

Quality Review Report 2010-2011

Dr. Albert G. Oliver
Elementary School 93
1535 Story Avenue
Bronx
NY 10473

Principal: Donald Mattson

Dates of review: January 10 - 11, 2011
Lead Reviewer: Leslie Miller Chislett

Part 1: The school context

Information about the school

Dr. Albert G. Oliver is an elementary school with 405 students from pre-kindergarten through grade 5th. The school population comprises 55% Black, 41% Hispanic, 0% White, and 0% Asian students. The student body includes 20% English language learners and 18% special education students. Boys account for 53% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2009 - 2010 was 92.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school offers a rich curriculum aligned to key State standards in order to meet the needs of all learners that is resulting in increased student progress.
 - Subject area curriculum maps and developmental continuums layout the progression of reading, writing or math skills and guide planning. Maps are updated annually to create coherence in learning goals and assessment practices across classrooms, leading to student achievement.
 - Numerous resources are incorporated with curriculum to enhance vocabulary instruction, comprehension strategies, and technology and arts integration. Examples include *Writing Fundamentals*, *Making Meaning*, *Test Fundamentals*, *Lego Robotics* and *Arts Horizons*, which fosters increased motivation and causing students to excel, especially students with unique learning needs.
- The leadership tactically organizes the use of resources and configures teacher assignments and student groupings to support instructional goals resulting in student achievement gains.
 - Funding is allocated to support at risk and high-end learners. Targeted students participate in Academic Intervention Services (AIS) or enrichment each morning. Additional support occurs in after school programs, home tutoring and Saturday Academy that advances student progress.
 - Purposeful teacher assignments compliment the school's achievement goals. A math-science teacher position was created to give all students a *math lab* and provide professional coaching. Staff developers work with teachers and maintain resource libraries effecting balanced literacy instruction and achievement gains for struggling learners. (1.3c)
- The school provides a safe and orderly environment that encourages social – emotional growth and results in mutual respect for everyone.
 - The school's administration and faculty use attendance data, the Learning Environment Survey, and feedback from parents to continuously improve its academic program and emotional supports to students. While rituals for honoring students with outstanding attendance and accomplishments are in place to ensure students feel supported.
 - Student voice is fostered through *Publishing Parties* or opportunities to address real problems such as a letter writing campaign to improve the lunch program. As a result, students feel that they are helped to succeed and can actively participate in making their school community a better place.
- The school provides services for students and families which integrate academic and social-emotional needs producing increased learning outcomes.

- Structured professional collaboration has fostered a positive culture that integrates social, emotional and academic development. For example, the Pupil Services Committee consisting of the guidance counselor, social worker, administrators, attendance and other teachers, work to understand data and organize counseling services to students identified as at-risk for failure. The literacy support team examines the potential impact of social and emotional needs on learning and works to refine intervention services, which contributes to student emotional, social and academic success.
- The school has developed the internal capacity to provide integrated child development and academic learning opportunities for students and families that link to the real world. Examples of programs the school community designed themselves or with external partners include: school-wide fund raising for charities, student web page design, special needs students working with a community-based artist to create sculptures of historic figures while other students serve as film documentarians; parents attending an array of classes in parenting or English language along with Family Math and game nights ,resulting in student social-emotional well-being and increased attention to learning.
- School leaders create and use various tools for organizing assessment data to analyze student performance trends and inform decision-making for targeted populations.
 - All targeted skills and concepts from Every Day Math unit assessments are organized in a comprehensive, school-designed database. As teachers assess student skill levels for each indicator and input data, patterns emerge informing them of student progression. Math lab, flexible classroom groups and Saturday Academy are planned using this system resulting in the accomplishment of learning goals.
 - Across the school, teachers use a tool designed by the administration that organizes the results of Fountas and Pinnell benchmark assessments for all grades. Performance trends are easily identified and enlighten decisions for guided reading instruction, intervention services and drive selection of curriculum resources resulting in maximized learning for student groups.
- Teacher teams use assessments that are aligned to the curriculum and analyze data to adjust instruction resulting in higher student outcomes.
 - Primary and intermediate grade teachers use common Periodic reading assessments to identify student strength and need areas. They meet regularly to compare the impact of a commercially published program alongside teacher designed lessons, compare approaches, student progress, discuss intervening social and emotional factors and decide next steps. This assists them in moving the lowest performing students forward.
 - A team of fifth grade teachers meet regularly to analyze classroom level data in math. Reviewing student data from formative assessments such as “exit slips” and unit tests allows for the implementation of differentiated learning tasks which results in student progress.

What the school needs to improve

- Strengthen the use of classroom observation tools to develop teacher goals that support attainment of school-wide initiatives to deepen professional growth and accelerate student achievement of higher-order thinking skills.
 - Although administrators spend time in classrooms to support teaching and learning, feedback on observations of teaching, student engagement and work products is not consistently provided. Consequently adult learning is not optimized to support the needs of all students.
 - Teachers confer regularly with staff developers about instruction and student needs. However, leadership does not proactively provide feedback to teachers during visits to classrooms to further reflection on individual professional goals. This lack of feedback limits opportunities for teachers to challenge students to the next level.
- Expand professional development opportunities that are aligned with school goals and based on analysis of student data and work products to foster teacher reflection on practice to improve learning outcomes.
 - Professional learning is usually connected to the school's goals and includes Inquiry Teams, coaching staff developers, grade-level conferences and occasional support from outside consultants. Because teachers have not been exposed teachers to expectations of evolving state standards they are not yet preparing for increasing state expectations.
 - School leaders have not proactively planned regular professional learning opportunities to link teacher practice and student work to school initiatives and goals. Thus, missed opportunities for targeted professional growth, limits teachers' capacity to improve and increase student outcomes.
- Develop structures to regularly evaluate the effectiveness of teacher teams in order to build capacity resulting in improved student performance.
 - Assistant Principals currently work with teacher teams to develop ways to improve their collaboration. However, the absence of systematic structures for evaluating Inquiry methods hinders the effectiveness of their work to accelerate student outcomes.
 - The quality of professional development is not consistently evaluated in light of student assessment and teacher observation data. Systems need to be further developed, so capacity building and leadership opportunities for staff members can be refined to further increases student achievement.
- Design systems to evaluate the quality and coherence of curricular, instructional and organizational decisions, in order to inform decision-making that result in improved student outcomes.
 - School leaders work with teachers to analyze data and monitor student progress, but structures do not exist to formally evaluate curriculum, instruction and assessment in light of the state' rising bar. This hinders continuous improvement and advancement of rigor in student learning.
 - The school studies the effectiveness of certain intervention services. However, additional systems are needed to assess and adjust resource use in light of new state standards to ensure organizational resources are aligned for standards-based improvement.

Part 3: School Quality Criteria 2010-2011

School name: Dr. Albert G. Oliver	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