



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Daniel William Hale

Elementary School 307

209 York Street

Brooklyn

NY 11201

Principal: Roberta Davenport

Dates of review: March 7 - 8, 2011

Lead Reviewer: Leslie Miller Chislett

Part 1: The school context

Information about the school

Daniel William Hale is an elementary school with 275 students from pre-kindergarten through grade 5. The school population comprises 66% Black, 29% Hispanic, 2% White, and 1% Asian students. The student body includes 5% English language learners and 18% 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 90.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school offers a rich curriculum to emphasize key State standards in order to elevate the achievement of all learners resulting in increased student progress.
 - School leaders strategically identified curriculum enhancements to reinforce reading comprehension, number sense, and operations, in order to accelerate proficiency levels. Selectively incorporating commercial literature and assessment resources has expanded use of complex, leveled texts and integrated questioning and conferencing techniques with lesson plans. Becoming an *Innovation Zone*, (iZone) school and using web-based programs have transformed grade 3 and 5 curricula, increasing student motivation and achievement in math and reading comprehension.
 - Student needs guide teachers in refining curriculum maps, and action plans make certain time blocks incorporate group work that addresses various levels of learning. iZone software tools supply real-time data, enabling teachers to guarantee curricula and academic tasks challenge and engage a diversity of learners.
- Schools leaders strategically align resources and make organizational decisions that effectively support instructional goals and address student-learning needs.
 - Funding for teachers, aides, and space, is allocated to impact targeted improvements in math and literacy instruction while creating innovative learning opportunities. Budget and schedule sustain programs in technology integration, library, voice and instrumental music, visual arts, science and writing enrichment, Mandarin/English Dual Language, after-school and Saturday intervention that foster achievement in all areas.
 - Leadership thoughtfully matches teacher talent to grade-level team needs, optimizing student and adult learning. Assignment of instructional coaches, primary classroom para-professionals, cluster teachers, and integrated collaborative teaching partnerships, reinforce school-wide goals giving teachers shared responsibility resulting in learning gains for adults and children.
- The school sustains a safe and orderly environment addressing social-emotional learning that results in the academic and personal growth of students and adults.
 - The leadership uses attendance data, the Learning Environment Survey and parent feedback to improve academic and emotional supports to students as evidenced by the recent adoption of the *4 R's Program™ (Reading, Writing, Respect & Resolution)* to teach social responsibility and peer mediation. The outcome is improved attendance for at-risk students as well as academic and personal growth for every learner.
 - Students and parents express enthusiasm for the quality of education and the belief that, with support of loving adults at school, students will succeed. Students articulate the importance of social and emotional learning (SEL) and internalize

strategies such as “put-ups rather than put-downs”. Academic growth proceeds as students make personal growth.

- Individual teachers and teams use assessments aligned to the curriculum, and analyze data, to adjust instructional decisions resulting in improved student outcomes.
 - *Performance Series*, computer module embedded tasks, *Two-Pen math assessment*, developmental reading inventories, common unit tests and State predictive exams, are used because they align with key performance indicators, provide data informing curriculum modifications and instructional decisions. This helps monitor and move learning forward.
 - Teachers work individually and on grade-level teams to continuously gather and analyze student writing samples, running records, observations, common tasks or projects in addition to summative and periodic assessment data. They understand students’ strengths and weaknesses and differentiate instruction, impacting learning.
- Leadership effectively leverages classroom observations and analysis of learning by promoting teacher reflection on outcomes, which enhances teacher development, elevates instruction, and advances performance.
 - The principal has established a descriptive set of instructional expectations to create a culture around effective, student-centered classroom routines, literacy, and differentiation practices that is supported by a majority of faculty resulting in coherence and learning gains.
 - Classroom visits, formal observations, and actionable feedback based on a plethora of data, contribute to the leadership’s proactive approach to evaluation and tenure decisions. Teacher support is plentiful and focused on creating “a shift” in learning affecting change for adults and students.
- In partnership with numerous external organizations, the school assimilates an array of youth development services, enrichment, and real world learning opportunities to produce increased academic and social-emotional growth.
 - Professional development provided with Morningside Center for Teaching Social Responsibility focuses on explicit teaching for social-emotional learning using literature and writing. Additional coaching support on classroom environment or projects that extend to the community at large such as *Adopt-A-Farmbox* or political advocacy, result in enhanced student engagement.
 - Administration works with a team including the social worker, guidance counselors, psychologist, parent coordinator, attendance teacher, and relevant staff to coordinate counseling impacting student growth. An on-site hospital-run clinic delivers health services to address students’ physical needs. Social and arts programs offered with partners during, after-school, and the summer, include *Horizon at Brooklyn Friends’ School* and *Marquis Studios Design*. The outcome is student academic and personal motivation and well-being.

What the school needs to improve

- Ensure greater use of instructional strategies that reflect the school's beliefs about how students learn best so that lessons are differentiated and include multiple entry points that fully engage and challenge all students.
 - Although school leadership and faculty share common agreements about best practices, including a commitment to child-centered, differentiated instruction, evidence of work to improve alignment between these beliefs, instruction and the curriculum is not yet fully developed. This limits the full engagement of students in their lessons.
 - While group work is common, across classrooms teaching strategies and routines lead to inconsistent levels of engagement. This limits the diversity learners from being fully challenge to produce quality work.
- Refine the ways teacher teams set measurable and differentiated learning goals for subgroups in need of additional support and track their progress to demonstrate learning gains for all students.
 - Currently, grade-level teams monitor the progress of individual students with similar needs and strategize how to meet their needs. However, they do not yet have methods to follow the progress of groups of students as they move from one point of development to the next, therefore limiting the correlation between interventions and advance achievement.
 - Most teachers track progress and share information in student conferences as appropriate. However, there is not sufficient assistance with students around understanding the feedback they receive, nor is there good evidence of self-assessing, thus hindering their engagement in their learning.
- Expand the annual planning processes to engage the school in long-term (i.e. multi-year) planning, monitoring, and revising plans, based on evidence of student performance and teacher effectiveness.
 - The principal is beginning to align the planning process from one year to the next. Without a multi-year planning process, the coherence of vision and strategic plan does not have maximum impact on student achievement.
 - The school is developing systems for teacher teams to set measurable interim goals and monitor the benefit of strategies in light of a starting point. However as this work is not yet refined, student progress related to changes in math, literacy and other subjects is less evident on an incremental basis.
- Develop structures to regularly evaluate the effectiveness of teacher teams in setting measurable goals and monitoring performance trends in order to build increased capacity resulting in improved student progress.
 - As of yet, no formal system evaluates teacher team effectiveness. Consequently, this hinders professional collaboration and its impact on student achievement.
 - While the principal creates teacher leadership development opportunities, systems are not yet evident that evaluate the impact of these practices. Therefore, there are missed opportunities to strengthen teacher development and ultimately student learning.

Part 3: School Quality Criteria 2010-2011

School name: Daniel William Hale	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
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------