avenue
Brooklyn
NY 11226**

Principal: Diana Rahmaan

Dates of review: October 27 - 28, 2010

Lead Reviewer: Rhonda Hurdle-Taylor

Part 1: The school context

Information about the school

Adrian Hegeman is an elementary school with 615 students from prekindergarten through grade five. The school population comprises 80% Black, 15% Hispanic, and 5% Asian students. The student body includes 13% English language learners and 8% 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 92.1%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal, in collaboration with key stakeholders, makes strategic organizational decisions that support improvements in student outcomes.
 - Assistant principals facilitate common planning meetings with the staff to discuss, review, and make needed instructional and curriculum changes. These meetings focus on content area planning aligned towards improving student success, and provide opportunities for teachers to create student improvement plans for a variety of learners.
 - Based on a review of school-wide data of student performance in math and English language arts, the school leadership team made a decision to program students for a new math initiative during the first two periods of the day, and a weekly drop-and-read program. As a result, benchmark assessments show that students are already making progress in these two areas.
- School leaders and staff gather and analyze a wide range of past and present data to regularly evaluate the effectiveness of instructional practices on student progress and to support successful decision-making.
 - Administrators and teachers monitor an extensive amount of data each week through a self-designed tracking sheet. This is used successfully to compare trends of past and present student performance, identify successful classroom practices, effectively monitor student progress, and determine areas of need. As a result, the school has re-programmed the 37.5 minutes of extended day so that students in the bottom third receive effective support, and struggling students participate in a math and reading initiative.
 - Teachers use assessment charts and binders to collect data from benchmark and teacher assessments, student portfolios, Acuity, ARIS, student-writing samples, and other formative assessment tools. Effective analysis enables them to pinpoint trends among student groups. As a result, teacher teams identify relevant research that they use to design intervention strategies that accelerate student outcomes.
- Effective communication and valuable opportunities enable families to be involved in school-wide decision-making.
 - Quarterly during the school year, prior to the release of report cards, the school sends home progress reports including specific teacher comments highlighting student's academic and social performance. Additionally, parents receive training in the use of ARIS as a tool for accessing their children's progress. These systems successfully inform and prepare parents for report card grades and provide them with good information to assist their children in improving their academics.
 - Staff members on the school leadership team value parents as equal partners in decision-making around school-wide issues. This has resulted in parents initiating and spearheading a variety of projects that

strengthen parents' knowledge of the school's curriculum. One such project, 'Parent Nights', provides an effective forum where "teachers convey important information at parents' request."

- The school's multiple partnerships support students and their families and provide opportunities for teachers and students to engage in activities that enhance awareness and community involvement.
 - Representatives from the Brooklyn District Attorney's office work closely with the school staff conducting behavior management workshops that help staff better understand and address the social-emotional needs of students and families. As an outgrowth, the school has held anti-bullying rallies and peer mediation sessions ensuring that the school maintains a calm and respectful environment.
 - The school's substance abuse prevention and intervention specialist provides on-going integrated youth development supports including counseling and outreach services for families who may be in crisis. As one student puts it, "Mr. C does bullying workshops that help resolve a lot of problems"
- The principal places a high priority on professional growth and capacity building and provides varied opportunities for the staff to develop strengths as individuals and as members of a professional learning community.
 - Based on classroom observations and results from teacher-needs assessments administrators provide targeted professional development for teachers. Additionally, classroom intervisitations, common planning meetings, and focused workshops, help teachers hone their content area expertise.
 - Teachers speak highly of their assistant principal who supports them and enables them to improve their craft and develop their teaching practices. Lead teachers also facilitate action research around inquiry with teams who are using classroom conferencing data and student work to improve their instructional practices.
- Leaders use a wide range of data to evaluate the effectiveness of school-level decisions around pedagogy and professional development in order to effect necessary adjustments.
 - Administrators aggregate relevant data around student performance on the early childhood literacy assessment system, the early performance assessment in language arts, ARIS, Acuity, and student report cards. This enables them to monitor the impact of teacher teams, mentoring, and grade-level meetings on instructional practices and highlight which teachers need additional support. As a result, there is an on-going focus on supporting inquiry teams, evaluating teacher performance, and providing mentoring opportunities for teachers.

What the school needs to improve

- Broaden the curriculum to extend coherence and alignment with the Common Core Standards and provide more opportunities for students to be engaged in the arts and technology so that all students make academic progress.

- School leaders and staff have begun to map their already rich curriculum to ensure alignment with the Common Core Standards and implement enrichment opportunities for their higher performing students and English language learners. However, the absence of a well-rounded arts program limits students from pursuing their interests and talents.
- Although the school has invested in purchasing various technology tools and has a state of the art technology lab, teachers do not always take advantage of the opportunity to infuse technology into their instruction in order to enhance their lessons. As a result, students miss valuable opportunities to enrich their learning.
- Ensure that lessons are consistently rigorous and suitably differentiated to challenge all students, and that questioning extends thinking to maximize student learning.
 - Teachers use data from benchmark assessments and results from State and City assessments to group students based on ability and interest levels. However, flexible grouping is not yet a consistent practice and few students benefit from the opportunity to change groups once they have mastered specified skills.
 - Not all classroom lessons demonstrate sufficiently rigorous instruction or engage students in higher order thinking. Teachers' questions are not thought provoking and therefore do not stimulate critical thinking.
- Extend the analysis of assessment data to inform and set differentiated learning goals for struggling students.
 - The administrative team sets goals at the school and grade level. However, this practice is not yet fully incorporated into the inquiry team process and the use of data to develop differentiated goals for targeted students to accelerate student learning is still developing.
 - The school has a goal setting initiative and teachers articulate that they set classroom goals in collaboration with their colleagues. However, this is inconsistent across the school, as teachers of special education do not effectively follow this practice thus limiting their students from demonstrating significant academic progress.
- Strengthen teachers' response to student work, to reflect guiding comments, and to convey high expectations and next steps for improvement based on specific rubrics.
 - Teacher comments, positive in nature, fill student work across all classrooms. However, in spite of the open display of rubrics throughout the school, not all teachers use them effectively to support students on writing assignments therefore limiting successful outcomes. In a few cases, teacher comments solely indicate performance levels with no link to the associated rubric and no guidance of next steps for students to improve their work. Consequently, some students are unaware of what they need to do in order to make their work better and expectations for improvement are not consistent.

Part 3: School Quality Criteria 2010-2011

School name: Adrian Hegeman	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