

Quality Review Report 2011-2012

Senator Abraham Bernstein School

Public School 105

725 Brady Avenue

Bronx

NY 10462

Principal: Christopher Eustace

Dates of review: December 5 - 6, 2011

Lead Reviewer: Elizabeth A. White

Part 1: The school context

Information about the school

P.S. 105 Senator Abraham Bernstein is an Elementary school with 1493 students from kindergarten through grade 5. The school population comprises 13% Black, 64% Hispanic, 11% White, 9% Asian students and 2% other students. The student body includes 19% English language learners and 17% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2010 - 2011 was 93.6%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school effectively organizes the school day and teacher assignments to support instructional goals resulting in positive student outcomes. (1.3)
 - Effective extended programming enables the school to adjust student groupings to provide small group instruction of no more than six students, based on timely data. Teacher assignments are carefully considered using teacher performance data resulting in effective matches to meet student learning needs, particularly for students with IEPs. Both decisions have led to improve student performance based on interim data. For instance, both the third and fifth grades have outperformed the district in the latest math interim assessments.
- The school gathers and analyzes student performance trends to effectively capture a composite of the school's academic achievements and struggles. (2.1)
 - School leaders utilize a wide range of data such as NYS tests, acuity, baseline assessments, conference notes, Kaplan, ECLAS and other diagnostics to identify school-wide next steps for goal setting and student support. In addition, assessment data on subgroups, such as ELLS and students with disabilities is closely monitored to provide and modify extended supports resulting in progress in closing the achievement gap with the general student population based on acuity data. This has also resulted in as-needed adjustments in academic interventions for students. For example, in mathematics skills-based inventory assessment results are used to determine student strengths and areas of deficiency. Based on analysis the school regroups its six-student tutorial classes to align with student needs.
- Across classrooms teachers use on-going assessment practices to modify instructional approaches as needed resulting in timely student supports. (2.2)
 - Teachers analyze acuity interim test data to pinpoint students' academic strengths and deficiencies enabling them to set next steps for instruction. Student work regularly has feedback with next steps for improving performance. In addition, teachers supplement summative data with individual student conference notes and observation anecdotes to check for understanding as well as to continually revise student instructional groups resulting in timely attention to student needs in both the day and extended day learning environments leading to improved student outcomes for all students.
- The school uses targeted school-wide planning to effectively communicate a common vision for school improvement. (3.1)
 - Goal setting for ELA and mathematics instructional practice as well as for ELLs and students with IEPs is effectively informed by state assessment results, school-based assessments and classroom observations. This is

captured in a comprehensive school-wide plan that accurately addresses actionable next steps for academic success, is time bound and in coordination with trimester interim progress reports to families results in school wide focus on achievement.

- Educational planning goals are based on the analysis of student outcomes and observation of pedagogical practice resulting in strategic next steps to narrow the gap between ELLS, students with IEPs and all other students. Based on school analysis of data these subgroup gains have already started to come to fruition based on acuity and classroom data most notably in third and fifth grade mathematics.
- School leaders promote teacher development through ongoing classroom visits resulting in feedback that promotes continual pedagogical competency. (4.1)
 - School leaders have strategically conducted formal and informal observations and focused walkthroughs with follow up conversations to emphasize school-wide expectations resulting in clearly articulated research-based practices derived from a common framework. Feedback offered provides next steps for improved teacher practice especially for teachers new to the profession and school. As evident in past and current classroom observations, this has also resulted in improved practice over time particularly with effective planning that includes cross curricular connections and higher order questioning that has led to increased student engagement.

What the school needs to improve

- Ensure that across subjects, curricula is rigorous and aligned to state standards that result in the promotion of higher order thinking skills. (1.1)
 - School leaders and faculty make purposeful choices about curricular decisions aligned to state standards using a gap analysis of skills based on past student performance and school-based benchmark assessments. Currently the school is tweaking writing bundles to support cross curricular instructional tasks aligned with CCSS. In math and science the citywide curricula is being used. In social studies the school uses an authentic literature program and teachers are supported via collaboration with the Teaching American History (TAH) initiative. However, while there is a recently developed reference guide for reading skills and strategies in ELA, an established curriculum is not yet available, resulting in a lack of clarity and consistency of rigorous content expectations across the school.
- Continue to develop teacher practice to foster academic rigorous instruction that meets the needs of all learners.(1.2)
 - While students participate in classroom tasks via multiple groupings for different academic subjects, academic assignments are not yet sufficiently differentiated to match the varying needs of each student in each subject. In addition, teacher pacing and questioning techniques

often do not yet encourage higher order thinking across classrooms resulting in limited student engagement .This is particularly true for higher achievers. Several classrooms lessons were teacher dominated limiting time for student active participation. For example, at times proficient students are provided with supports that they do not need such as sentence starters to identify patterns in text. In another lesson more time was spent on explaining a hands-on lab task to all students rather than giving students who are ready the opportunity to engage in the activity thus limiting students' opportunities to acceleration their own learning. .

- Continue to implement data-based tools to complement instructional supports that result in increased student outcomes. (2.3)
 - School leaders use *File Maker*, a web-based organizer, to capture school-wide trends resulting in student outcome data that is readily accessible for making school-wide decisions and communicating information to families. While this has effectively resulted in more informed parent conferences across the school, it has not yet been utilized to impact the alignment of grading policies across grades and subjects.
 - While teachers use local data tools such as ARIS and analyze student work, teacher teams do not yet consistently use inquiry-based tools to improve pedagogical practice limiting the ability to review team trends that impact systemic student achievement.
- Create a transparent, timely system for curricular review and adjustments that is clearly articulated across the school to ensure coherence of policies and practices.(5.1)
 - While teacher teams have begun conversations about curricular modifications particularly with the adaptation of citywide writing bundles to align with CCSS, the revision of former grade-based curriculum maps in ELA is still in development resulting in unclear instructional expectations and a limited capacity to make organizational resource adjustments based on the impact of curricula on student outcomes.
- Devise a transparent system to regularly evaluate the development of leadership and pedagogical capacity to improve professional collaboration. (5.4)
 - While the school is strategically organized to allow for professional collaboration amongst grade specific teachers, a system to monitor and support teacher teams that results in improved reflective practice to further student outcomes is not yet developed. For example, teacher collaborative efforts are inconsistently developed across upper and lower grade teams. On one team, norms have been established and teachers take ownership of ongoing active engagement in working on improving student outcomes and teacher practice. On another team, participation lacks engagement minimal participation occurs and ideas often go unchallenged or unsupported. Likewise, a transparent system to ensure effectiveness of coaches and support personnel that support teacher teams is not formally implemented resulting in insufficient teacher team development and professional accountability, limiting professional growth for both teams and support staff alike.

Part 3: School Quality Criteria 2011-2012

School name: Senator Abraham Bernstein 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