



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Horace Harding School

Elementary School 206

**61-02 98th Street
Queens, NY 11374**

Principal: Nicholas Bologna

Review Dates: March 10 - 11, 2010

Lead Reviewer: Beverly Ffolkes-Bryant, Ed.D

Part 1: The school context

Information about the school

The Horace Harding School is an elementary school with 635 students from pre-kindergarten through grade 5. The school population comprises 24% Black, 30% Hispanic, 25% White, and 21% Asian students. The student body includes 17% English language learners and 8% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 94.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Students demonstrate high levels of engagement in well-matched lessons, good behavior, and enthusiasm for learning in order to reach their potential.
 - The principal provides additional two to three planning periods, in addition to the common planning time, for teachers to compare the Teachers' College units of study to the previous year's lesson implementation to evaluate lesson presentations, resulting in suitable revisions as needed. Teachers also integrate the Common Core Standards into this year's curriculum plans thus creating a consistent instructional focus school-wide.
 - The school's implementation of a double period for math allows for teaching of concept during period one followed by a reinforcement assignment including time for students to work independently. The assessments, from, either Recognizing Student Achievement (RSA) for Everyday Math, or a Check for Understanding (CFU) from Harcourt Publishing, allows for well-matched group assignments during the second period, resulting in students receiving multiple entry point instruction and supports to reinforce the concepts taught.
- Through regular use of a wide range of relevant data, leaders and staff have an ongoing understanding of the performance and progress of individuals, by group and subject, which informs instruction.
 - Teacher teams on each grade create end-of-unit rubrics for each core curriculum subject. These rubrics, marked by both students and teachers, provide meaningful information on instructional practice, which further informs classroom pedagogy, and allow students to be fully engaged in the learning process.
 - The principal's creation of a periodic assessment data analysis graphic organizer enables teachers after each test to identify student's lowest skills, indicate the strategies they will use to address these skills, and the names of students who mastered the skills. This allows teachers to provide intense prescriptive support that fosters greater student progress, higher expectations, and enhances socialization behaviors.
- Administrators and teachers effectively use a wide range of assessment data to monitor school-level needs, student progress, plan instruction, and create successful intervention strategies when needed.
 - The principal's Progress Report Overview 2010-2011 distributed to every classroom teacher lists all of the various assessments in each core curriculum, periodic assessment results, plus previous standardized test scores. This report, collected by the academic intervention team, the main inquiry team, and administration, allows for analysis and recognition of trends in student performance and tracking of progress, and provides ongoing understanding of areas of need of the school.
 - The school's academic intervention services (AIS) team meets monthly to analyze various data based on their targeted English language learners and special education students, two groups who are the school's instructional focus. Intervention strategies are reviewed, and regrouping of students is effected in order to provide maximum

intervention to lower performing students to support improving their learning outcomes.

- Teachers benefit from participating in professional collaborations, including teacher teams that foster reflection as well as provide options for researching effective instructional techniques.
 - Regular attendance by the Common Core State Standards (CCSS) team to their network's professional development enables members to turnkey information to the cabinet who in turn disseminate it to each grade. This results in an alignment of instruction to key strands of the standards and an improvement in student outcomes.
 - The principal's invitation of the P.S. 220 inquiry team to his November faculty conference provided for good collaboration around sharing what they were currently working on as a team and how they were able to achieve a 90% school involvement. This has resulted in an on-going collaboration between the schools to improve instruction.
- Teachers collaborate frequently to examine student work, plan together, and visit each other's classrooms, to share ideas and best practice through a desire to improve student outcomes.
 - The school's numerous collaborative teams, (main inquiry, grade, common core, academic intervention), meet weekly. The principal, through his scheduling of a common preparation period daily, and use of extended-day time one day a week, provides ample time for staff to analyze data and plan differentiated lessons in an effort to boost student performance.
 - Grade leaders, chosen by their grade, meet monthly with the principal to discuss issues from grade planning/inquiry meetings. Grade leaders also are members of the school's main inquiry team and turnkey gleaned information to the grade, thus promoting shared leadership to promote student learning.
- The school has established very effective systems for school self-evaluation, review, and modification of practice with a clear focus on improving student achievement.
 - After various unit and periodic assessments, the AIS team reviews the performance of students. Team members then guide the grade in analyzing the outcomes during scheduled grade meetings. The information results in needed adjustments to curriculum and instructional practices.

Classroom teachers have data binders for each of the core curriculum subject to collect students' assessments and work. This allows for expanding opportunities for teacher teams to meet, analyze data, review student work, and ensure alignment and coherence of curricula and instructional to the evolving standards.

What the school needs to improve

- Ensure that parents are key partners in their children's education and kept well informed of school programs resulting in collaborative decision-making.
 - The school issues a progress report to parents in each core curriculum subject at the end of each unit. However, these reports are generic in nature and do not address

the expectations of the particular unit which hinders parents to be actively involved in their child's education.

- Parents are members of the school leadership team, but mention they do not make decisions about academic matters, financial planning regarding the Title I parent involvement allocation, or help write the academic sections of the school's Comprehensive Educational Plan. Therefore, parents do not yet see themselves as valued by the administration nor as having a key role as members of the school community.
- Identify ways to develop partnerships, community links, and professional development opportunities, to support students' personal and academic growth.
 - The school previously implemented the Positive Behavioral Interventions and Supports program to promote positive behaviors in students. However, this year, the committee responsible for its implementation disbanded and has not been replaced, thereby impacting the continuation of supporting both academic and personal growth of students.
 - Although the school invests in external arts partnerships as the Learning through an Expanded Arts Program (LEAP) and Dancing Classrooms to support a strong interdisciplinary approach to learning, all students do not profit from these partnerships as they are limited to grades 1, 4, and 5. This impedes opportunity for all students and teachers to engage in interactive learning to enrich academic tasks across content areas.
- Expand the use of the school's observation tool to identify good teaching practices to ensure continued improvement in the class.
 - Classroom observations and school protocols do not reflect a clear instructional focus. Administration does walkthrough of classes and converse with teachers afterwards around what they observed. However, these walkthroughs are not specific and there is no documentation of the conversations or suitable recommendations to help improve pedagogy. This lack of a clear focus to elevate rigor inhibits both professional growth and student achievement.
 - The school's purchase of the new Harcourt math program for the lower grade classes does not include sufficient professional development. This results in the lack of targeted and differentiated opportunities to elevate school-wide instructional practices.
- Strengthen the organizational decisions that support the instructional goals in order to support students' learning needs.
 - Due to budgetary constraints, the principal did not rehire his math coach. However, as the school is implementing a new Harcourt math program in the lower grades classes, staff members are missing suitable supports. Additionally the physical education cluster who also serves as the data specialist. These unaligned decisions results in student learning needs not being met.
 - Parents and students relayed their concern during meetings with the principal around his decision not to create a science cluster position this school year, particularly since this is an area of standardized testing. This decision reduces teacher capacity to provide rigorous content area instruction that meets the learning needs of students.

Part 3: School Quality Criteria 2010-2011

School name: The Horace Harding 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							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed