

**NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability**

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

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| DBN: | 12X092 |
| District Name: | District 12 |
| School Name: | PS 92 |
| School Address: | 700 East 179 th Street , Bronx, New York 10457 |
| Principal: | Manuel Antonio Estrella |
| Accountability Phase/Category: | Improvement (year-1) – Comprehensive |
| Area of Identification: | English Language Arts - All Students; ; African American Students; Hispanic Students; Students with Disabilities; English Language Learners and Economically Disadvantaged Students |
| Dates of On-site Review: | February 28 - 29, 2012 |

PART 1: MISSION STATEMENT

“The New York State Standards, New York City Chancellor's Initiatives and our District Superintendent's Instructional Goals, form the framework for our educational plans' goal to increase student achievement. Our safe, nurturing and multiculturally diverse school community supports a curriculum rich in the application of critical thinking problem solving skills within all academic areas. Our staff's collaborative approach to implementing instructional strategies and methodologies, integrated with technology and fine arts, supported by the library media center and parent involvement, prepare our students to become lifelong learners in the 21st Century.”

PART 2: SCHOOL STRENGTH

The school leader, with the support of the parent coordinator, has developed an outreach plan to involve the entire school community in school activities. Family Fridays are held when parents are invited into their child’s classroom to participate in activities. Parents also participate in the Learning Leaders program.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDING:

There was limited evidence that teachers use student data to differentiate instruction for all students. Observations by the review team and review of documentation indicated that insufficient sources of data were being used to inform instruction in all subject areas for all students, including the identified subgroups.

RECOMMENDATION:

School leaders should ensure that sufficient data is collected, analyzed and used by staff to drive instruction forward. The school should further plan professional development (PD) for teachers on the interpretation of data and how it should influence lesson planning, instruction, and differentiation of instruction.

II. TEACHING AND LEARNING

FINDINGS:

- The review team observed a lack of rigor and student engagement, as well as limited use of higher order thinking skills, problem solving and project based learning during classroom observations.
- In most of the classes visited by the review team, displayed student work did not include specific and concise feedback and did not clearly indicate what each student needed to do to improve and reach the next level. Rubrics were not used as an integral tool in planning; therefore students were neither guided in developing their skills, nor made aware of the standards to which they should aspire.

RECOMMENDATIONS:

- School leaders should ensure that teachers are provided PD opportunities to enhance teachers' instructional practice to plan and deliver lessons that are rigorous and engage students in developing higher order thinking skills. The school leadership should regularly monitor teacher planning to ensure the delivery of rigorous, engaging instruction.
- Rubrics should be used as an integral tool in planning and assessing assignments. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback, peer feedback, and student self-assessment. School leaders should monitor student work and evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level.

III. SCHOOL LEADERSHIP

FINDINGS:

- The school leadership has selected a reading and writing program as a schoolwide initiative. An external consultant provides some PD for this program; however, there is no literacy coach or reading specialist to

- The expectations for ensuring that teachers implement strategies learned in PD are low, and there is no formal follow up to monitor implementation in the classroom.

RECOMMENDATIONS:

- The school leadership should allocate resources to direct activities to effectively support the ELA instructional program, provide oversight, and monitor program implementation.
- Schools leaders should use the observational process to ensure that teachers are held accountable for incorporating all the skills developed under PD activities into their instructional delivery.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDING:

There is little evidence that sufficient Academic Intervention Services (AIS) are provided to meet the varied needs of the student population, including students with disabilities and English language learners (ELLs). Higher performing students are not provided with academic activities that are challenging enough to bring their performance to the next level.

RECOMMENDATION:

The school leadership should review the structure of AIS programs to increase rigor, include data driven content, and student-center differentiated strategies.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Interviews with staff indicated that the PD provided has had limited focus on the development of effective teaching strategies for students with disabilities and ELLs.
- Teachers are provided with common planning time; however, this time is not always effectively used to bring about improvements in teaching, learning, and student achievement.

RECOMMENDATIONS:

- The school leadership, with the support of the Network, should provide PD on how teachers can more effectively meet the specific learning needs of students with disabilities and ELLs. Additionally, school leaders should monitor the integration of learned PD into teachers' instructional practice and evaluate the impact of the PD on meeting the needs of students with disabilities and ELLs.

- The school leaders should ensure that the purpose and outcome of each common planning meeting are fully recorded through written minutes. School leaders should attend the meetings to ensure that the focus of the meetings is central to improving instruction and student outcomes. The school leader should also ensure that strategies agreed upon are implemented in the classroom and reviewed through observations and walkthroughs.

VI. FACILITIES AND RESOURCES

FINDING:

There was limited evidence of technology being infused in classroom instruction and student work.

RECOMMENDATION:

The school leadership should consider reallocating resources to provide training to infuse technology into classroom instruction.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.