



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Louis Marshall Elementary School

K276

**1070 East 83 Street
Brooklyn
NY 11236**

Principal: Yasmine Fidelia

Dates of review: May 24 - 25, 2011

Lead Reviewer: Beverly A. Wilkins

Part 1: The school context

Information about the school

The Louis Marshall Elementary School is an elementary school with 837 students from pre-kindergarten through grade 5. The school population comprises 96% Black, 2% Hispanic, 1% White, and 1% Asian students. The student body includes 7% English language learners and 13% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2009 - 2010 was 94.7%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal provides dynamic leadership, which is the drive behind the safe environment and positive attitudes that lead to high expectations for all students.
 - In the past, individual student attendance and behavior have been a challenge. As such, celebrations and school-wide displays honoring students with high attendance rates, excellent academics, and good behavior are in place. In addition, the Bee and Peach Tree initiatives promote greater respect for school rules and each other leading to positive relationships across the school. The principal noted that these “different approaches” to disciplinary responses within the school have contributed to a decrease in outside of school removals.
 - The staff of P.S. 276 knows students well. Students report the guidance counselor works with them to address both school and personal issues. In addition, school aides monitor an assigned group of students during recreational and social periods to create a safe and supportive environment. Also, students interviewed eagerly expressed that they meet with school leaders and engage in community service. As such, they are proud of their input into decisions.
- Individual and groups of students benefit from targeted customized support according to their needs resulting in positive academic growth.
 - Teachers spend large amounts of time collaborating to ensure careful examination of student work in order to determine strengths and deficiencies. As a result, they develop SMART grade, class, and individual goals that meet the needs of diverse learners within their classrooms and across the grade. Teachers set purposeful learning targets triggering well-matched supports and interventions. As a result, pedagogical choices translate into use of varied manipulatives, accelerated projects, and customized literacy strategies. Hence, all students receive intimate instruction in order to close gaps, or advance learning toward grade level standards and expectations.
 - The school's deliberate focus on data-driven teaching shapes the groundwork for frequent and pointed feedback to students. Adjustments to learning goals give rise to interim benchmarks linking what students know with what they need to know. As a result, changes in instructional approaches directly affect what is taught and how it is taught. Teachers utilize flexible groupings and tailored assignments to strengthen skills and eliminate growth delays in all subject areas. Targeted groups of students have appropriate entry points for learning as evidenced by the implementation of adaptive technology programs, which lead to increased levels of proficiency among students in grades two through four.
- The principal leads her staff in a clearly articulated and extensive study of available data, sharing analysis and hypotheses in order to track school-wide progress in meeting interim and annual goals.
 - Administrators, coaches, and teachers analyze a wide range of formative and informal data to identify key areas for improvement. Consequently, data trails are complemented by school-generated plans which engender the school's

- “undoubted knowledge and understanding” of the need to increase student progress and performance in the areas of reading and math.
- The rubric-based learning initiative provides explicit commentary to pre-kindergarten through grade five students enabling self-assessment and ownership for next steps for growth. Similarly, parents keep abreast of learning goals and are informed of progress every six weeks via progress reports. One parent stated, “Progress reports pinpoint where the child is struggling, services the school provides, at-home support, resources to aid learning, and advice.” Therefore, parents are acutely aware of their children’s strengths and challenges.
 - School leaders make informed and effective organizational decisions across all aspects of the school to support improvements in student learning.
 - The school’s investment in the Writing Aviator program is the catalyst for instructional coherence in this area of whole school deficiency. The program facilitates teachers’ ability to differentiate lessons and target specific writing needs. As such, students engage in focused lessons infused with strategies and techniques that raise the quality of published products.
 - The school-wide schedule ensures all students receive ninety minutes blocks of targeted math and reading instruction. This purposeful scheduling allows English language learners and students who receive related services to reap the benefits of mandated services within the classroom environment. Therefore, academic support provided in a push-in mode fosters greater dialogue among teachers ensuring alignment in the delivery of instruction.
 - The principal has a very deliberate teacher and classroom observation system, which is strategic, proactive, and differentiated in providing clear feedback to teachers.
 - Formal and informal teacher observations, daily snapshot evaluations, learning walks, and on-going analysis of past and current formative and summative assessments, serve as the foundation for constant dialogue with teachers resulting in professional growth and identified suitable professional development. As such, teachers attain practices that align with instructional goals and expectations. The majority of teachers interviewed told the reviewer that professional development meets their needs and they have “a say” in professional growth decisions.
 - In her first year, the principal uses her observations for making performance decisions. Additionally, she efficiently tracks student data for granting, denying, and extending tenure. She regularly reviews samples of student work and portfolios to evaluate the quality of teaching. As such, demonstration of heightened professional standards and high levels of student success are springboards for measuring teacher effectiveness.
 - Teachers use wisely a comprehensive range of periodic assessments that result in targeted instructional decisions at the classroom level.
 - Teachers routinely collect and examine student work products and analyze multiple data sources including Item Skills Analysis in order to “diagnose and prescribe” the supports necessary to effectively elevate student achievement.

This assessment for learning leads to teachers understanding of class and grade strengths and challenges. Hence, an examination of students' short responses to listening passages surfaced the need for adjustments to curriculum leading to greater emphasis on teaching vocabulary in context, interpreting information, and inference.

What the school needs to improve

- Broaden curriculum mapping to extend coherence and alignment with Common Core Standards eliciting more opportunities for students to be engaged in higher order thinking tasks thereby promoting greater achievement.
 - The school has begun the work of infusing key literacy standards into mapping work to promote rigorous habits and accelerate achievement. However, this work does not yet extend to all core subjects. Therefore, learning experiences lack multiple entry points and do not allow the highest achieving students to remain challenged and engaged. The lack of alignment between the mapping of higher order skills and rigorous key standards hampers a deep understanding of content for all students.
- Embed a comprehensive set of school-wide beliefs about learning as the foundation for ensuring effective instruction in all classrooms.
 - Although all teachers expose students to learning objectives and some provide differentiated support for students at all levels there are other classes where there is little evidence of differentiation taking place. Content and pacing, in these classes rely on the entire class progressing together in math applications and content activities. As a result, arrays of opportunities that support student growth and challenge them to higher levels of engagement are uneven across the school.
- Revisit organizational decisions in order to maximize use of resources for clear alignment to instructional goals that support improvements in student learning.
 - The school implements a variety of literacy and math programs designed to enhance and assist teachers in improving classroom instruction. Nevertheless, the school has not yet assessed fully the impact of each program on closing achievement gaps. Therefore, the lack of longitudinal appraisal of all academic programs hamper sound curricular decisions that influence optimized teaching and embed best practices.
- Strengthen systems that align teacher practices to student performance expectations in order to ensure engagements incorporate core standards resulting in high levels of teacher and student performance.
 - Under new leadership, administrators and teachers evaluate student data to guide teacher practices for alignment with common learning standards. As such, cogent expectations shared across the school and among parents foster student effort toward meeting high levels of performance. However, teachers are at varying levels and stages of understanding particular data and its impact on instructional coherence. Therefore, assessments for learning do not consistently evaluate students' ability engage in sophisticated problem solving.

Part 3: School Quality Criteria 2010-2011

School name: The Louis Marshall Elementary 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				