

Quality Review Report 2010-2011

Francisco Oller School

Elementary School 061

1550 Crotona Park East

Bronx

NY 10461

Principal: Patricia Quigley

Dates of review: March 21 - 22, 2011

Lead Reviewer: Myrna Rodriguez

Part 1: The school context

Information about the school

Community School 061 is an elementary school with 393 students from Pre-K through grade 5. The school population comprises 30% Black, 70% Hispanic, 0% White, and 0% Asian students. The student body includes 8% English language learners and 15% 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 94.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The leadership makes strategic decisions to support the school's instructional goals, resulting in high levels of student academic growth.
 - The school uses its resources well by structuring schedules and employing staff to provide time for teachers to meet daily in teams. This time is used by teachers to improve instructional practices by preparing common assessments and developing lessons that are challenging resulting in high levels of student engagement and student work products.
 - The leadership partners with the Children's Aid Society (CAS), to provide intervention services such as counseling, English and Math support in addition to extracurricular activities such as sports and trips. CAS staff pushes into classes, effectively lowering the student to teacher ratio. Students have small group instruction targeting individual and group skills which have elevated their results in English, reading and math.
- The leadership and faculty work closely with parents to maintain a culture of mutual trust and positive attitudes conducive to student and adult learning.
 - Students and adults feel they are in a safe environment that is inclusive and joyful. The school effectively uses data from the Learning Environment Survey (LES), incident and attendance records to guide social emotional growth and promote their school culture by incorporating youth activities such as sports, arts, counseling and recreational activities, which include families. Attendance has improved, suspensions have decreased and student academic outcomes have significantly improved.
 - All students are well known by more than one adult, including their principal, assistant principal, and members of the Children's Aid Society. Because of their constant contact with the children throughout the regular school day and after school, they are able to provide social and academic support. This results in high levels of student satisfaction which is evident in their academic growth throughout the year.
- The school designs tools to enable individual and teacher teams to analyze student performance trends which promote student improvement.
 - School leaders continuously provide up to date and improved data systems that allow teachers to effectively use them for instructional purposes. Teachers organize data to group students, set goals, and monitor and revise class lessons. Data on attendance, sheltered and foster status and school related services are included which result in a unified process, so that performance trends for all subgroups are accessible for making monthly school and class level instructional decisions, resulting in more targeted instruction for all students.
 - Teachers belong to child study, grade and inquiry teams using data tools adapted to their needs enabling them to group students, identify

strengths, needs and trends for cohorts of students including Special education and English language learners. Teams use these tools to collaboratively make curricular and instructional decisions which result in improved student outcomes as evidenced in class work and tests.

- The school has established a coherent vision and focused school level goals that are shared by the school community driving efforts to accelerate student learning and socio-behavioral growth.
 - The leadership assures that not only the faculty, staff and students share the vision of the school but also the community based organization. The school analyzes a comprehensive set of data, including State, Periodic Assessments, six week assessments, along with reading and writing data to inform goals at the school, grade and class levels which is shared with the whole community to make decisions to improve student outcomes.
 - Goal setting and action planning occur at the school, grade, class and individual levels. Every six weeks and throughout the year during the school leadership team meetings the CEP is developed, reviewed and revised with the whole community for actionable feedback, resulting in a broad base support for the school's direction.
- All teachers are engaged in structured professional collaborations using an inquiry approach in which distributive leadership structures allow for shared decision making that positively affects student learning.
 - The child study and grade team meetings use an inquiry approach, analyzing specific subgroups including English language learners, Special Education and children in shelters. They track their progress, analyzing and revising instructional strategies and making decisions that impact the learning of all students which is evident in the positive academic and social growth of their targeted students.
 - Teachers are empowered to make decisions based on data within the grade and child study teams. Teachers own their work and participate enthusiastically on teams improving instruction and student learning.
- Across the school collaborative systems measure progress towards interim and long range goals which indicate progress in student outcomes.
 - The school has monitoring structures on a weekly and six week cycle to analyze student data, including Periodic Assessments, ECLAS, running records, unit and common assessments, etc. to assess achievement of individual and class goals. The evaluation of goals allows teachers to revise their practices and materials to meet students' specific needs.
 - All teachers, individually and within teams have systems to identify and adjust student, subgroups and class goals. Teachers work with subgroup clusters in collaboration with the Children's Aid Society developing academic, attendance, and social behavioral goals which have produced high levels of improvement in student achievement.

What the school needs to improve

- Continue to design curricula and academic tasks consistently to assure that instruction becomes more rigorous as students progress through the grades.
 - School leaders and teachers align the curricula to the State standards and incorporate the new Core Curriculum, but rigorous habits and higher order skills are not evenly embedded in a coherent way across some of the upper grades. Consequently, some student work products demonstrate high levels of rigorous thinking.
 - Across grades there is an inconsistency in the level of rigor in academic tasks. For example writing tasks in English language Arts and Social Studies in grades K-3 are rigorous, but not all classes in grades 4 and 5 exhibit the same high levels of rigor in academic tasks. As a result, in some upper grade classes the lack of rigor leads to an uneven production of high levels of student work among low and high performing students, including English language learners.
- Continue to enhance teacher pedagogy ensuring alignment with curricula enabling all students to produce meaningful work products.
 - Across most classrooms teaching strategies are typically differentiated, but not in all classes. Most classes have either very effective extended tasks for higher achieving students, or supports for the lowest achieving are perfectly aligned to support this group, but not for both. In most classes high achieving students are assigned tasks challenging them to produce high thinking levels of work. However, in some upper grades teacher pedagogy is not as well aligned to student data in order to support higher achieving students with access to challenging levels of work. As a result, some learners do not receive support at the entry point of lessons or differentiated extensions to advance their learning.
- Continue to align assessments to curricula, using data informed processes to make decisions which results in meeting individual and group student needs.
 - Teams of teachers, coaches and assistant principals meet weekly to evaluate data and align assessments to curricula using the results of varied assessments to make decisions about instruction including subgroups, such as English language learners and Special education students in order to identify their strengths and needs. However, decisions about instructional practices are not as highly developed for all teachers as evidenced in practices in some classes. However, the lack of differentiated instructional strategies aligned to meet the needs of all students at their entry levels, does not support increased learning for some students, resulting in uneven levels of student performance on some assignments and writing tasks.
- Continue to use observations and the analysis of student outcomes to develop professional development that promotes teacher growth.
 - The school uses data from classroom observations and student work to make informed decisions around teacher tenure. All teachers receive professional development in differentiation and higher order thinking strategies, with mentoring and guidance for new teachers provided by the coaches, assistant principals and the principal. However, more targeted

differentiated support is needed for some teachers around student engagement and the development of rigorous tasks in order to promote professional growth and reflection for improved student outcomes.

Part 3: School Quality Criteria 2010-2011

School name: Francisco Oller Elementary School CS 61	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