



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

PS/MS 194X

11X194

2365 Waterbury Avenue

Bronx

NY 10462

Principal: Rosie Sifuentes-Rosado

Dates of review: June 1-2 2011

Lead Reviewer: Robin Finnan-Jones

Part 1: The school context

Information about the school

PS/MS 194 is an elementary/middle school with 1367 students from grade K through grade 8. The school population comprises 5% white students, 11% black students, 25% Asian students, 56% Hispanic students, and 3% multiracial students. The student body includes 13% English language learners and 12% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the 2010 school year was 93.9%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal makes strategic and highly effective organizational decisions around the use of budget, space, coaches, and use of teacher and student time resulting in continuous improvement in student achievement.
 - Several strategic decisions have been made by the principal including creating space for small group instruction of English language Learners, Literacy Academic Intervention Specialists assigned to every class, and school aides assigned to each teacher. The extended day program has been structured so that all teachers are responsible for only 5 students where the priority is to engage them in challenging academic tasks in a small group setting. An additional 150 minutes of professional development time is included in teachers' weekly program maximizing the time the teachers have to collaborate to improve instructional practice. This results in an increased number of students in all sub groups meeting benchmark reading levels and higher performance on RALLY English Language Arts Simulations. In addition, improvements have been seen in both Math and English Language Arts Acuity assessments especially for targeted at-risk students.
- All students are provided numerous opportunities to influence school-wide decisions and are known by at least one adult who strongly supports their social emotional growth and academic success.
 - Students' social emotional learning is supported by a number of exemplary programs including Advisory and Promise Zone. All school staff, including school aides and School Safety Officers, are involved in the *No Child Left Behind Mentoring Program* guaranteeing that every child is known by at least one adult who monitors the student's academic achievement. One eighth grade student expressed that he had struggled with reading when he entered the school in second grade and that now he would be able to attend the high school of his choice because the teachers supported and challenged him. He stated, "I feel welcomed. They watch me."
 - Students are able to express their areas of success and challenge to formulate plans to set goals, practice, and monitor their own progress resulting in higher achievement. Students participate in a number of programs that empower them, such as student government, in which they requested and received after school enrichment clubs opportunities. They have also asked for more courses that would give them high school credits which administrators are considering.
- School leaders and faculty systematically engage students and families in reciprocal and ongoing discussions regarding student progress and support them in using tools to understand performance.
 - Parents indicate that there is ongoing communication about their children's progress through a monthly report in all subject areas. Students discuss their goals, action plans and homework assignments with their parents thus enabling them to support the academic achievement of their children.

- Parents express that administrators, teachers, and the parent coordinator are always available. Workshops are offered throughout the year on ways to support their children's learning including the ARIS Parent Link. Many parents are *Learning Leaders*. One parent indicated that she was inspired to become a paraprofessional by participating in the *Learning Leaders* program.
- Supports and celebrates students' academic engagement, success and social emotional growth by providing professional development that enables the school to sustain a safe, inclusive, and respectful culture highly conducive for learning. (4.4 a, c)
 - Professional development provided by programs such as *Positive Behavior Intervention System*, *No Child Left Behind Mentoring, Advisory* and *The Hundred Book Challenge* celebrate learning success throughout the year and contribute to the safe, inclusive, and respectful culture of the school. These programs have contributed to increased attendance and student achievement by increasing students' reading stamina assisting them in meeting reading benchmarks while also challenging students to reach and exceed standards in other subject areas.
 - Students and families enjoy support from affiliations with the Community Coordinator, YMCA, and Boy Scouts. In addition, students and families participate in Ballroom Dancing, Music Concerts, Talent Show, ESL and Computer Classes offering them authentic opportunities to be part of real world learning.
- Teams of teachers and individual teachers are highly effective at using and creating assessments across subject areas resulting in differentiated instruction for individual and groups of students.
 - The school has created common assessments, such as rubrics, that give a clear portrait of student mastery based upon a review of summative and formative data. This information is used to create tasks aligned to key standards and differentiated student groupings to increase student achievement. In particular, each grade level has created math writing tasks that involve students in higher order problem solving skills. Each team monitors the progress of the students using rubrics and uses that information to adjust instruction resulting in increased achievement on math assessments.
- School leaders create plans in collaboration with teachers to provide valuable differentiated professional support to improve student achievement.
 - All teachers create professional goals together with school administrators, monitored throughout the school year, based upon analysis of student data and work alongside observations of teaching practice. As a result, strategic decisions for professional development have evolved around differentiation of instruction and higher order thinking skills, focused on increasing learning for all students.
 - Strategic support is provided for all teachers based on individual pedagogical and content needs with a focus on increasing student achievement. For example, experienced teachers are teaming with less experienced classroom teachers to co-plan and demonstrate instructional strategies and scaffolding techniques to support learning of challenged students as well as higher achievers.

What the school needs to improve

- Develop a system to regularly evaluate the effectiveness of teacher teams and leadership development.
 - Teacher teams are given opportunities for leadership and are supported by the administration and network to meet on a regular basis and to observe other teacher teams. However, there is currently no structure in place to benchmark the progress of the strategies implemented by the teams hindering efforts to make improvements to instructional progress. Although administrators encourage teachers to consult with them to make decisions to improve student learning there is no structure in place to evaluate these opportunities limiting further development of distributive leadership.
- Expand the alignment of curriculum and the creation of challenging tasks to further engage all student learners across subject areas.
 - Teacher teams have created curriculum maps and aligned key literacy Common Core Learning Standards including writing in mathematics. However, this work is not evident across all subjects limiting improvement in student achievement in Social Studies and Science.
 - After reviewing data, teacher teams and individual teachers have created rigorous problem solving tasks in all subject areas including art. However, some student subgroups, specifically English language learners, are not provided with equally challenging and engaging tasks thus hindering improvement in language proficiency.
- Continue to promote greater differentiation of instruction to assure that all students are challenged and engaged in higher order thinking.
 - Strong routines and structures are in place allowing for students to work in differentiated groups based on formative assessment data. There is a general level of student engagement and thinking as evidenced by student work both in the classrooms and as described by individual students. However, in some classrooms students are limited in their choice of learning materials such as books and/or writing paper or they are not challenged to attempt more difficult tasks. This prevents greater engagement, thinking, and student ownership resulting in a widening of the achievement gap for these students.
- Extend the use of collaborative and data informed processes to set goals for student subgroups and leverage change in instructional practice.
 - Formative and summative assessment data are used to set goals for students including English language learners and students with disabilities. These goals leverage changes in classroom practice as evidenced by student groupings and student tasks for example, the Math Open Response Task. However, there was little evidence of the monitoring and setting of interim progress goals for individual and groups of students based on examining student work. Tasks are inconsistently analyzed for gaps in learning against the standards, thus, limiting changes in classroom practice to accelerate student learning to meet the rigorous Common Core Learning Standards.

Part 3: School Quality Criteria 2010-2011

School name: PS/MS 194X	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
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------