

# Quality Review Report 2011-2012

**P035**

**Elementary – High School 035**

**317 WEST 52ND STREET  
MANHATTAN  
NY 10019**

**Principal: MARTA ROJO**

**Dates of review: March 13 - 15 2012**

**Lead Reviewer: Kathleen Lefevre**

## Part 1: The school context

### Information about the school

P.S. 035 is a school with 288 students from kindergarten through grade 12. The school population comprises 48% Black, 47% Hispanic, 5% White, and 1% Asian students. The student body includes 9% English language learners and 92% special education students. Boys account for 69% of the students enrolled and girls account for 31%. The average attendance rate for the school year 2010 - 2011 was 72.8%.

### Overall Evaluation

**This school is well-developed.**

## Part 2: Overview

### What the school does well

- Students benefit from very rigorous and relevant curricula that emphasize college and career readiness, resulting in high student outcomes. (1.1)
  - o Curriculum plans reflect ongoing teacher analysis of student work and refinement to support students in meeting targeted goals and standards. A school wide focus on using Depth of Knowledge in the design of rigorous tasks engages all students as they work to get answers from the texts they are reading. As stated by a staff member, this has resulted in increased quality of student discourse around texts they are reading as well as in higher quality of writing. Scaffolding of activities via graphic organizers, concept maps, individualized student work packets, use of technology to support learning, and a schoolwide emphasis on academic vocabulary development, all contribute to students successfully completing academic tasks. This is evidenced by increased proficiency levels on formative benchmark assessments, 70% of the grade 12 students graduating, and an increase of 5% of students moving to least restrictive environments. Across classrooms rigor is embedded into daily routines of instruction. Students use geometry to solve real world problems of circular irrigation, resulting in their increased engagement and explanations of how they determined their answers. In grades one and two students looked at the weather map in the newspaper to predict the weather for the next several days and were asked to explain verbally and in writing their predictions and whether predictions they had made were accurate. Students report that the work gets more challenging throughout the year and from grade to grade. As stated by one student, "The work has to be challenging, otherwise you can't learn."
- Students benefit from teacher pedagogy that emphasizes strategic differentiation with multiple entry points that results in high student outcomes. (1.2)
  - o Lessons provide differentiated activities and multiple entry points through leveled texts, high, varied graphic organizers, and use of technology that scaffold content and facilitate learning for all students. Teachers purposefully use a range of strategies with transparency so that students can build stamina in sustained efforts and understand connections of their learning to college and career readiness. As observed in history, a mini-lecture followed by student discourse about primary sources was connected to college level experiences. To ensure that all students benefit from learning activities, teachers prepare individualized student work packages and checklists so that students can monitor their completion of learning tasks, resulting in increasing passing rates in the classes. Opportunities are provided for students to explain their thought processes and defend their work against established criteria, resulting in increased student understanding of their own learning styles and progress in meeting their personal, as well as individualized educational plan goals.
  - o Throughout the school, as delineated by school leadership and observed in classrooms, differentiation with multiple entry points has been designed to supports the needs of new students, students returning from clinical placements, over-age and under-credited students, and students ready to transition to college or careers. To ensure that all students have high outcomes, twenty-two students returning from clinical settings receive their instruction as a cohort with extensive supports and highly scaffolded instruction, resulting in 80% attendance for the cohort. The school continues to target students entering ninth grade through the

Talent High School Developmental Model, an early intervention for students entering high school. Students in the talent model have their own support staff and highly structured classes with scaffolded and tiered activities that address high school level reading and writing skills to support a successful transition to high school. By looking at the data, the school implements extensive reading intervention for the students whose average reading level entering grade 9 is at a 4.5 grade, resulting in average gains during ninth grade of 110 scale score points on periodic assessments.

- The leadership makes informed, strategic, and effective organizational decisions that support improvements in teacher collaboration and student learning in order to meet students' needs. (1.3)
  - o Support for students includes psychiatric and other mental health services, both on an in-patient and day treatment level. Students at Bellevue Hospital and a LYFE Center avail themselves of childcare so that they can attend school. The impact of these programs is on increased student attendance and time on task, correlated with increased numbers of students passing classes, and at the high school level, increased credit accumulation. Through external funding, a fully equipped science laboratory has opened and is made available for student use beyond the science classes for extra help in completing Regents' requirements, resulting in increased student engagement in science classes and a 100% increase in student completion of required labs for Regents' science
  - o In response to student performance data, school leadership through effective use of their school based option, has reorganized the school schedule. Strategic scheduling decisions allow teachers to meet twice weekly in collaborative teams and once weekly in cross-departmental teams to review students' individual educational plans, (IEP). Extended class periods allow for a truncated Wednesdays when students are dismissed early so that staff has time to engage in professional learning and departmental meetings. Professional development collaboratively led by the school coach and the district science coach focused on higher order questioning skills and then the different departments met to review lessons to ensure rigor of questions and strategies to bridge questions to student writing, resulting in increased levels of proficiency in student writing.
- Students are well supported with a program of electives and extra curricular activities that result in increased student engagement, positive outcomes, and the skills needed for positive post-school outcomes. (4.4)
  - o School electives require students to participate in a wide range so they are able to reflect on and identify their strengths and interests that are subsequently incorporated into their post-secondary transition planning. Extensive extracurricular and co-curricular opportunities at the school, such as cosmetology, culinary arts, auto mechanics, "Recycle the bicycle" repair, a girls group, boys and girls basketball teams, all are additional opportunities for students to develop social and career skills and experience success. After school activities, including a museum and arts program, and participation in public school athletic league, contribute to enhanced student engagement and a positive school culture, leading to a 50% decrease in student incidents. For students who are college bound, there are weekly advisories, monthly meetings, trips to different colleges, and even meetings with Bank of America representatives to become knowledgeable about financial aid options.
- School leaders and staff consistently analyze and share student work, assessments, and rubrics, to ensure that students are aware of their next learning steps. (2.2)

- o Across classrooms, school leadership and teachers use a range of formative and summative assessments, attendance, and On-line Occurrence data, to determine student performance and progress. The school carefully monitors students' pass rates on Regents' courses and Regents' tests, and prioritizes monitoring attendance data and accordingly interventions in place to encourage high student attendance, resulting in a 2% increase in attendance, increased passing rate of students and credit accumulation. The use of data is exemplified in comprehensive consideration of incoming ninth graders as math and English language arts data for each student are reviewed to ensure appropriate placements and interventions. In response to teacher surveys, and the previous Quality Review report, the school has emphasized consistency of specific and actionable teacher feedback to students on their work, and alignment of report card grades with student work products. Weekly professional development and support by school-based and district coaches support analysis of student work, using rubrics aligned with the CCLS developed by teacher teams. Across classrooms, teachers provided students time to self-monitor and assess their own learning, resulting in increased student ownership. Students were able to speak about their grades, the reasons they received these grades, and the steps they were taking to address their performance and their IEP goals.
- The school effectively uses school-wide management of cycles of classroom observation and student work that results in improvement in student performance. (4.1)
  - o The school uses the Teachscape Program and a rigorous schedule of walkthroughs to improve teacher effectiveness. School leaders also examine scholarship reports, student work and teacher feedback on the work, attendance, behavioral patterns, and student engagement in classes to develop a complete picture of teachers' contribution to the school community and their ability to raise student achievement. Teachers receive immediate feedback on their strengths and progress toward meeting individual goals. Next steps as ascertained via observations and walkthroughs are shared through email and conversations with school administration. Assistant principals regularly visit classrooms to observe teachers for implementation of feedback. Teachers report that the cycle of frequent observations, along with the common language around expectations, have allowed them to assess their own progress and set goals to improve their practice for increasing student outcomes. Additionally, school administration supports teachers in participating in external professional development at the District and as members of a general education network. This has provided staff with a general education perspective and innovative ideas, resulting in adjustments to curriculum and increased student engagement. Staff inter-visit within their own school and with general education schools, resulting in further alignment of the school's curriculum with the general education curriculum, thus ensuring student success in LRE settings.
- Departmental and cohort inquiry teams engage in systematically studying lessons, instructional practices, individual student work, and data, resulting in improved student outcomes. (4.2)
  - o One meeting per week teachers and related service providers focus on students most at risk of not meeting their goals. A review includes student progress on class assessments, attendance, behavioral data, and student work products, as teachers work to collaboratively design instructional tasks and strategies to support individual students. At a minimum, two meetings a week are dedicated to systematic study of lessons and instructional practices, correlated with

analysis of student work from these lessons. Teachers also present lesson plans to their colleagues prior to implementation in the classroom to receive feedback that focuses on the rigor of the task and the relevance to the curriculum and key standards. As a follow-up to meetings, teachers visit classrooms of their colleagues to support each other with their instructional practices.

## **What the school needs to improve**

- Monitor and adjust the alignment of the curriculum with instructional practices in response to student needs and the expectations of the Common Core Learning Standards in order to accelerate all student learning. (5.1)
  - o School administration and teacher leaders meet on a consistent basis to assess student learning needs and adjust curricular practices and instructional decisions as needed. They have integrated key CCLS into the curricula and have used performance tasks to identify gaps in student learning. The school has yet to formalize a system whereby there are interim checks across all classrooms relative to student progress and learning and the alignment between a student's IEP and the identified CCLS. As a result, there are missed opportunities for adjusting both curriculum and instruction that result in further improved student progress.
- Enhance the alignment in annual planning processes by improving cross- curricular communication to strengthen the long-term impact of organizational decisions. (5.3)
  - o The school engages in a comprehensive needs assessment that provides the direction and impetus for goals embraced by the staff to impact practice. However, currently the entire school community does not yet engage in strategic, multi-year planning to anticipate how decisions will affect outcomes in subsequent years. Additionally, school wide monitoring and evaluation of progress toward meeting long-term and interim-goals has yet to establish a formal mechanism for cross-curricular communication to consider the immediate and long-term impact of all organizational decisions, specifically the schoolwide emphasis on increasing students' vocabulary. As a result, there may be hindrances to maximizing success around new initiatives.
- Extend data analysis practices to all subjects, enabling school leaders and staff to better identify trends within students populations. (2.3)
  - o Across the school, teachers use ARIS and have access to aggregated and disaggregated information from an array of assessments and diagnostics specific to the students. Teachers have worked to incorporate more rigor within rubrics to consistently evaluate student work products and capture data for informing instructional decisions. There are, however, some inconsistencies across classrooms in determining student performance on designated criteria of the rubric. This may impact data across classrooms with regard to student performance on skills development, resulting in missed opportunities for more accurate and comprehensive data analysis of the effectiveness of curriculum and instruction as it impacts student progress.

## Part 3: School Quality Criteria 2011-2012

School name: P.S. 035	UD	D	P	WD
Overall QR Score				X
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<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
<b>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.</b>				
<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 students' progress toward school and class expectations?				X
<b>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.</b>				
<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
1..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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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