

Quality Review Report 2011-2012

Edward Collins

Elementary School 146

**968 CAULDWELL AVENUE
BRONX
NY 10456**

Principal: Janet Sanderson-Brown

Dates of review: March 7 - 8, 2012

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Edward Collins is an Elementary school with 455 students from pre-kindergarten through grade 5. The school population comprises 42% Black, 55% Hispanic, 0% White, 0% Asian students and 0% other students. The student body includes 10% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 90.1%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Students demonstrate excellent behavior in well-matched lessons that emphasize modeling addressing students' varied learning styles. (1.2)
 - o Teachers across grades and content areas use modeling, a priority of the principal and the school's stated belief of how students learn best, to improve student mastery of the content through lessons that are aligned to curriculum maps. Teachers consistently asked supplementary and/or higher order questions to evaluate student knowledge and understanding. Additionally, students are actively engaged in pencil/paper tasks, reading, or completing class assignments, of which exemplary student work is showcased in hallways and classrooms. As a result, student performance is improving consistently as evidenced by the results of Independent Reading Level Assessments (IRLA).
- The principal makes knowledgeable and strategic organizational decisions aligned to the school's instructional goals to support improvements in learning. (1.3)
 - o The school's investment in the Star Reading program, aligned with the school wide goals of improving student writing and vocabulary, is a response to a need for an intervention strategy and has been the impetus for improving outcomes. Teachers analyze reports to address student-learning needs and parents are informed of STAR benchmark results. Consequently, there is a more coherent approach to teaching and learning for students. Mid-year STAR screening results showed positive progress outcomes for the majority of pupils.
 - o Teacher teams meeting weekly are collaborations that encourage periodic evaluations of curricula and instructional processes. Teachers consistently use data to identify strengths/gaps in student work products, drive instruction, and revise curriculum maps to provide multiple entry points for students. Furthermore, there is a coherent focus of the collaborative teacher teams to support the implementation of the Common Core Learning Standards task bundles in English language arts and math. . As a result, the school is not only meeting the Department of Education's instructional initiative but all students are involved with completing challenging tasks.
- The administration has created a coherent and collaborative vision of focused development in academic and social areas to accelerate student performance. (3.1)
 - o School objectives are aligned to the Comprehensive Education Plan. Analysis of the 2010-11 Progress Report and State Report Card informed instructional foci including an emphasis on writing, and organizational decisions around supplemental programs that include Independent Reading Level Assessment, and the STAR intervention program, as well as setting and supporting goals for behavior using Positive Behavior Intervention System. Focused CEP action plans support the implementation of these objectives. Consequently, the goal setting process and its inherent foci are maximizing student performance.
 - o The school effectively communicates it's goals for improving student achievement. Teachers receive professional development at the school and network level to support academic initiatives. Parents receive periodic reports summarizing their children's strengths, weaknesses, and instructional strategies.

As a result, goal setting is aligned throughout the school community. Consequently, teacher effectiveness and student learning is maximized to promote positive outcomes and is evidenced by the school's overall percentile improvement by 29% on the 2011 Progress Report.

- The school's after-school program offerings provide opportunities that enhance students' social and emotional growth. (4.4)
 - o The school provides integrated youth development supports and services to students who indicated their comfort in getting guidance from teachers and administrators. The fifth grade articulation process prepares students and involves parents to make an informed intermediate school choice. As a result, the school provides strategies to students and parents in dealing with assorted social-emotional and academic issues of articulating to middle school.
 - o The school's partnership with the New York Junior Tennis League provides opportunities for close to 30% of students to participate in the arts, dance, theatre, tennis, and homework help. As a result, enrichment activities that supplement academics are providing the supports necessary to assist with the student's academic success and social emotional development as evidenced by the school being identified as a school in good standing on the current NYS Report Card.
- School leaders and teachers analyze a variety of data with a focus on implementing the CCLS to evaluate and strengthen the effectiveness of teacher teams. (5.4)
 - o The network, in collaboration with school administration, carefully reviews and analyzes feedback from professional development opportunities with an emphasis on teacher collaborations in order to evaluate their work around curriculum planning and instruction. As a result, teams are able to effectively meet the needs of students as evidenced by an improvement in student's independent reading levels across all grades. Additionally, the collaborative teams are supportive of leadership opportunities via designated teacher, recorder, and presenter roles. This structure enables all participants to have voice in instructional decisions that impact student learning, as evidenced by 81% of the teachers responding to the 2010-2011 Learning Environment Survey confirming that there is an open line of communication on important school issues.

What the school needs to improve

- Promote greater consistency in rigorous instructional activities that are aligned to the Common Core Learning Standards to maximize standard learning. (1.1)
 - o The school inconsistently aligns its key standards in ELA, (main idea, inference), math (vocabulary), and writing across all content areas, to the CCLS. Specifically, the fourth grade ELA curriculum map had no specific reference to the CCLS strands. As a result, these students' completion of CCLS tasks is an isolated learning experience and the school misses the opportunity to directly correlate curriculum implementation to student learning relative to the standards.
 - o Academic tasks that emphasize rigorous habits and higher order thinking skills are inconsistent throughout the school. A second grade English language learner's classroom emphasized reinforcing learned skills because the program's manual outlines this procedure. In other classes student were able to complete tasks and stated the work was easy. Portfolios containing minimal student work

and notebooks with inconsistent entries, hinders student learning, and is evidence of inconsistent focused rigorous instruction across classrooms.

- Refine systems to enable all teachers to provide targeted remedial instruction across all content areas to support learning. (2.2)
 - o Grade level teams meet regularly to analyze data. However, some teachers are not documenting results from supplemental instruction to benchmark student mastery, nor is there consistent use of rubrics to assess student work. Thus, teachers miss out on looking at all available data to sufficiently evaluate the results of their practice on student performance and understanding implications for next teaching steps. Currently the majority of students are not performing at grade level as evidenced by the 2010-2011 Progress Report.
 - o IRLA cumulative records documenting independent reading levels are inconsistent throughout the school. As a result, teachers cannot purposefully analyze data to improve student performance. In addition, teacher's use of on going checks for understanding is not an embedded practice. These results in a generic experience in most classrooms where teachers do not consistently make instructional adjustments to meet the academic needs of students.
- Expand the use of a rubric observational tool to identify best teaching practices and next steps to support professional growth and student achievement. (4.1)
 - o Although all classroom teachers model at the beginning of the lesson, this practice is not reintroduced during small group instruction, thus missing out on helping students understand the objective of a lesson. Teachers are not yet consistently provided with feedback in observational reports that guide enhancing this instructional strategy. Consequently, teaching strategies do not support students in completing classroom activities and gaining mastery for specific content area strands as evidenced by formative assessments.
- Enhance structures to monitor and evaluate subject pacing schedules, teacher practice, and student action plans in response to student learning needs. (5.1)
 - o Although there are numerous programs, STAR, IRLA, Periodic Assessments, Success Maker Envision Math, Read Well, it is difficult to determine based on teacher observations what drives instruction. Currently, the school is not fully understanding of the impact of the direct implementation of content area programs versus the teacher-directed instruction based on data. Therefore, there is a gap in meeting all students' academic needs and the majority of students are not performing at proficiency level as evidenced by the 2010-2011 Progress Report.
- Refine action planning by developing interim goals for all plans in order to make adjustments and identify next steps. (5.3)
 - The use of a variety of school data empowers the school to establish long-term goals focusing on academic needs. However, adjustments are not evident in all subjects and grades. This hinders the school from systematically adjusting goals in order evaluate student performance and progress on an ongoing basis.
 - Most students can identify their ELA and math goals. This knowledge involves students in the learning process. However, not all teachers are consistently supplementing short-term learning objectives with tutorials or conferencing. This impedes students from performing to their full potential as evidenced by portfolios, notebooks, and inconsistent teacher data entries.

Part 3: School Quality Criteria 2011-2012

School name: Edward Collins	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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