



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Walter J. Damrosch Day Treatment School

Elementary – High School

750 Jennings Street

Bronx

NY 10459

Principal: Ava Kaplan

Dates of review: April 4-6, 2011

Lead Reviewer: Evelyn Terrell

Part 1: The school context

Information about the school

The Walter J. Damrosch Day Treatment School is an elementary - high school with 463 students from kindergarten through grade 12. The school population comprises 40% Black, 53% Hispanic, 3% White, and 1% Asian students. The student body includes 34% English language learners and 97% special education students. Boys account for 76% of the students enrolled and girls account for 24%. The average attendance rate for the school year 2009 - 2010 was 80.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal makes strategic organizational decisions aligned to the school's ELA and math goals in order to improve student outcomes.
 - The principal has made purposeful decisions that support the school's instructional goals. For example, in January daily common planning time was created for Small Learning Communities (SLC). In addition, a flexible math period was targeted to support fifth grade students. This support allows for students to increase their performance in math.
 - After a review of the data, a decision was made to expand the role of the coach to support at-risk students in ELA and math. Whereas the coach previously worked only with teachers, the duties now include AIS support for targeted students. As a result, at-risk students are provided with more direct interventions through the collaboration of the coach and classroom teacher in order to push their achievement to the next level.
- A culture of trust and respect is being built across the school which creates a safer environment that supports students' social-emotional growth.
 - Each morning, the administrative cabinet, along with clinicians some teachers and paras, "meet and greet" students as they leave the bus and enter the school building. The staff encourages the children to have a good day and follow up with students who appear to be unhappy or show signs of aggression. This procedure allows the school to monitor behavior and address any potential problems at the beginning of the day, so that all students and adult can maintain a safe environment.
 - Students state that they can go to any staff member to get assistance if they are having a problem. In addition, the school supports the development of personal growth and a respectful climate by implementing the Positive Behavior Intervention System (PBIS). Students are awarded points for following a prescribed list of appropriate behaviors. Consequently, students are constantly aware of their behavior and try in earnest to earn points, which creates a respectful school tone and has reduced the number of suspensions.
- Data analysis is aligned to the curriculum and feedback is provided to classroom teachers in order to create a clear picture of students' growth and needs.
 - The school reviews the results of the summative data, attendance, and safety in order to identify areas of need and strengths. A review of ELA and math results indicated that a focus on literacy comprehension and number sense were needed across the school. The data specialist compiles data reports for classroom teachers on Periodic Assessments, Kaplan and Ed Performance Series. In addition, teachers collect and provide weekly data on points earned by students from PBIS. As a result, the school is able to identify classroom as well as school wide trends in order to target needed support to improve student outcomes.

- The school collects multiple sources of data and organizes it so as to inform the staff on trends in students' behaviors and academic performance.
 - The school uses a variety of tools to organize and disaggregate data. For example, ARIS is used by the principal and data specialist to disaggregate information on summative data. Additionally, the data specialist prepares data reports for all classroom teachers detailing student results on Periodic Assessments. Teachers organize "benchmark" folders for each student with data reports from summative and formative assessment, and IEP goals. As a result, organized information to inform classroom instructional decisions is a constant resource for improving achievement.
- A list of goals aligned to identified standards focus the school on areas of needs and strengths in order to increase students' performance.
 - The school has identified a short list of school level goals that drive the instructional focus. ELA, math and safety have been prioritized throughout the school. Teachers follow a pacing calendar developed to expose students to literacy elements and math concepts that are aligned to the school's goals to make improvements in these areas. This allows the school to create a picture of how to push students for improvements.
 - The school develops an action plan to implement its goals that is informed by data. An analysis of a variety of data sources such as summative, formative, safety and IEP's is used to establish the trends across the school. This results in goals to support the school areas of need to accelerate student achievement.

What the school needs to improve

- Incorporate an analysis of student work products and assessment data in classroom observation feedback to teachers, in order to inform adjustments to instructional practices and build professional growth.
 - Although teachers are provided formal and informal observations, the feedback does not include students' assessment data and work products. In some observations the feedback is limited to one sentence and no recommendations for improvements. A template is used to identify areas where teachers are in compliance with school mandates; however it does not specifically inform teachers how these mandates improve their craft. The lack of specific feedback aligned to student data, decreases teachers ability to adjust their instructional practices and build professional growth.
 - The school has a large number of newly assigned teachers over the last two years. Teachers are provided opportunities to sign up for general professional development in addition to mentoring supports for new teachers. However, teachers' goals are generic and do not support the development of a professional plan to meet their specific needs. Consequently, the improvement of instructional practices is limited.

- Deepen the level of rigor in tasks and engage students in higher order thinking in order to move students to increased levels of learning.
 - Some teachers are designing tasks to support students in developing higher order thinking. In an alternate assessment science class students were asked to examine a sample of soil and identify materials that were “good” for the soil and materials that were “bad” for the soil. This practice is not consistently evident across all alternate and standardized classrooms. As a result, there is an uneven level of exposure to tasks that require students to develop critical thinking skills.
 - The school follows the District 75 curriculum that is aligned to State standards and has a pacing calendar to target identified skills. However, students’ tasks are not aligned to data to address the needs of all students. Thus, opportunities to engage all students in rigorous activities are lacking.
- Enhance the level of differentiation at the classroom level in order to support students at their points of entry.
 - Teachers develop teaching points in a whole group lesson, and students are directed to work in groups. However, the assignments are the same for all the students and teachers do not model how to attain the concept for the class. Consequently, the lack of differentiated activities and modeling to support students at their instructional levels neglects the needs of individual students to advance to their next level.
 - While most student work displayed on bulletin boards articulate some levels of student engagement, this is not evident in a review of student work folders. Most assignments reflect responses to questions on worksheets and do not show students engaged in authentic work products at their instructional levels. This lack of targeted engagement does not support increased student outcomes.
- Provide additional support to teachers on using data to identify instructional strategies for targeted students aligned to their individual needs in order to improve outcomes.
 - Teams of teachers review student data to determine performance levels; however they do not use the data to generate classroom instructional practices for targeted students aligned to their areas of need. As a result, specific instructional practices to support students’ individual IEP’s and entry points to increase academic outcomes are lacking.
- Develop systems to monitor how teacher teams track and evaluate data and build leadership in order to support school wide improvements.
 - Teacher teams collaborate to discuss students’ performance data. However, teachers indicate the need for more support to further develop the inquiry process and their ability to measure and track individual student growth. In addition, they lack structures to evaluate the effectiveness of their work and build leadership. The lack of identified structures to facilitate the work of teacher teams to support individual targeted students and evaluate their effectiveness reduces the school’s attainment of increased achievement and capacity building.

Part 3: School Quality Criteria 2010-2011

School name: The Walter J. Damrosch Day Treatment School		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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