

Quality Review Report 2011-2012

P.S. X010

Elementary-Middle X010

**2750 LAFAYETTE AVENUE
BRONX
NY 10465**

Principal: BARBARA HANSON

Dates of review: January 10-12, 2012

Lead Reviewer: Sheryl L. Watkins

Part 1: The school context

Information about the school

P.S. X010 is an elementary/middle school with 476 students from pre-kindergarten through grade 9. The school population comprises 35% Black, 55% Hispanic, 7% White, 2% Asian students and 1% other students. The student body includes 8% English language learners and 100% special education students. Boys account for 70% of the students enrolled and girls account for 30%. The average attendance rate for the school year 2010 - 2011 was 82.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The highly supportive, inclusive and mutually respectful learning environment created by the principal ensures social/emotional and personal growth for all students. (1.4)
 - In response to the diverse learning needs of the student populations served, and a review of school level data, the principal extends students' exposure to a variety of classroom settings and adults. The vast majority of students travel between classes with paraprofessionals for English language arts and math instruction. Teachers and staff utilize the school-wide positive support program, P10X Power, to support articulated expectations for classwork completion and behaviors. These practices ensure greater numbers of adults are able to address students' social/emotional needs, reducing barriers to learning, as students practice self-management and control and build their academic skills. This results in strong, respectful relationships across the school, noticed during class visits and during transitions from class to class, thus ensuring increases in students' personal growth.
- Effective student support services and collaborations provide students and families with a wide range of opportunities to grow socially as they prepare for post-secondary outcomes. (4.4)
 - All teachers, administrators and 25% of paraprofessionals have been trained in either Life Space Crisis Intervention (LSCI) or Therapeutic Crisis Intervention (TCI), through District support, so that there is consistency in expectations for behavior and strategies that prevent and/or deescalate occurrences that might interfere with learning. In addition, teachers and staff are supported in the appropriate use of the school's behavior program, P10X Power, which is designed to incentivize students self-monitoring. This enables students to spend more focused time on learning while practicing these strategies to manage their own behaviors. As a result, there is over a 50% reduction in suspendable occurrences, to date, as compared to data from previous school years.
 - Partnerships with community-based organizations allow students additional time to build their communication, the overarching goal for this group of students. For example, the school has partnered with the Department of the Aging, a senior citizen recreational center that offers students 'foster grandparents' with whom they can interact and develop communication skills. In addition, Marquis Studios provides students with opportunities to develop their artistic and creative talents in the areas of music, dance, percussion and the visual arts. This culminates in performances at school assemblies and functions. As a result, the school provides abundant, rich opportunities for students to explore and express their unique talents as they grow socially and academically.
- Parents praise the school's very effective communication systems that provide them with a clear understanding of student performance resulting in unified efforts to support student progress. (2.4)
 - Systems such as EnGrade, an online data sharing platform, and communication notebooks for alternate assessment students, provide parents and families with daily information related to their children's academic and behavioral performance. Communication notebooks are used by teachers and parents daily

- to share and exchange information regarding students' academic successes, challenges and next steps. In addition, for some students, this is supplemented with daily behavior sheets, informing parents of challenges faced in school. These tools provides the school and families with up to the minute information regarding possible issues from home or school that might impact on students' daily functioning and readiness to engage in next steps. As a result, teachers are able to immediately address personal issues and refocus students in order to engage them in their learning tasks.
- o Parent-Teacher conferences, a "Fall Ball" and parent workshops provide parents with contacts, external programs and supports that make them an integral part of "watching...children grow and progress." This dynamic interaction has strengthened parents' efforts to support the school and participate in decision-making for the betterment of their children's school experiences. For example, fundraising activities to sponsor the spring carnival are led by parents, who contribute to the planning and execution of this beloved yearly event.
 - Curricula and academic tasks align to rigorous standards that engage a variety of student populations that result in increasing levels of student engagement and achievement. (1.1)
 - o The school's curriculum for all student populations highlights the focus on communications and reflects the integration of the Common Core Learning Standards (CCLS). They have uniformly adopted the Unique curriculum for all students who participate in alternate assessment measures, which is fully aligned to the CCLS. This curriculum provides three entry points for learning tasks based on cognitive ability and learning needs. For example, materials may include written text, a blend of text and picture symbols, or information presented solely using picture symbols with which to uncover meaning. This ensures that students are cognitively engaged at the appropriate level, provides opportunities for growth, and increases student achievement. This is demonstrated in an increase of nearly 20% of students meeting their IEP goals since last school year.
 - Effective organizational decisions ensure the instructional foci are met, resulting in increased opportunities for teachers to address academic needs. (1.3)
 - o The principal has created positions for two part-time autism coaches in order to meet the need of the 16 new teachers working with students with autism. In addition, a dedicated Academic Intervention teacher provides an additional two to three periods of targeted, very small group or individual instruction for standardized students. This has had the greatest impact on the 5th grade, where there was a 30% increase in students who scored in levels 2, 3 and 4 on the NYS English language arts exam. In addition, the school has actively researched, applied for and received grant monies in excess of \$400,000 enabling them to purchase high-level technology for the vast majority of classrooms throughout the organization. This directly supports the school's focus on interactive learning, as the vast majority of lessons are delivered via interactive technology devices, assuring very high levels of student engagement.
 - o Teachers are programmed to meet collaboratively at least twice weekly and are often supported by school coaches or administrators, where an inquiry approach is used to improve student outcomes. For example, one group of teachers is studying strategies to improve communication and extending opportunities for students, specifically those with autism, to initiate conversations and requiring them to initiate requests, such as in additional locations within the school, or

during additional instructional periods. Data collection by teachers indicates a 50% increase in students' requests with, and often without, prompting from adults since their study began last year.

- Teacher development is driven by a commonly understood and adopted research-based framework, ensuring that new and veteran pedagogues meet instructional expectations in order to improve their practice. (4.1)
 - The school has consistently implemented a research-based framework for their informal and formal classroom visits. Consistent conversations with teachers, especially those new to teaching, related to specific competencies and collaborative modifications to the visitation tool, results in feedback to teachers that directly highlights strengths and targets areas for continued growth. As a result, all teachers have an understanding of what they do well, the steps needed to improve practice, and the supports needed in order to improve student outcomes, as evidenced in teacher observations, written feedback to informal visits, and discussions at teacher team meetings.

What the school needs to improve

- Build upon the depth of differentiated instruction so that teaching practices offer all students appropriate challenge and rigor in order to accelerate levels of achievement. (1.2)
 - In both standardized and alternate classes, students are grouped into three levels for instruction. Technology is most often used at the start of lessons, assuring the interactivity of learning experiences for students. Student work in these small groups is usually supported by a paraprofessional. However, instructional practices related to the implementation of the curriculum are not yet consistent across classrooms and do not reflect a coherent approach that provides targeted supports and/or extensions for groups of students. This prevents all students from reaching higher levels of achievement.
- Deepen the task-based assessments to identify conditions of performance, and provide students with more opportunities to assess their own progress. (2.2)
 - Teachers currently use rubrics to assess student work products. For alternate assessment students, attention to level of prompt, engagement and independence are evaluated using rubrics. Rubrics used for students who are assessed by standardized testing measures evaluate the mechanics of the task, such as capitalization and punctuation. In addition, students are provided with similar rubrics to self-assess their progress toward meeting course expectations. However, a review of student work reveals that rubrics used by teachers and students are not tightly aligned to the curricula, thus limiting targeted feedback to teachers and students on what is known and still needs to be taught. As a result, teachers are unable to determine the effectiveness of their instructional decisions, and there is a lack of clarity for students regarding their next learning steps.
- Refine administrators' and teacher teams' techniques for gathering and analyzing student progress data so that identified learning trends inform adjustments made to instruction in order to promote greater academic progress. (3.3)
 - Administration sets long- and short-term goals for groups of students as evidenced in the school's Comprehensive Educational Plan (CEP). Periodic and

- classroom level data is used to track progress. However, administration does not use this information to make adjustments to academic and organizational plans, therefore, overall school improvement is hampered.
- Teachers use data collected from rubrics and other sources to track progress of students meeting goals and unit expectations. However, there is inconsistency in the use of rubrics as a tool to provide students with critical feedback on strengths and weaknesses relating to expectations. As a result, teachers are limited in their ability to provide students with targeted supports in order to help them meet and exceed learning expectations.
 - Strengthen the systems at the administrative and teacher team levels for measuring progress towards meeting team and school-wide goals so that adjustments to action plans promote acceleration of learning outcomes. (5.3)
 - The school has clearly identified long-term goals aligned to the city initiatives. However, administration and teams of teachers do not have interim goals for each articulated long-term school and team goal. As a result, the school is unable to determine interim progress towards these goals, which prevents them from making necessary mid-course adjustments to ensure acceleration of learning outcomes.

Part 3: School Quality Criteria 2011-2012

School name: P.S. X010	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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