



**Department of
Education**

Dennis M. Walcott, Chancellor

**Quality Review: Quality Review Report
Division of Academics, Performance, and Support
2012-13**

Quality Review Report 2012-2013

P.S. 092 Adrian Hegeman

Elementary 17K092

**601 PARKSIDE AVENUE
BROOKLYN
NY, 11226**

Principal: Ms. Diana Rahmaan

**Dates of review: Mar 11-12, 2013
Lead Reviewer: Buffie Simmons**

Part 1: The school context

Information about the school

P.S. 092 Adrian Hegeman is a/an Elementary school with 592 students from pre-kindergarten through grade 5. The school population comprises 78% Black, 15% Hispanic, 1% White, and 5% Asian students. The student body includes 14% English language learners and 8% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2011 - 2012 was 93.2%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school is building a culture of social-emotional support, and universal discipline with attendance protocols that deepen the opportunity for student voice and growth in a safe and respectful environment. (1.4)
 - The school recently initiated a series of universal positive reinforcement lessons to define suitable behavioral models and ensure that all teachers and students are aware of the defined expectations. Consequently, the tone of the school is becoming calm, polite and conducive to learning. Additionally, the school has established protocols including the use of the SAVE room, parent outreach and a weeklong focus on *Respect for All*. As a result, students interact more appropriately with each other and with adults as evidenced in a decrease usage of the SAVE room.
 - Counseling at the school is a priority for supporting at-risk students. Each of these students is assigned to a specific guidance counselor who supports him/her throughout their stay at the school. Counselors meet with their targeted students at lunch and in afterschool sessions as part of the AIS initiative, to ensure that they receive one period a day of counseling. Further, attendance teams established at the grade level provide outreach to families and make certain that basic needs are supplied so that students can attend school regularly. For example, the school has donated clothing and shoes to families as needed. Consequently, increasing numbers of students are becoming known to at least one adult who is focused on supporting their academic and social emotional growth, improving the student to school connection.
- The school is beginning to partner with families to communicate high academic standards to all students in order to develop college and career readiness skills. (3.4)
 - In line with the citywide college and career readiness expectations, the school has held a series of career based assemblies for students and workshops for parents. These meetings explain the expectations for high academic learning, aligned to the Common Core Learning Standards (CCLS) and provide community exemplars of successful business leaders, enabling school constituents to see the real possibilities available to them. In addition, teachers are beginning to make connections to the skills taught and the use of those skills at the next academic levels. Finally, a partnership with the Erasmus Hall High School Junior Achievers provides students with neighborhood role models who are successfully demonstrating their own college and career readiness. This has resulted in more attention to specialized middle school applications and more parental inquiry as to their children's progress and academic needs.
 - Inquiry team work around the rigorous expectations of the Common Core is providing teachers and students with enhanced academic and social expectations, deepening the school wide culture. The school is working to expand the levels of feedback that are derived from the teacher team evaluations of student work. Student tasks and products are reflected upon at team meetings and modifications are now being made to instructional protocols that reflect the expansion of a culture for learning. The use of rubrics, though not fully implemented, is developing

across all content areas and is more fully defining student needs and trends. As a result of these changes, the school has implemented targeted AIS supports in the afterschool and Saturday program programs that are linked to these more rigorous demands, especially in writing, positively impacting student stamina and writing output.

- Teachers are beginning to implement the inquiry process to improve teaching practices, in order to increase student outcomes. (4.2)
 - Grade level teacher teams meet every Thursday and hold frequent, though less formal, team meeting during daily common prep periods. Teams work in six to eight week cycles reflecting on student work and the team implementation of the curriculum. In addition, a school-wide inquiry team, composed of instructional leaders and grade leaders, reflect on the school-wide focus on writing and are beginning to implement the CCLS. This team also serves as a venue for inter grade team share-outs, targeting teaching strategy successes and student needs. For example, using a Common Core Grade 2 assessment rubric for student writing, it was determined that students needed to increase writing stamina and develop a strategy for crafting an introduction. This was then implemented, which is beginning to result in an increase in student writing output and a classroom focus on modeling writing introductions.

What the school needs to improve

- Strengthen the curriculum across all grades and subject areas to more seamlessly align with the rigorous expectations of CCLS, in order to prepare all students for college and career readiness skills. (1.1)
 - The school is developing systems to revise their curriculum maps to align reading and writing units to key standards and has made some progress in implementing units of study in reading and writing. In addition, they are implementing the CCLS tasks. However, these learning experiences do not consistently call for students to engage in rigorous thinking and/or use higher order skills to produce meaningful work. While curriculum maps reflect initial attempts to engage a diverse group of learners through basic extension activities, learning tasks are not refined using student work products so that the level of cognitive engagement can be assessed for lower achieving students through curricular revisions and increased scaffolds. This results in missed opportunities to maximize students' engagement and leverage the curricular revision process for increased academic outcomes, particularly for key student subgroups, in order to close the achievement gap and prepare all students with college and career readiness skills.
- Deepen pedagogical practices to ensure that all students in all classrooms are challenged and supported to produce high quality, meaningful student work aligned to their instructional levels, in order to increase academic outcomes. (1.2)
 - Across classrooms teaching practices are becoming aligned to the curriculum. Although the school believes that students learn best through cognitively meaningful and challenging tasks, that are tailored to meet the needs of students, the evidence to support this was limited. Teaching strategies and questioning inconsistently differentiated learning

opportunities for students, including students with disabilities and English Language learners (ELLs). While some teachers are using formative assessment data to integrate scaffolds including manipulatives to engage students in lessons, other teachers lead teacher dominated lessons or inappropriately modified activities. In addition, across classrooms high level questioning by teachers was inconsistent across grades and subjects. Consequently, there were uneven levels of student thinking and participation as evidenced in classroom discussions student work products.

- Ensure that common assessments, and ongoing checks for understanding are implemented school wide to consistently identify and address student needs to support increased student comprehension and achievement. (2.2)
 - Teams of teachers are creating and beginning to use assessments and rubrics. However, these assessments are not firmly aligned with key standards and curricular, thus providing a limited evaluation of the effectiveness of classroom level, curricular and instructional decisions. While teams are beginning to supplement summative data analysis by administering Periodic and classroom level assessments, they are not analyzing assessment data to identify strengths and needs of student subgroups. The lack of ongoing and consistent analysis of key formative assessments, including instructionally targeted assessments and Everyday Math unit assessments, limits the school in gathering a clear picture of students' performance. In addition, across classrooms, teacher assessment practices do not consistently reflect the use of ongoing checks for students' understanding of concepts taught during lessons. Consequently, there are limited opportunities for teachers to use data from lessons to inform and adjust their teaching strategies and provide students with immediate feedback to clarify their comprehension. Hence, not all students have a clear understanding of concepts and skills necessary to support their learning needs, in order to demonstrate academic mastery of content and skills to increase their achievement.

Part 3: School Quality Criteria 2012-2013

School name: P.S. 092 Adrian Hegeman	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		X					
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		X					
School Culture							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?		X					
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?		X					
Systems for Improvement							
<i>To what extent does the school...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?		X					
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?		X					
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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					
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed