

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

**Differentiated Accountability – School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>BEDS Code:</b>	261600010012
<b>District Name:</b>	Rochester City School District
<b>School Name:</b>	James P.B. Duffy School No.12
<b>School Address:</b>	999 South Ave. Rochester, NY 14608
<b>Principal:</b>	Michele Liguori-Alampi
<b>Accountability Phase/Category:</b>	Improvement (year -1) - Focused
<b>Area of Identification:</b>	English Language Arts – African American Students; Students with Disabilities and Economically Disadvantaged Students
<b>Date of On-site Review:</b>	March 20-22, 2012

**PART 1: MISSION STATEMENT**

“In a safe, inclusive environment and through quality programs, we will meet every student’s individual needs and provide a strong foundation for life-long learning.”

**PART 2: SCHOOL STRENGTHS:**

- There is virtually no teacher turnover; for the 2011-12 school year the school had no first year or non-tenured teachers.
- The school is committed to and supportive of its dual language program, and cultural responsiveness is evident in most classrooms.
- The community is safe, and the parental involvement rate is steady; the building is welcoming, academically oriented, and student-centered.
- The Positive Behavioral Interventions and Supports (PBIS) program is implemented with consistency; students are polite and cooperative.

## **PART 3: FINDINGS AND RECOMMENDATIONS**

### **I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

#### **FINDINGS:**

- Teachers do not use data to inform their instructional planning or modify instruction. Formative assessments were not consistently observed by the review team. Few teachers analyze formative data to plan their instruction or address the specific needs of individuals or groups of students in their classes.
- The data that the school collects is not being analyzed in a rigorous manner to identify precisely what aspects of English language arts (ELA) should be the specific focus for improvement. The analysis of data is not sufficiently focused to identify the key changes required in school programs and instructional delivery to bring about urgently needed improvement in student performance.

#### **RECOMMENDATIONS:**

- School leaders should investigate and identify resources on how teachers and school leaders can use information provided by formative and interim assessments to tailor teaching to meet the specific needs of students. Teachers should use student performance data, summative, interim and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs, adjust the curriculum with a special focus on at-risk students and identified subgroups, and evaluate the impact of their instruction. Research has shown that teachers who systematically apply formative assessment techniques enable their students to outperform similar students and that the gain is greatest for the lower performing students.
- The school should revisit the current system of data disaggregation and analysis to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup needs, in addition to whole school and grade level monitoring. Teachers should incorporate item skills analysis and predictive results to inform their instruction in all testing grades. Particular attention should be given to monitoring the development of student skills as they move from grade to grade to check for vertical alignment in curriculum programs in each content area.

### **II. TEACHING AND LEARNING**

#### **FINDINGS:**

- ELA curriculum programs do not foster rigorous and engaging instruction, and expectations for student learning varied from classroom to classroom. In the lessons observed by the review team, there was inconsistency in the level of rigor in questioning strategies. Students were not challenged to analyze, evaluate, or synthesize information, or to apply higher order thinking or problem solving skills. There was no evidence of project-based learning or other active learning strategies to stimulate and engage students.

- Instructional time was not maximized in most classes. In some instances, extended “Do Now” activities and transitions between activities led to a loss of valuable classroom instructional time. Often, teachers were not able to complete the objectives for their lessons.
- Lesson plans were not consistently purposeful, and in many rooms the essential question or learning goals or objectives were not posted. Teachers did not consistently write or share clear learning outcomes, and students were often unsure about what they were supposed to be learning and found it difficult to complete assigned tasks. Learning objectives were not routinely referred to at the start, during, or at the end of lessons.
- There was a lack of evidence of team planning in some grades and classrooms.
- Instruction was mostly teacher directed, and strategies lacked variety and differentiation. Students had few opportunities to work cooperatively in pairs or small groups on well-planned learning tasks.

#### **RECOMMENDATIONS:**

- Teachers should shift from teacher-posed questions requiring one-word recall or comprehension-based answers to the types of questions expected by the New York State (NYS) P-12 Common Core Learning Standards (CCLS), such as those that require students to support answers by citing evidence from texts, by elaborating or extending the answers of other students, and by summarizing and rephrasing new information. Teachers should use wait time effectively and not permit students to opt out of class discussions. Older students, especially, should be provided with specific instruction in analyzing questions and challenged to ensure engagement.
- School leaders should provide professional development (PD) on effective pacing, per Rochester’s workshop model, so that the three required components are evident in all lessons and lesson plans. Teachers who are identified as needing further assistance with time management should receive targeted PD. School leaders should make the pacing of lessons a regular focus for walkthroughs and observations and provide regular feedback to staff.
- Teachers should ensure that lesson objectives are shared with students so that they understand what it is they are learning. Lessons should include explicit teaching points and provide practice sessions for independent work so that teachers can assess student learning before proceeding to the next teaching point. Teachers should also ensure that teaching points are related within the same lesson and are standards based. School leaders should ensure through observations and walkthroughs that this practice is uniform.
- School leadership should address any perceived inconsistencies in opportunities for team planning among grade levels and set specific expectations for grade level planning times.
- School leaders should provide PD to introduce teachers to a wider range of effective instructional strategies to be used in order to promote greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor the effectiveness and provide additional PD for teachers when necessary.

### **III. SCHOOL LEADERSHIP**

#### **FINDING:**

School leaders do not effectively analyze and use data as a tool for driving forward school improvement.

#### **RECOMMENDATION:**

The school leadership team should develop a system to ensure data is used to drive instruction. In developing this system, the school should develop, implement, and monitor action plans to address learning deficits identified during the analysis of assessment and other critical data.

### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

#### **FINDING:**

Teacher use of timely data varied. Due to inconsistent quality and lack of an organized system, students are at risk of not receiving appropriate interventions. Teachers do not analyze any data other than test/assessment data.

#### **RECOMMENDATION:**

Teachers should develop a system to organize and use student performance data, summative, interim, and formative, to create instructional groups, design skill-based activities for small groups of students with similar needs and adjust the curriculum with a special focus on at-risk students and identified subgroups. Additional data sources, such as attendance, suspensions, and others that address critical issues, should be included in the analyses.

### **V. PROFESSIONAL DEVELOPMENT**

#### **FINDING:**

Previous observations in this report indicate the need for PD in several areas, including:

- on-going PD in CCLS;
- in-depth knowledge of data analysis to inform instruction;
- evidence-based instructional strategies, including those that focus on effective use of questioning strategies and build critical thinking and problem solving strategies, as well as building engagement and student ownership;
- lesson plan development, including support in pacing and time management, as well as classroom management strategies; and

- other PD individualized to meet the needs of specific staff.

#### **RECOMMENDATION:**

The school leadership should review and analyze school and teacher data in order to develop and implement a PD plan focused on the needs of staff and students. School leaders should ensure that teachers participate in substantial, on-going PD to remain current with their profession to meet the learning needs of students. The PD plan should be incorporated into the school's updated Comprehensive Educational Plan (CEP) goals and should be regularly evaluated. School leaders should ensure staff implement their PD through regular walkthroughs and provide additional support for any teacher who is not implementing the PD effectively.

## **VI. FACILITIES AND RESOURCES**

#### **FINDINGS:**

- While the building houses over 750 students, the nurse's office has space for only one sickbed, which is inadequate for the number of students.
- As the school is preparing to expand to kindergarten through grade-8 and serve a large number of students, staff expressed a concern about the lack of a security person, i.e., sentinel.
- The ventilation system in the building is very noisy and interferes with students' ability to hear their teachers.

#### **RECOMMENDATIONS:**

- School leaders should review facilities plan and consider an alternative location with more room for the nurse's office.
- The District and school leaders should consider the safety and security of all students as the school expands and explore the addition of a security person if funding allows.
- Although the ventilation issue will be addressed as the building converts to a K-8 and undergoes some remodeling, the school leadership should seek a temporary solution, as the noise level negatively impacts student achievement in the interim.

## **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 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 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.