

Quality Review Report 2011-2012

Richard Rodgers Elementary School

11x096

650 Waring Avenue

Bronx

NY 10467

Principal: Marta Garcia

Dates of review: October 26-27, 2011

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

P.S. 096 Richard Rodgers is an Elementary school with 1043 students from kindergarten through grade 5. The school population comprises 20% Black, 60% Hispanic, 6% Asian students and 2% other students. The student body includes 7% English language learners and 13% 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 92.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school has carefully analyzed past and current student outcome data resulting in precise identification of school-wide strengths and areas of concern. (2.1)
 - The school utilizes a variety of summative data such as: Learning Environment Survey, Progress Report, NY State Assessment disaggregation and student work to effectively outline next steps for school-wide goals setting. This data is supplemented by in-house assessments such as Fountas and Pinnell reading levels, oral language development and concepts of print records, and math diagnostics to pinpoint student needs. This comprehensive data analysis, along with a school-based parent survey, has led to school wide understanding of trends in student performance and targeted parent workshop offerings to support families with assisting students at home.
 - Data analysis started at the end of last school year where inquiry outcomes were shared to inform this year's focus. For example in math as a result of last year's inquiry and this year's baseline assessments, first graders were more adept at addition facts which resulted in a more rigorous pacing adjustment of the second grade math curriculum in number operations this current school year.
- The school has effectively taken intentional steps towards integrating Common Core State Standards (CCSS) and has incorporated key foci that have resulted in effective improvements in curriculum. (1.1)
 - The school has conducted a targeted gap analysis review between their former curriculum, current state standards and CCSS resulting in deliberate curricular decision making processes that support student achievement. This is evident in expanded curricular access through increased mainstreaming opportunities for students with individualized education plans as well as the usage of STARFALL web-based program that supports English language learners.
 - Across the school, the implementation of the curriculum effectively emphasizes writing and vocabulary application routines for all students resulting in greater sophistication in students' writing composition. This is evident in both the length and quality of content in student products.
- The school effectively manages time and talent to support instructional goals resulting in positive student outcomes. (1.3)
 - Effective school programming enables teachers to regularly meet at least once a week resulting in collaboration that positively impacts teacher practice and curriculum development. Vertical articulation allows teachers to increase the rigor of curriculum and bridge instructional gaps across grades. Teachers have used IPADs to promote writing in all subjects. Their emphasis on organization and structure using a teacher designed

template has led to student writing that is more topic-focused and methodical.

- Hiring practices as well as collaborative team teaching assignments are carefully considered, based on strengths and experience, resulting in effective matches between teachers and student groups to meet student learning needs, particularly for special education students.
- School-wide teacher team collaboration has resulted in effective teacher practices and cross-grade curricular alignment.(4.2)
 - Teacher teams engage in collaborative inquiry with emphasis on writing and vocabulary development based on school-wide data resulting in teaching strategies such as cognate usage (opportunity/oportunidad) and word associations (Cinquain/Cinco, Numerical/Numbers) that effectively build on student vocabulary skills.
 - Teacher teams effectively use student work and data to revise and improve their practice resulting in effective instructional techniques such as writing organizers and prompts like “A Week in Review” that support improved student outcomes in written communication for all subjects.
- Teachers engage in ongoing reflective practices which strengthens the link between curriculum and assessment tools resulting in increased alignment with CCSS student learning expectations.(2.2)
 - Teachers use rubric-based protocols to assess student writing and formulate strategies to address student learning needs such as the utilization of a writing template to organize informational research topics. Teacher teams create instructional tools and assessments that support and improve student work products.
 - Teachers use summative data such as State exams and teacher made baseline assessments aligned with CCSS bundles to identify student strengths and next steps. The result of the math entries indicate a need to strengthen student written communication to explain their thinking. This has led to an inquiry focus and improved practice in scaffolding support for mathematical problem solving to meet the needs of all students.
- School leaders promote teacher development through ongoing classroom visits resulting in feedback that fosters continual professional growth.(4.1)
 - School leaders have strategically conducted recurring formal and informal observations resulting in regular feedback that provides pedagogical next steps and supports, prioritizing more frequent visits for teachers new to the profession and school.
 - School leaders use follow up conversations with teachers to emphasize school-wide expectations that include effective questioning techniques and vocabulary development resulting in effective introduction of topics via mini lessons such as the use of cognates and personal oral narrative to support students in accessing the curriculum.

What the school needs to improve

- Continue to improve upon lesson planning that encourages student participation and allows for multiple entry points for students to successfully engage in academic tasks. (1.2)
 - While lessons consistently provide modeling and vocabulary development for students during direct instruction, opportunities for further scaffolding is at times inadequate resulting in insufficient support for varying ability levels as well as uneven levels of student participation and thinking. This limits students' ability to complete assigned tasks independently, particularly students that are lower achieving.

- Further develop school-wide tools to enable school leaders and teacher teams to capture actionable data trends for analysis.(2.3)
 - While school leaders effectively use summative data, as found in ARIS and NYSTART to set goals, aggregation and organization of on-going school-wide data using technology is limited by the use of teacher data-binders resulting in stymied accessibility of overall performance trends. Similarly teacher teams actively engage in student assessment and have made impactful curricular and instructional decisions however, they rely predominantly on composition notebooks to record information such as student work analysis and assessments making accessibility of student outcome data inefficient by slowing the process for identification of performance trends to inform decisions.

- Develop efficient school-wide evaluation processes which allow school leaders the ability to readily adjust and ensure the coherence of curricular strategies. (5.1)
 - While ongoing reflection on curricular and instructional practice occurs during grade specific teacher team meetings, a school-wide system for monitoring effectiveness is not yet implemented limiting the school's ability to make timely alignment to policies and practices based on organizational trends.
 - The school uses data binders which makes the task of school assessment arduous. Likewise, a formalized system is not yet in place to assess the school-wide alignment between curriculum, instructional practice and assessment resulting in a limited ability to adjust and ensure coherence.

- Institute a formal system for school leaders to regularly evaluate the effectiveness of teacher collaboration and capacity building in order to provide support as needed. (5.4)
 - Currently teacher teams work mostly independently with protocols for looking at student work. However there is no formal check-in mechanism for school leaders to offer guidance to all teams resulting in an inability to

ensure consistency in inquiry approaches and make adjustments that impact teacher practice and student outcomes.

- Coaches take a lead role in curriculum development however, not all teacher teams benefit from engaging in the curriculum development process facilitated by coaches. This past summer, grade representatives met with coaches to revise curriculum however participation was voluntary and based on availability thus limiting the opportunity for teachers to build their acumen and leadership in curriculum creation.

Part 3: School Quality Criteria 2011-2012

School name: Richard Rodgers School	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