



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Daniel Carter Beard

Middle School 189

**144-80 Barclay Avenue
Queens, NY 11355**

Principal: Cyndi Burgos-Diaz

Dates of review: March 2 - 3, 2011

Lead Reviewer: Jodi Radwell

Part 1: The school context

Information about the school

Daniel Carter Beard is a middle school with 801 students from grades 6 through 8. The school population comprises 4% White students, 3% Black students, 66% Asian students and 26% Hispanic students. The student body includes 31% English language learners and 11% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2010 school year was 96.6%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The curriculum offers a wide range of challenging learning experiences and choice including the arts during and after school to facilitate students' ownership of learning.
 - The infusion of arts in the life of the school, including an annual musical theatre presentation, digital arts classes, jazz and guitar classes, and various arts contests, allow students to access multiple intelligences, thus enhancing learning experiences and increasing student engagement.
 - The school's creation of a "Make a Difference" campaign, and their service-learning curriculum, create differentiated learning opportunities for students that are impactful and touch the lives of members of both the school community and the community at large, leaving "long-lasting impressions" on students.
- Teaching practices engage students in higher order thinking and lead to differentiated work products that are reflective of work in all content areas.
 - The interdisciplinary nature of the art classes, including an in-depth study of the Impressionist movement, offers students enrichment in core content while nurturing their creativity and expression, translating into the development of higher order thinking skills, greater student engagement, and improved learning outcomes across all core content area classes.
 - The school's adoption of a structured program for both literacy and math in 2006 has had a sustained impact on curriculum planning and classroom pedagogy in all subjects, offering students opportunities to engage deeply through workshop classes in small groups that result in diversified exit projects and work products.
- School leaders make informed and effective organizational decisions affecting all aspects of school life that support improvements in learning.
 - The administration engages teachers in decisions regarding the purchase and use of curriculum materials, the expansion of training opportunities, and retention of staff members who provide valuable services, thereby ensuring maximum effectiveness in these areas that contribute to improved student outcomes.
 - Through the school's 'Adopt a Student' program and the practice whereby assistant principals travel with cohorts of students for three years, mentor relationships are established and nurtured, leading to a thorough understanding of student learning needs in order to ensure student acceleration and success.
- Through regular use of a range of relevant data, leaders and faculty have an ongoing understanding of the performance and progress of students, by group and subject, effectively informing school-wide decisions.

- The principal's regular cabinet meetings utilize student data such as feedback from teachers, classroom data, and interim assessment data, as the basis for all dialogue, to ensure successful decision-making. The pairing of English as a second language teachers and general education teachers for collaborative teamwork and planning is targeted to meet the needs of students and improve learning outcomes.
- Inquiry teamwork is evidenced by well-developed systems and protocols by which teachers reflect on both student and teacher data. A deep analysis of student writing from last year's English language arts exam resulted in an increase in the effectiveness of classroom pedagogy to target student needs. A newly developed graphic organizer helps students meet with greater success when comparing and contrasting as part of their writing process.
- The principal has created a learning community that is well focused on student outcomes with a vision to further accelerate learning.
 - An initial meeting at the start of the school year with all the staff affords the principal the opportunity to clearly articulate her vision and outline specific initiatives for the year. New partnerships in support of the service-learning program, and collaborative team time embedded in the schedule, allow for common planning for exit projects in science and social studies.
 - The school leaders' habit of regularly assessing school documents such as the Comprehensive Educational Plan, The Language Allocation Plan, and teacher curriculum maps, along with data such as teacher team minutes and feedback from the school leadership team, successfully inform school planning with an emphasis on addressing the diverse students' needs.
- The principal and cabinet have established effective systems for monitoring teacher pedagogy with a clear focus on improving instructional practices.
 - Teachers are exposed to a wide array of professional development, and due to the clear expectations of the principal, have internalized the additional responsibility of bringing their learning back to the entire school community through summer institutes, turnkey trainings, and mentoring, thereby building capacity for effective pedagogy of the school's staff.
 - Assistant principals responsible for various departments maintain a regular schedule of classroom visitations, offering both informal and formal feedback to teachers that is focused on mutually designed teacher goals. This offers teachers ownership over their development and the improvement of their instructional practice.
- The principal's positive leadership allows for effective reflection and on-going goal setting that is fully embraced by all staff, and is a driving force for continually improving student achievement.
 - The principal is extremely approachable and includes all stakeholders in both instructional and organizational decision-making, fostering an inclusive environment with a high degree of buy-in for all school-wide initiatives.

- The administration offers a multitude of collaborative opportunities, from ongoing instructional team planning to training on reading the school's budget, all of which lead to a high degree of personal and professional motivation and investment in the life of the school on every level.

What the school needs to improve

- Ensure that teachers and teacher teams use data to better understand their individual student's needs, strengths, achievement, and learning styles, to support effective classroom level decision-making.
 - Student work, evident in class folders and displayed in classrooms and hallways, inconsistently includes teacher feedback articulating next steps for students. Therefore, a student's ability to improve their work in a coherent way is impeded.
 - Student data is distributed regularly to teachers; however, school leaders do not yet consistently set uniform expectations for the use of this data to inform decision-making at the classroom level. Without such protocols, potential for gains by students is limited.
- Establish greater consistency and include students in setting short- and long-term learning goals that are understood, explicit with next steps, and shared with parents.
 - Student articulation of learning goals was inconsistent across classrooms, evidencing uneven levels of student inclusion in the goal-setting process, thereby limiting student ownership over their learning.
 - While teachers were uniform in their approach to planning instruction based upon data yielding information about student learning needs, there is not a mechanism for including students in these decisions, thereby limiting the effectiveness of the attainment of learning goals.
- Expand the present systems and structures for collecting and monitoring data in order to ensure that all information is used effectively to improve student achievement.
 - Principal's cabinet meets several times a week to review data and use it to target decision-making; however, the thoughtful development of tools to gain a more macro view of aggregate data is not evident, therefore the school is missing substantive opportunities to increase the effectiveness of teacher work with students to accelerate their learning.
 - Databased goal setting by administrators and teachers lacks depth and delineation of interim benchmarks, thus hindering all stakeholders from having an awareness related to the timelines for differentiated support of students.

Part 3: School Quality Criteria 2010-2011

School name: Daniel Carter Beard	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
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