

Quality Review Report 2010–2011

Alexine A. Fenty School

Elementary School 139

**330 Rugby Road
Brooklyn
NY 11226**

Principal: Mary McDonald

Dates of review: November 29 - 30, 2010

Lead Reviewer: Rose-marie Mills

Part 1: The school context

Information about the school

Alexine A. Fenty is an elementary school with 1058 students from kindergarten through grade 5. The school population comprises 38% Black, 34% Hispanic, 10% White, and 18% Asian students. The student body includes 24% English language learners and 11% 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 94.8%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The review of a wide range of data, by administrators and staff, guides the successful identification of overall school strengths and areas in need of improvement resulting in the development of improvement plans.
 - Data analysis by administrators and staff is evident throughout the school. Summer planning included the thorough analysis of data gleaned from accountability reports, the Learning Environment Survey, and the school report card, clearly identifying the schools' strengths and weaknesses. As a result, the school has crafted a five-year strategic plan and several action plans.
 - Classroom teachers constantly collect reading assessment data and team meetings involve discussions on trends and needed adjustments. The reading assessment showed that some students were well below level. This has resulted in the formation of a breakfast club that focuses on the needs of these students.
- Administrators and teachers consistently analyze assessment data culled from school-wide and classroom assessments in order to monitor student performance.
 - The Design Your Own Assessment team, along with a consultant, creates and chooses assessments that are aligned to and focused on the standards inherent on the curriculum maps. This item analysis reflected a weakness in writing hence there is a school-wide focus on rubric-based writing.
 - The school uses the math Scantron series to benchmark students and the staff carefully analyzes the results. Subsequently, groups of students who need additional support receive academic intervention and targeted in-class instruction in an effort to improve their performance
- The school has developed data-driven, focused goals that are infused into all school planning documents thereby guiding school-wide improvement plans.
 - The five-year strategic plan, action plans, the Comprehensive Education Plan, and the Principal Performance Review coherently delineate the goals of improving performance in English language arts, mathematics, and student behavior as a means to improve school performance.
 - School leadership and teachers collectively utilize summative and formative data as well as other school-wide data to identify targeted areas of need and develop structures to address these goals. As a result of this study, a Response to Intervention program is in place to help meet these goals.
- The school has developed strong support for youth development with an extensive range of partners and in-house professional development that provides students and families with opportunities for personal growth.
 - School personnel participate in training on anti-bullying and strategies to supervise students effectively during lunch periods. As a result, staff

members' knowledge of youth development interventions has been broadened and administrators have seen a reduction in the number of the lunchroom incidents.

- Solid partnerships with an array of organizations provide meaningful experiences that support the academic and socio-emotional needs for all students. Students have the opportunity to engage in dance, band, chess, painting, trips, and tutoring. Students and families are pleased with this broad spectrum of options that enhance student development and promote academic achievement.
- School leaders and faculty have clearly defined protocols at set intervals that enable them to reflect on the success of data gathering and analysis.
 - Teacher *data binders* are examined at key intervals in alignment with school's assessment calendar. This enables the school to gauge student strengths and needs as well as the functionality of the data tool. As a result of this examination, the school has adopted a web-based system to enhance data organization and accessibility.
 - The school regularly reflects on structures for sharing information with students and parents. As an example, the school's website is being augmented by a new web-based grading program which will enable students and families to access classroom and assessment information on a daily basis.

What the school needs to improve

- Enhance teachers' capacity in the creation of rigorous tasks in order to create standards alignment and engagement for all learners.
 - Student tasks on display, in folders, and during instruction vary in rigor across the school. In a third grade math class, students were engaged in an activity that required them to draw arrays showing multiplication facts that they already knew. This did not propel students' thinking thereby limiting student advancement.
 - Teachers' expertise in promoting high levels of student engagement is emerging. While students in a Collaborative Team Teaching class were highly engaged through teacher questioning, students in an English as a Second Language class responded to low-level questioning that did not push their thinking. These inconsistencies limit student growth.
- Deepen differentiated instruction to include a wide range of entry points, modalities, and challenges for all students in all content areas so as to maximize learning.
 - While the school ascribes to the practice of differentiating instruction, classroom instruction is inconsistently aligned with this focus. Student work products and activities show uniform tasks, thereby reducing the range of entry points into the curriculum and inhibiting advancement for all learners.

- Opportunities for students to interact with each other during instruction vary from classroom to classroom. This inconsistency hinders peer monitoring and reflection, limiting student ownership of learning.
- Review organizational decisions to ensure that adequate support structures are in place so that instructional goals are achieved.
 - The school has recently provided for part-time math and English language arts coaches. These two teachers provide professional development in half-day rotations. Given the variation in the pedagogical strength of teachers and the learning needs of a large number of students, this support structure does not adequately address all needs.
 - While professional development for teachers is scheduled for one period every six school days, cluster teachers are not regularly involved in this activity and all additional professional development is optional. This reduces teacher capacity to provide rigorous instruction that meets the learning needs of students.
- Enhance goal setting structures to promote student involvement and develop consistency school-wide thereby enhancing student growth.
 - Although goal-setting is a school-wide focus, classroom-level practices do not reflect consistency in this area. As a result, some students are aware of their next steps, while others have no sense of their academic needs.
 - Teacher teams have developed goals. However, these goals although intended to improve student achievement, have yet to demonstrate significant impact.
- Deepen the analysis of student work and teacher observations to ensure there is a clear focus on academic rigor and targeted student needs.
 - While there is a common instructional focus defined by school-wide goals, the use of student work and formal and informal teacher observations does not uniformly reflect a rigorous pursuit of these aims. This inconsistency reduces staff commitment to goal attainment.
 - New teacher support provided during summer sessions paired new hires with experienced personnel. However, during the school year, additional support is often provided during optional after-school sessions, limiting the impact on teacher development.

Part 3: School Quality Criteria 2010-2011

School name: Alexine A. Fenty	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