

Quality Review Report 2011-2012

Teunis G. Bergen

K009

**80 Underhill Avenue
Brooklyn
NY 11238**

Principal: Sandra D'Avilar

Dates of review: January 26 - 27, 2012

Lead Reviewer: Barbara Freeman

Part 1: The school context

Information about the school

PS 9 is an elementary school with 596 students from pre-kindergarten through grade 5. The school population comprises 63% Black, 12% Hispanic, 14% White, 6% Asian and 3 percent other students. The student body includes 1% English language learners and 11% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2010 - 2011 was 92.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school aligns its resources to support identified instructional goals to meet the needs of its students as seen in the quality of student work. (1.3)
 - The school has retained the support of on-site coaches to support new teaching staff as well and work with other staff in the integration of the Common Core Learning Standards (CCLS) as well as scheduling external consultants as specified times throughout the year to support staff through difficult units of study. Teachers are also engaged in discussions about student work before and after units of study, resulting in increased opportunities for teachers to collaborate and study student work impacting the quality of student work samples.
 - The school has maximized time as a resource by providing students with a school-wide enrichment model that supports their interests, provides student choice and is focused on tapping students' multiple intelligences. Teacher programs are maximized in order to continue to provide academic intervention services, team and co-teaching opportunities, enrichment clusters and mentoring, resulting in an improvement in teacher practice as well as students' increased performance as evidenced in student work samples.
- The school expertly utilizes its extensive school grading policies and other data systems to analyze students' performance and then uses that analysis to inform targeted adjustments to teacher practice and curricula. (2.3)
 - The school has developed tools such as the class profile and teacher accountability sheets that collect and systemize student performance data collected throughout the year. While these forms give a class composite there also is a focus on identified subgroups including students with disabilities and English Language Learners, thereby enabling the school to make decisions about classroom instruction as well as the supports and resources needed to provide assistance to all students.
 - The school uses a leveled benchmark system that identifies the appropriate leveled text students should be reading at predetermined times throughout the year to regulate grades students receive on their report cards and school initiated progress reports. With the integration of the CCLS, teachers decided two units of study in literacy could be incorporated in other units, enabling them to teach the remaining units in a deeper context while incorporating performance tasks. In math, assessment data identified the concepts and skills students continued to have difficulty mastering. Teachers then were able to select supplemental materials to assist in strengthening skills that should have been mastered in earlier grades, facilitating teachers continued efforts to accelerate student learning.
- The school works tirelessly to engage families in school decision making in areas that target student progress, enabling parents to be key partners in helping students achieve academic and social-emotional goals. (2.4)

- Through regularly scheduled “state of the school” addresses, requested parental workshops focused on the CCLS, narrative commentary attached to report cards with space provided for parent comments and the Wednesday Parent Blast newsletter developed by parents and the parent coordinator, the school consistently engages parents in a dialogue about their child’s progress academically, socially and behaviorally leading to a mutual respect between the school and the parents.
- Utilizing the structures of the school leadership team (SLT) and the school’s parent/teacher organization, parents have been able to create a parent calendar of events to support the school’s reading and math initiatives, address the reading rates of their male population through their “Real Men Read” program and host a silent auction to support several underfunded programs such as visual and culinary arts within the school, resulting in a mutual vision and commitment to the students’ academic and social-emotional growth.
- School goals for student progress and teacher effectiveness are linked to a coherent and focused theory of action, ensuring that the vision for the school is tirelessly pursued and supported by the entire school community. (3.1)
 - “If we are smarter, then our kids will be smarter” is the school-wide theory of action influencing all school, grade and class goals. By looking at various standardized tests, school wide guidance and attendance records and teacher created assessments, the staff creates data trails that focus on identifying students’ academic and social-emotional needs. Through this work, the school identifies targeted subgroups and individual students for added support. This work has also revealed that the staff needs to develop higher order questioning and utilize the Depth of Knowledge methodology to measure the rigor of questioning school-wide. Finally, they determined that students should be referred to guidance for attendance or behavioral issues within the classroom and large group settings in order to support student and teacher learning. All of these together results in an effective plan of professional development and supervision for staff as well as closely monitored supports for students.
 - School goal setting occurs initially with the SLT and they are then monitored and re-visited by the entire school community. Recommendations from the SLT and several sub-committees included giving professional development surveys to staff to provide them a level of choice in the professional development plan. Another recommendation was to distribute samples of CCLS task bundles to families with the opportunity for parents to work through the tasks with school personnel so they are fully aware of the heightened rigor their child will be exposed through the CCLS tasks. Finally, they recommended the continuation of open house weeks where parents are invited into their child’s classroom to experience the life of their child while in school. This has resulted in the entire school community supporting the school’s action plans.
- The administration communicates clear expectations of excellence to the entire community, leading to high levels of performance by teachers and strong partnerships with parents to help students achieve their goals. (3.4)
 - Through weekly grade meetings, Thursday inquiry work discussions,- one-to-one conferences with staff, parent newsletters, workshops and goal-related conversations with students, school leaders regularly discuss

the expectations of excellence with all stakeholders in the community. Teachers receive staff newsletters focused on trends in teacher practice influencing the professional development plan for the school. The plan is focused on ensuring that instructional expectations are implemented around the quality of staff inquiry work, looking at student work and the school's instructional focus. This thoughtful plan enables the school to leverage personal performance with mutual accountability around high levels of teacher practice.

- Parents receive weekly communications from the school informing them of activities that are scheduled to support academic as well as socio-emotional expectations. A well-attended workshop series focused on CCLS led by school administration has provided parents with support in assisting their children at home to meet the heightened rigor required by the new standards. The popularity of these workshops led the principal to host additional sessions to address questions and concerns about student promotion. These efforts enable families to be in partnership with the school in preparing students for their next level.
- The school has established a system to regularly monitor and revise goals throughout the year, resulting in timely adjustment of plans. (5.3)
 - Administration and teachers discuss and analyze assessments with clear time bound benchmarks throughout the year in all core subjects by school, grade and class. Adjustments to grade and teacher plans are done based on the analysis of teacher and standardized assessments. Teacher practice and professional development is impacted as well as student grouping and the allocation of school resources. Modifications are made to the Comprehensive Educational Plan and are distributed to the larger school community resulting in a transparent system where all stakeholders are aware of short and long term goal attainment.
 - Through a shared inquiry process, teams of teachers routinely share and discuss student work to surface current gaps in student learning. Teams also examine the quality of teacher feedback in order to support the next level of student learning. Teachers pay extra attention to targeted students, allowing them to measure the effectiveness of their planning and practice as measured by interim goals for these student subgroups. After analyzing the data, teachers make adjustments to those plans to better target student needs.

What the school needs to improve

- Continue to strengthen the school's rigorous curriculum focusing on all learners in order to close the achievement gap. (1.1)
 - The school is aligned to state standards and makes deliberate choices of what strands need greater emphasis in their school community while also integrating CCLS across grades. However, the school is not currently aligning curricula across all subject areas, thus limiting the school's impact in closing identified achievement gaps within the school.
 - Teachers are engaged in looking at student work and analyzing student data to determine where changes in planning are necessary to meet the needs of the school's diverse population, including students with disabilities and English language learners. However, the lack of a

targeted examination of highest achieving students' data limits their ability to accelerate the learning of those children.

- Expand effective instruction to include differentiated teaching strategies so that all students produce meaningful work products. (1.2)
 - Throughout classrooms teacher practice is mostly consistent with the school's belief that children learn by doing and in small groups but teacher practice was not always in alignment with stated beliefs as witnessed during classroom visits. Teacher practice and teaching strategies being out of alignment with school beliefs result in missed opportunities to improve student outcomes.
 - Throughout classrooms teacher strategies and higher order thinking skills are differentiated however, there is not currently a strategic focus on all learners including high performers and other identified subgroups. Without this focus, all students do not have access to multiple pathways, structures and supports for remediation and enrichment in the curriculum.
- Continue to strengthen classroom level analysis of assessment practices to help inform curriculum and instructional coherence. (2.2)
 - Grade level teams create assessments and ensure rubrics are aligned to standards-driven student performance tasks. However, a continued focus on assessment development is currently missing, resulting in fewer opportunities for teacher created materials to measure chosen key standards for mastery grade-to-grade and missed opportunities for the school to make more precise instructional and organizational decisions.
 - Teacher teams and classroom teachers gather and analyze a variety of assessment data and disaggregate identified student subgroups. However, limited work is done to identify students' strengths, weakening teachers' ability to enhance their instructional decision-making skills.
- Maintain the support and the evaluation of teacher effectiveness by utilizing a research-based rubric during short, frequent cycles of observation. (4.1)
 - School leaders and other teaching personnel support all staff through the short and frequent observations that providing feedback leading to improved teacher practice and effectiveness in the building. The use of student work samples as a source of discussion is limited, however, thereby restricting additional information that could enrich feedback given to teachers.
 - School leaders are using a research-based rubric to measure teacher effectiveness and to make organizational decisions about professional development support and teacher assignments. Currently, however, no analysis of student data is being explored to look at student performance based on these decisions, limiting school leaders' abilities to evaluate its effectiveness.

Part 3: School Quality Criteria 2011-2012

| School name: Teunis G. Bergen | 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 as evidenced by meaningful student work products? | | | 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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level? | | | X | |
| 2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum? | | | | X |
| 2.4 Engage families in school decision-making, activities and an open exchange of information regarding student progress toward school and class expectations? | | | | 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 staff, students and families, and support students and families to achieve them? | | | | 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, guidance/advisement 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, with particular attention to the CCLS? | | | 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 |