



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Edward A. Fogel School

P.S. 68

4011 Monticello Avenue

Bronx

NY 10466

Principal: Catherine Helfrich

Dates of review: April 11 - 12, 2011

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

Fogel is an elementary school with 770 students from Pre-K through grade five. The school population comprises 81% Black, 15% Hispanic, 2% White, and 2% Asian students. The student body includes 3% English language learners and 16% 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 94.3%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school has strategically made data based decisions regarding instruction and academic supports resulting in increased student achievement.
 - The *Mondo* Literacy program has been expanded through the early childhood grades resulting in more rigorous writing products in both quantity and quality. An additional academic intervention instructor was hired to focus on student needs in ELA and math based on data resulting in increased support for student instructional needs as well as teacher classroom management development. The school has established a second instructional block devoted to small group instruction resulting in programming groupings that meet the individual needs of students via differentiated tasks.
- Teams of teachers analyze student performance information to adjust classroom decisions that positively impact student outcomes.
 - Teacher teams analyze summative, interim and predictive assessments such as Fountas and Pinnell reading levels and EDM unit assessments to create an accurate picture of students. Likewise, through teacher collaboration, data from student work is examined. This enables the school to better meet the needs of student subgroups, such as boys whose literacy skills lag behind that of girls, resulting in informed differentiated instructional groupings and curricular adjustments, particularly in writing.
- The school has established a clear list of school-wide goals that results in focused student performance improvement efforts.
 - The comprehensive education plan is the guide used to accelerate student achievement efforts resulting in strategic data-based school improvement initiatives. This effort has led to increased focus on student social-emotional development via PBIS resulting in fewer disciplinary incidents.
 - Goal setting and action planning are driven by comprehensive data analysis resulting in focused efforts by the school community. For example, the school's attendance initiative includes home visits for targeted students weekly. This has led to improved attendance and student achievement.
- The majority of the faculty engages in a collaborative inquiry practice resulting in increased strategic planning to improve student outcomes.
 - Teacher teams meet weekly and are comprised of classroom instructors as well as instructional service providers such as AIS and ELL specialists resulting in professional collaboration and effective articulation by all who are directly responsible for student academic achievement.
 - Teacher teams routinely view student data and work products resulting in the development of thoughtful instructional practices. For example, the third grade group has worked to develop mini-lessons to engage students in planning for persuasive writing, which has improved the quality of student writing.

- The school provides professional development aligned with school goals that enable teachers to reflect on and improve their instructional practice.
 - Using Charlotte Danielson's Enhancing Instructional Practice , a professional book study group has been formed to look deeply at the rigor demanded in implementing the Common Core State Standards. This effort has resulted in teachers reflecting on their own practice by engaging in self-assessment and professional discourse on their impact on student outcomes via literacy across disciplines.
 - Additionally, via grade meetings and in-class support, a literacy consultant regularly supports faculty in using the *Mondo* program resulting in its fidelity and effective implementation that promotes literacy skills leading to increased independent readers and writers on the early grades.

What the school needs to improve

- Provide sufficient engagement for all learners and develop curriculum to unify rigorous task-based assessment practices that align with Common Core State Standards.
 - School leaders and faculty have selected writing as the focus to emphasize school-wide. Currently, writing school-wide is done on a ten-week unit cycle focusing on narrative, persuasive and informational composition. Work towards embedding CCSS into rubrics is still developing resulting in a lack of information on its impact on student achievement.
 - Curricula assessment via rigorous task-based student portfolios is being cultivated. However, in science and social studies efforts are not as developed resulting in an uneven examination of student achievement across disciplines.
- Develop consistent pedagogical practice across classrooms to create coherent targeted instruction that meets the needs of all learners.
 - While there are a wide range of attempts to differentiate instruction, the practice is not yet refined to result in tasks that consistently match student academic needs, particularly in math. In several cases activities did not provide sufficient challenge for higher achievers.
 - Likewise, while there are efforts towards group centered tasks; appropriate supports do not yet match student learning needs. At times, students are unsure of classroom assignments and lower achievers copy from more capable students or examples from teachers' modeling resulting in an inability for all students to fully engage in learning.
- Provide a consistent open exchange with students and families regarding student achievement to develop more informed student progress monitoring.
 - The school has distributed one interim report card however, the school's communication policy remains unclear and efforts lack coherence across the school. Currently some grades and individual teachers communicate formally, via

- written notification with parents, in timeframes of their choosing resulting in irregular school-wide feedback to families.
- The school hosts informational events, like school progress report meetings and writing celebrations to engage parents in forums to help them understand student performance tools and curricula as well as student behavioral expectations. However, few parents participate in these events limiting the school's ability to partner with caregivers in supporting student achievement and social development.
 - Strengthen the evaluation of instructional practice with sufficient feedback to teachers to result in consistent promotion of professional growth.
 - Formal classroom observations lack timely written feedback resulting in a limited ability to effectively impact teacher practice that leads to improved student outcomes over time. Likewise, while evaluation efforts are focused on newer teachers, targeted professional growth plans are not yet established and monitored for all teachers during the course of the year limiting the school's ability to accurately determine individual teacher professional development needs.
 - Ensure that all instructional improvement plans have identified responsibilities, suitable time-scales, and specific success criteria linked to goals to ensure on-going instructional evaluation.
 - The school lacks a formal system for curriculum map revision where student outcomes and teacher feedback is collected, acted upon and revisions are shared with the whole school community. The structure for establishing assessment that align with professional development efforts based on student performance and teacher practice is not yet implemented limiting the ability to determine effectiveness and make adjustments in a timely manner.

Part 3: School Quality Criteria 2010-2011

School name: Edward A. Fogel 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