

Quality Review Report 2011-2012

P.S. 111 Adolph S. Ochs
K-8 school M111

440 WEST 53 STREET
MANHATTAN
NY 10019

Principal: IRMA MEDINA

Dates of review: March 15, 2012
Lead Reviewer: Mariano Guzman

Part 1: The school context

Information about the school

P.S. 111 Adolph S. Ochs is a K-8 school with 617 students from pre-kindergarten through grade 8. The school population comprises 14% Black, 57% Hispanic, 16% White, 9% Asian students and 4% other students. The student body includes 17% English language learners and 25% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 93.1%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school targets the social and emotional needs of students and provides targeted supports to address those needs and increase academic success.(1.4)
 - The social emotional health of M11 is a priority for the leadership of the school as evidenced in the hiring of a Dean. An understanding of the school's incoming population, especially, at the middle school level drives the school and network team's efforts to support students. For example, when necessary, individual Behavior Intervention Plans (BIPs) are developed, in collaboration with the guidance team, to manage behaviors so learning opportunities are maximized. Advisory groups create a structure to ensure that all middle school students are known by an adult and lunch hour clubs provide a venue for all students to be productively engaged with adult supervision. The holistic approach to understanding students' personal and academic needs is targeted to increase higher levels of student outcomes.
- Information is shared with parents and students through a number of venues providing for ongoing communication on school wide goals and curriculum shifts as well as student academic progress.(2.4)
 - School leaders provide opportunities for parents to be informed of school events and student progress through electronic school messenger, monthly newsletters, progress reports, and ELA and math curriculum night, twice a year In support of their large English Language Learners (ELLs) and immigrant populations, the school provides translation services for parent/teacher conferences through a partnership with VOCES- the Latino Heritage Network of the New York Times. Parent coordinator holds weekly meetings with the PTA Board and these meetings are attended by school leadership as another vehicle to provide families with updated communication on school policy and overall student progress. These events and practices offered by administrators and teachers keep families informed of classroom goals and individual student progress and are complimented by immediate communication with families on emerging social-emotional concerns regarding students.
- An understanding of the school's expectations for students and staff has begun to positively impact progress towards meeting goals. (3.4)
 - In support of the school's attendance focus, outreach to members of the school community is ongoing. An automated phone messaging system which informs parents of school activities and 'attendance updates,' shared during parent meetings, highlight how close the school is to meeting its attendance goals. Connectedly, attendance award ceremonies are conducted to celebrate students who are meeting the school's attendance expectations. In addition, network professional development is an entry point for teachers and staff in understanding the research-based framework that articulates higher level expectations for pedagogical practice. As a result, teachers and students have a clearer understanding of school expectations relating to attendance and professionalism, thus supporting school goals.
- Professional learning opportunities enable teachers and school leaders to develop their practices through intra- and inter-visitations that focus on student growth. (4.3)
 - Teachers engage in cross-grade team meetings, Teacher's College (TC) professional development days, "lab-site" visits and network administrative study groups in support of

the school's focus on literacy. Teacher leaders at both grade team and content area teams join the Instructional Leadership Team and receive direct support from the principal, assistant principal for Literacy and the Literacy Coach on a regular basis. This professional development is in-turn shared with their colleagues during their weekly meetings. These experiences are beginning to serve as opportunities for teachers and administrators to develop their capacity and leadership skills to support the school's curriculum and instructional goals.

- School leaders have formal and informal structures that allows for reflection on progress throughout the year, and are beginning to identify and adjust practices at all levels of the school. (5.3)
 - School leaders, teachers and teacher teams consistently use student reading levels as a means of measuring progress towards meeting student goals throughout the year. In addition, the school-based support team, and other personnel meet regularly to evaluate the impact of student services for identified students. As a result, the school is beginning to define targeted areas of needs and is working to address them.

What the school needs to improve

- Deepen the rigor of the school's curriculum in all content areas to ensure alignment with Common Core Learning Standards. (1.1)
 - The school has aligned its instructional focus to the citywide expectations. Teachers and staff are working, in literacy, to build students' understanding of information text, as articulated by the expectations of the Common Core Learning Standards. However, academic tasks inconsistently offer opportunities for students to engage in cognitively demanding learning experiences. In addition, tasks are not yet refined to reflect the needs of students. Hence, students, across the continuum of learning, have limited opportunity to access rigorous curricula in order to demonstrate higher levels of thinking.
- Enhance the quality of differentiation to ensure that it is purposefully implemented in all classes and targets significant student achievement.(1.2)
 - The school uses small and large student groupings as a key component of its instructional frame. Developing literacy, specifically, academic vocabulary development, through the writing process is the underpinning of instruction. However, the practice of flexible grouping and focus on vocabulary development is inconsistent across grades, classrooms and subgroups in the learning opportunities provided for students. Consequently, student engagement and higher levels of student work products are uneven school-wide, thus hindering the acceleration of progress for all learners.
- Distribute school resources in a more balanced manner to ensure that all content area instruction is adequately supported and student needs are met. (1.3)
 - The principal supports literacy instruction using a school-based coach, outside consultants and network personnel. In addition, a decision was made to maintain a business manager and a dean in place of a second assistant principal, who served as the mathematics instructional lead. As a result, other content area instruction does not benefit from the level of support available for literacy, preventing students and teachers from reaching higher levels of success in key academic areas.
 - The school experiences a high teacher turnover from year to year. As such, administration works diligently to staff the school by the beginning of each school year. However, in light of the high teacher mobility rate, placement of new hires or ways to use

resources to support their specific needs is still developing. For example, all of the teachers in grade six are brand new to the school and the majority of them have never taught the grade level or content area for which they are assigned. While the school is attempting to provide opportunities for staff development including reaching out for network support in the area of math instruction, this support does not developmentally support to key areas of need. In addition, time is made available for teachers to meet weekly, but because of the lack of experience and expertise within the group, the meetings have not led to distinct improvements in practice, thus limiting support for the school's goals and overall student outcomes.

- Expand the alignment of teacher feedback and next steps to improve coherence with teacher needs and positively impact instructional change. (4.1)
 - Administrators are developing the practice of frequent observations using the Danielson Framework. Teachers are observed by a team of educators, including the building administration and network instructional staff, as part of the school's "Learning Walk-Through." Feedback is provided to teachers on the strengths and weaknesses of instructional practices observed. However, this practice is not consistent nor is it timely. In addition, professional development opportunities for the school's large new teacher staff, including mentoring, literacy coaching, supporting students with disabilities and ELLs and behavior management strategies, are not based on analysis of teacher observations and feedback, or student data. Consequently, the impact of observing teachers and providing a variety of professional learning opportunities on teacher practice is limited, especially, for beginning teachers.
- Align the use of formative assessments to the school's curriculum to identify individual student needs and increase the consistency of ongoing-checks for understanding. (2.2)
 - Individual and teams of teachers use summative, vendor created and teacher-created assessments data, including Running Records and On-Demand writing samples results, to literacy and math classroom level instructional decisions for groups of students. However, the alignment between these assessments and the school's curriculum is emerging. Therefore, teachers are have a limited understanding of the strengths and weaknesses of individual and groups of students, and instructional decisions are not yet yielding consistent improvements in student outcomes.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 111 Adolph S. Ochs	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 students' 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		
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

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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