

Quality Review Report 2011-2012

**P.S. 194 Countee Cullen
Elementary School M194**

**244 WEST 144 STREET
MANHATTAN
NY 10030**

Principal: Charyn Koppelson Cleary

Dates of review: December 12-13, 2011

Lead Reviewer: Laura Colavecchio

Part 1: The school context

Information about the school

P.S. 194 Countee Cullen is an Elementary school with 288 students from kindergarten through grade 5. The school population comprises 61% Black, 27% Hispanic, 2% White, 0% Asian students and 10% other students. The student body includes 12% English language learners and 24% 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 89.6%.

Overall Evaluation

This school is underdeveloped.

Part 2: Overview

What the school does well

- Administrators use a range of relevant data to monitor student progress and create intervention strategies when needed in order to improve learning outcomes. (2.1)
 - The principal conducted an analysis of the 2010-2011 State summative data in ELA and Math which revealed a drop in student scale scores. In addition to a drop in scale scores, a review of ATS attendance data reflected a drop in attendance rates. Consequently, the school is designing a plan of support for at risk students to increase proficiency rates and attendance. The data review indicated that communication needed to be strengthened in reporting student progress to families. The school now has developed a monthly progress report with a tear-off section to increase two way communication with families focused on academic progress.
 - Across the school teachers use classroom based assessments to monitor students' growth. The principal reviews the results of all classroom data to guide improvements in teacher instructional practices and the use of organizational resources. A data trend surfaced which revealed an inconsistency in how teachers implement classroom based assessments which caused classroom data results to be unreliable. As a result, the principal made a decision to hire an additional coach to support teachers in administering and utilizing assessment results with greater accuracy. Across classrooms and grades teachers are now able to assess students with greater accuracy and use the data to target students' instructional needs.
- The school has created interim and long term goals to support students' academic and personal growth. (3.1)
 - In collaboration with the school leadership team (SLT) the principal has targeted a 10% growth in ELA and math for each sub-group as one of their interim goals. This interim goal is articulated in the Comprehensive Educational Plan (CEP) as well as long range goals to push all students to grade level proficiency, including English Language Learners (ELL's). Currently, a review of the New York State English as a second language assessment test (NYSESLAT) shows that ELL's are starting to increase in their ELA and math scores. As a result, there is a plan to increase assistance to students with targeted services provided by the AIS teacher.
 - School leaders, in conjunction with the SLT and along with support from the Network and Superintendent conducted learning walks, examined test data and consulted external school curriculum audits to determine school wide goals. In addition, school leadership used the NYC City Instructional Expectations as a guide for identifying priorities for this year. The impact of this work is reflected in the school's movement toward providing more targeted assistance to identified students and a focus to accelerate learning.
- The school has established partnerships with outside organizations that have a positive impact on students' social-emotional and academic growth. (4.4)
 - The staff receives classroom support from several school partnerships including *Turn Around For Children*, which focuses on developing specific strategies to strengthen student engagement, instruction, and collaboration. The school's goal

- is to have 100% of the staff trained to support the implementation of the school wide behavior plan. The guidance team is beginning to provide classroom support to students along with the instructional support team (IST) who are developing action plans to address high risk needs. These teams have begun to work collaboratively to look at social emotional data in order to identify specific trends to increase progress.
- One of the school wide annual goals is based on data from the OORS Report that identifies PS 194 as a school on the persistently dangerous list. The goals are to address the high needs by providing instruction and supports to all school staff and 60% of parents to enable awareness and understand their child's participation. The additional partnerships that support PS 194 in this effort are the NY Foundling Hospital, Harlem Children's Zone, Vanderbilt University and the Fordham University PSO. These partnerships provide additional structures that support the creation of an effective school wide behavior plan which addresses tone, climate, fairness, self-control and cooperation as a school community member. The Positive Behavior Intervention and Support team (PBIS) meets regularly to evaluate progress and works with the guidance team to focus on collaboration, using data and developing action plans that support the needs of students.
 - The principal is developing systems to evaluate the effectiveness of teacher teams and capacity building that push efforts to improve instructional coherence. (5.4)
 - The principal is developing a plan to review the agenda and minutes of each team on a weekly basis and provides them with feedback. In addition, the administration plans to attend one team meeting per month to evaluate the effectiveness of teacher facilitation, and gauge teacher leadership capacity. Consequently, teams are beginning to design more instructional tasks that are aligned to student needs.
 - School leadership and coaches have been engaged in training in the Danielson Teacher Effectiveness Rubric and are planning to apply it to goal setting to strengthen teacher pedagogy and instructional leadership during this school year.

What the school needs to improve

- Refine curriculum in order to target key State standards and emphasize rigorous habits and higher order thinking skills for a variety of learners to increase school wide progress. (1.1)
 - While some individual teachers and teacher teams have begun work with the Common Core Learning Standards (CCLS) and the Cognitive Rigor Matrix to support their ability to implement selected literacy and math tasks by grade into the curriculum, practices range broadly across the school. As a result, not all students are engaged in daily tasks that support critical thinking to place them on a trajectory for college and career readiness as evidenced in student work products.
- Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful grouping, tasks accommodate different learning styles and questioning extends thinking. (1.2)

- Although there is some evidence that a few teachers are beginning to look at and use data to purposefully plan for differentiated groups, the practice is widely inconsistent and the quality of differentiation varies broadly across grades and content areas. In a few classrooms, teachers used data from unit assessments to group students for instruction. However in most classrooms, students were taught in whole class settings and instruction did not provide entry points for differentiated learning opportunities. As a result, most students do not have the benefit of instruction that results in improved learning as evidenced in inconsistent teaching strategies to engage them at their instructional levels.
- Increase and deepen collaboration with parents in order to communicate high expectations that help students and families attain school goals. (3.4)
 - While the school is continually refining their approaches to communicating and collaborating with families, the current practices are inconsistently supported for long term engagement and building high expectations with families on student performance goals. The parent coordinator, school family worker and coaches, turnkey workshops to families on the Common Core Learning Standards (CCLS) and the Positive Behavior Intervention System(PBIS)program that involves a partnership with *Turn Around For Children*. However, in the absence of consistent outreach to parents on classroom and school expectations that maximize the efforts of multiple school partnerships, families are limited in providing support to their children in order to help them reach their next learning steps.
 - Although work has focused in the beginning of the school year for grades 2-5 in building and strengthening classroom communities to improve climate and tone, there is a need to ensure ongoing communication of high expectations to students. However, teams and individual teachers do not consistently convey high standards to all students to guide their academic performance and social emotional development. Hence, students state that they would like more support from their teachers, including direct attention, time to do research when writing as well as for math, additional science and social studies learning with projects, additional time for the reading block and more gym, art and music. Students have also expressed concerns regarding safety during times such as lunch and recess.
- Strengthen teacher feedback practices to include student data analysis to increase professional growth and develop follow up systems of individual support. (4.1)
 - Although school leaders provide verbal feedback and conduct formal observations to identify strengths, weaknesses, and next steps, the process for feedback and development does not include reference to student work and data analysis. The lack of data evidence of student work hinders the development of effective instructional systems for managing staff in order to make informed decisions about teacher evaluation, assignment and development and the adjustment of instructional practices to support student achievement.
- Create a strategic plan that consistently supports the effective use of resources to improve classroom practice and student outcomes. (1.3)
 - The principal provides many valuable resources to enable teachers to improve instructional practices such a technology grant to support peer learning with SMARTboards and a second coach position to also support co-teaching and planning models in support of addressing student sub groups that did not meet proficiency last year. However, resources are not effectively used in a

purposefully planned manner aligned to CEP goals and Citywide Instructional Expectations for the 2011-12 school year. The resources are not fully leveraged to support the school's instructional goals and do not support increasing student achievement across all classrooms and grades as evidenced in student work products.

- Although new coaching positions were added this year, and the hiring process opened up to become more transparent and provide some leadership opportunity, there is no evidence of strategic decisions to place specific teachers in targeted assignments or specific student groupings aligned to identified instructional goals to support increasing academic and social emotional performance for all students.
- Develop cohesive assessments to ensure that all teachers know individual student needs and strengths, aligned to the curriculum to regularly support targeted instruction and foster student engagement. (2.2)
 - While a few teachers and teams use formative and summative assessments such as America's Choice pre and post writing, Everyday Math and rubrics to inform planning, this practice is not consistent across all classrooms. The majority of classroom lessons observed lacked ongoing assessment checks for student understanding or student self assessment. The absence of constant checks for student learning lessens opportunities for teachers to design lessons to engage students at their instructional levels, including ELL's and students with disabilities in order to move them to their next level of achievement.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 194 Countee Cullen	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		
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
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