



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

**The Elementary School for Math, Science and
Technology**

Elementary School 382

125 East 181 Street

Bronx

NY 10453

Principal: Dr. Avon Connell-Cowell

Dates of review: May 24 – 25, 2011

Lead Reviewer: Sonia Menendez

Part 1: The school context

Information about the school

Public School 382 is an elementary school with 301 students from kindergarten through grade four. The school population comprises 27% Black, 70% Hispanic, 1% White, and 0% Asian students. The student body includes 29% English language learners and 8% special education students. Boys account for 50% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 92%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Students benefit from a well planned and standard based curriculum that includes the arts and technology, resulting in high student engagement.
 - The school developed its curriculum to align with the state standards and is implemented using the workshop model. Teachers have developed curriculum maps and are diligent in planning lessons that are aligned to students' needs. As a result, the school's latest periodic assessment shows that 52% of all K-4 students met the on-grade benchmark.
 - The curriculum is designed to provide opportunities for students to engage in problem solving. Students take an active role in lessons through differentiated group work and center activities. Students assess their work using rubrics and self reflection. Consequently, students make steady progress as evident on formative assessments.
- Continuous reflection and collaborative staff structures lead to the evolution of priorities that lead to adjustments to curriculum in order to strengthen student achievement.
 - Teachers meet in collaborative grade level meetings to review data, plan lessons and share best practices. As a result, there is ample support for teachers to assess standards, reflect on their instructional practice and make curricular and pedagogical adjustments with an eye towards the Common Core standards.
 - During weekly teacher team meetings, teachers review student work products to identify instructional strategies and needed resources to improve the achievement of their students. The principal and literacy consultant use this information to identify teacher needs and plan professional development consistent with the expectations of the evolving Common Core Curriculum. As a result, teacher practice has improved.
- The strategic use of resources supports teacher teams to analyze data and curriculum and instruction that result in increased student outcomes.
 - The principal makes budgetary, staffing and scheduling decisions based on observed, expressed and assessed needs. To ensure alignment with the theme of the school; classrooms are well equipped with Smart Boards and laptops which are used to support many aspects of students' learning. As a result, parents are pleased with how their children are increasing their use of technology to support learning.
 - The school's schedule is designed so that teachers have multiple opportunities to meet. Working with an AUSSIE consultant, teachers engage in data analysis, explore the new Common Core Curriculum and engage with protocols for looking at student work. As a result of this collaborative work, the quality of teacher instructional practice has improved.

- The school effectively aligns formative assessments to the curriculum so that staff closely tracks the progress of students to accelerate student learning.
 - Teachers use DYO (Design Your Own) assessments, running records and student work to identify skills in need of further development. This analysis is used effectively to create a clear picture of areas of strength and to plan differentiated lessons that meet students' specific needs. As a result, over 50% of all K-4 students demonstrate gains on the DYO assessments.
 - Teacher teams engage in a comprehensive data review to assess the performance and progress of students by class and grade level. The triangulation of this data is used to find trends across classrooms, grades and school wide. As a consequence of this review, teachers saw a need to further support student writing. As a result, an adjustment was made to the curriculum and instructional practice to include more guided writing resulting in richer text.
- The strong professional collaborations allow for teachers to plan differentiated tasks together resulting in quality student work products.
 - Across classrooms, teachers use good quality data trails to identify specific strands in which students need extra practice. They use this information to plan differentiated task and center activities. As a result, students are grouped for specific skill development and demonstrate growth on midline assessments.
 - The use of rubrics is a school-wide practice. Students use the rubrics to guide their work. Consequently, students reflect on the quality of their work and demonstrate ownership and excitement in engaging with a variety of writing genres.
- The school successfully provides a safe and nurturing environment resulting in a building tone that supports students' academic development.
 - Students report they feel safe, secure and enjoy coming to school which is reflective of the 92% attendance rate. The school's culture nurtures students and is described by parents as a "safe place for our children." Parents feel the structure of setting goals and behavior expectations help students to become independent learners.
 - Parents are very impressed by the manner in which the principal knows each student by name. They appreciate how the school prioritizes the social and emotional learning of their children through the PBIS program. Consequently, they recognize the efforts that the school makes to support the whole child impacting all aspects of their development.

What the school needs to improve

- Enhance the school's efforts to communicate and involve parents in the school's decision making leading to increase student achievement.

- The school tries to attract more parents into the fabric of the school by including a monthly breakfast with the principal and workshops on “Wonderful Wednesday.” However, parents are not well versed in the role of the School Leadership Team and cite little involvement in the development of the school’s Comprehensive Educational Plan. This results in limited parent participation in the decision making process.
- Efforts are made to involve parents and while there is an appreciation of the importance of a learning partnership between home and school, many parents are not fully engaged with the school. As a result, the school does not enjoy the overall involvement of its entire community and some students may not get the full range of support needed to improve their performance.
- Extend the current systems for aggregating and organizing data to consistently include key subgroups; resulting in increased outcomes.
 - The school uses formative and summative assessments to track some trends in student performance. However, the practice of tracking student subgroups is not fully developed. Consequently, the impact on instructional and curricular decisions is based on overall student trends and not specifically to key subgroups that did not achieve above level 2.
 - All teachers receive training in the analysis and use of data to inform their instructional practice. However, they do not consistently use subgroup data to inform their instruction to impact positively on student outcomes for relevant subgroups. As a result, less than 25% of relevant subgroups achieved levels 3 and 4 on English Language Arts.
- Review teachers’ goal setting process with students to include measurable and differentiated targets in order to help them understand their next learning steps and accelerate their progress.
 - Teachers review Periodic Assessments as well as authentic student work in student portfolios. However, these assessments are not sufficiently scrutinized to set annual and interim goals for relevant subgroups of students so that all students are on a path to mastery.
 - Teacher teams meet regularly to review plans and develop grade level goals with an eye towards improved classroom practice. However, a review of classroom practice did not demonstrate leveraged instructional strategies particularly for males and special education students who lag behind in both English Language Arts and mathematics.
- Refine the teachers’ observation tool to ensure that it rigorously monitors teaching practice effectively leading to higher student outcomes.
 - The school administration uses protocols for observations that focus on limited aspects of teachers’ instructional practice. Feedback does not always provide next steps through the lens of academic rigor so that instruction leads to an appropriate balance between challenging tasks and students’ abilities. Therefore, lessons do not appropriately challenge all students.

- In an effort to build on their instructional practice, the school provides time for teachers to engage in intervisitations and provides consultants to model lessons and facilitate teacher teams. However, professional development plans lack differentiated goals and supports to enhance the quality of teacher pedagogy in order to secure academic improvement.

Part 3: School Quality Criteria 2010-2011

School name: Elementary School for Math, Science & Technology	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
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