

# Quality Review Report 2010-2011

**Bea Rogers**

**Middle School 528  
180 Wadsworth Avenue  
Manhattan  
NY 10033**

**Principal: Kristy De La Cruz**

**Dates of review: November 8 - 9, 2010**

**Lead Reviewer: Martha Madera**

## Part 1: The school context

### Information about the school

Bea Rogers is a/an middle school with 271 students from grade 6 through grade 8. The school population comprises 2% Black, 97.0% Hispanic, 0.0% White, and 0.0% Asian students. The student body includes 19% English language learners and 3% special education students. Boys account for 35% of the students enrolled and girls account for 64%. The average attendance rate for the school year 2009 - 2010 was 93.0%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school has a safe and orderly environment, where adults know individual students well and align support to positively impact students' personal and academic development.
  - Students report that they feel safe in their school because there are clear behavior expectations that are respected and understood by all. High marks are given to the newly created Open Access library initiative where students are given the opportunity to visit the library on their own in order to conduct research and select and or exchange their independent reading books. Students attest that having the opportunity to visit the library contributes to their academic development.
  - The Academic Intervention Team meets regularly to review new referrals, evaluate and monitor progress, and determine next steps for students receiving intervention to support social and academic progress. Home room teachers know their students well and attest that the students benefit from individual and small group support as is evident in their classroom academic growth.
- School leaders and faculty engage families in ongoing discussions regarding their children's progress towards meeting school standards and expectations, to improve student achievement.
  - The school regularly maintains contact with parents to ensure they are kept abreast of their child's academic progress, attendance, and discipline concerns. As a result, parents report that they know their children's strengths and area of weakness. They applaud the principal's open-door policy and highlight the fact that teachers make themselves available to meet with them to address concerns they may have about their children's learning needs and make recommendations for next learning steps.
  - Parents reported that the grade level curriculum orientation meetings conducted in late September provided them with the opportunity to become familiar with the curriculum, and allowed them to engage in discussions about how they can support their children in meeting school standards and expectations in order to accelerate learning.
- The school promotes involvement and leadership of families in important school activities in order for them to participate in school decision making.
  - Families at IS 528 are recognized as a vital part of all students' academic and social success. They participate in the development of the School's Comprehensive Education Plan, as well as a data report session conducted by the principal to interpret the school's areas of deficiency noted in the school's Progress Report. This allows the school to engage parents in key decisions to determine the next steps for students' academic progress.
  - This year the school has launched a school-wide Anti-Bullying Project in an effort to address students' social emotional competencies. Parents participate and support the project by signing a pledge to work in partnership with the school to encourage positive behavior, value differences and promote sensitivity to others.
- The principal and faculty are developing structures to adjust curriculum to student learning needs and the expectations of the evolving state standards. .

- The school has structures in place to monitor the curriculum and instructional practices. Six teachers participate in a network pilot; they attend monthly professional development sessions on the Common Core Standards and have begun to align the school's current curriculum maps in literacy and mathematics to the evolving state standards, in order to ensure that rigor and higher order thinking skills are infused into the curriculum. They also turnkey their learning to the rest of the faculty during monthly conferences and or weekly planning sessions to ensure that all teachers are provided with continuous professional development as they revise curriculum maps and develop instructional strategies that support students' learning needs.
- The school integrates support services and partnerships with outside organizations in order to enhance and accelerate the academic and personal growth of students.
  - The school partners with various community base organizations that provide services and are a vital component of the school's academic program. One such organization is the Urban Arts Partnership, which uses a project based approach to arts learning, encouraging students to make connections across subject matter. In addition, working side by side with a selected number of teachers, Urban Arts supports the school's extended day program in the area of music production and visual arts.
  - Part of the school's mission statement is to foster the appreciation for the performing arts. A strong partnership with the Alvin Ailey Dance Program has been established over the years providing students with opportunities to further develop their talents. The strong collaboration with the school's dance teacher has resulted in the yearly acceptance of students into specialized high schools such as La Guardia and Talent Unlimited.

### **What the school needs to improve**

- Develop engaging, rigorous curriculum in English language arts and math, which is aligned to key standards and emphasizes higher order skills.
  - The school leader has identified a team of teachers that are beginning to infuse the evolving state standards into existing curriculum maps in order to ensure academic tasks emphasize rigorous habits and higher order skills. However, teachers are only just beginning to embed these practices across grades and content areas. As a result, academic tasks across the grades and content areas do not sufficiently challenge and engage students toward closing the school's achievement gap.
  - Students frequently work on the same worksheet and spend key instructional time copying from the chalkboard. Open-ended, higher order questions that lead to increased levels of student engagement, along with classroom discussions to challenge and support students' thinking, are practices that are not evident across classrooms to support positive student achievement. This results in a lack of rigor to challenge and engage students for higher achievement levels.
- Develop lessons and teaching strategies that offer differentiated learning opportunities for students so that students have multiple entry points into the curricula.
  - Evidence of differentiated practice is sporadic and inconsistent across the grades. Some teachers use differentiated approaches whereby they flexibly group students based upon data, but the implementation of instruction across classrooms does not yet

- reflect teacher use of the data when planning effective differentiated lessons that address students' individual learning needs.
- Whole-group instruction is currently the most evident pedagogy across the school. Lessons delivered are typically generic and undifferentiated leading to a low level of student engagement. Teachers can articulate strengths and weakness of students based on assessments, however too often tasks are not aligned to students' abilities to support higher levels of learning.
  - Use or create assessments that are aligned with the school's key chosen standards and curriculum, in order to evaluate the effectiveness of classroom level instructional decisions.
    - Utilizing the New York State data for literacy and mathematics, teacher teams conducted item analyses to identify students' strengths and weakness across the grades. However, the identification of school wide trends and patterns, in order to identify key State standards, is currently a work in progress.
    - Individual teachers use a range of assessment data including summative, Periodic Assessment, classroom level tests and quizzes to track student progress. However, common grade wide assessments with adjustments for specific subgroups have not yet been developed, making it difficult to regularly monitor progress and make adjustments to curriculum across the grades. Consequently, pedagogy and assessment practices are not aligned to meet individual students' needs.
  - Provide differentiated professional development opportunities to support teacher's pedagogy based on analysis of student data and observations of classroom teaching. .
    - The school's professional development plan identifies topics that will be addressed this school year which include data interpretation, effective feedback to students regarding their work, further development of teacher teams and the use of data to inform differentiated lesson planning. However, the plan does not include the use of classroom observations, walkthroughs and inter-visitation as a means to identify teachers' strengths and areas in needs of improvements. This lack of support limits the school's ability to evaluate the effectiveness of professional support strategies that elevate school-wide instructional practices and support student learning.
    - The school's new leader has conducted one on one conferences with teachers in order to gain insight that will facilitate the development of a differentiated plan of support that meets individual teacher's professional development needs and support the school's instructional goals. However, specific next steps are not delineated to support individual teacher's professional growth.
  - Adapt tools to track progress of school-wide goals in English Language Arts and math, in order to ensure the achievement of student progress.
    - Classroom teachers use tools to organize data in order to monitor student progress and make informed instructional decisions at the classroom level. However, these tools are not common across the content areas making the data inconsistently accessible and difficult for school leaders to monitor progress and students' performance trends across the grades.
    - Individual teachers use tools to record students' progress during student conferences and group work in order to better inform their planning when developing lessons for student subgroups and individual students. However, this practice is inconsistent across classrooms; as a result, many lessons throughout the school are planned for the entire class and do not match students' individual learning needs.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Bea Rogers School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		<b>X</b>		
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?	<b>X</b>			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?		<b>X</b>		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		<b>X</b>		
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?	<b>X</b>			
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		<b>X</b>		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			<b>X</b>	

**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