



The New York City Department of Education



Quality Review Report

Public School 188

Elementary-High School

**770 Grote Street
Bronx
NY 10460**

Principal: Adrienne Edelstein

Dates of review: November 7 - 8, 2007

Lead Reviewer: Ronnie Solow

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Progress made since the last review

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Public School 188 is a special education school with 401 students from pre-kindergarten through grade 12. The school population comprises 35% Black, 58% Hispanic, 3% White and 4% Asian students. The student body includes 7% English language learners and 100% special education students. Boys account for 81% of the students enrolled and girls account for 19%. The average attendance rate for the school year 2006-2007 was 84%. The school is not in receipt of Title 1 funding.

The school is situated in four sites and serves students with severe emotional handicaps, learning disabilities, autism, and/or physically handicapping conditions. Approximately 56% of the students are in an alternate assessment program and 44% have standardized assessments. All students are mandated for a 12 month school year and receive related services in one or more of the following: counselling, speech and language services, occupational therapy, physical therapy, vision or hearing services, health assistance, transportation or crisis paraprofessional aid.

The main site has 30 classes in grades pre-kindergarten to 8. Middle School 301 has 17 grade 6 to 8 classes. Intermediate School 118 houses two inclusion classes, and the Bronx High School for Law, Government and Justice has an additional two inclusion classes. Students travel on public transportation or school buses from all over the Bronx, in order to attend the school.

Part 2: Overview

What the school does well

- The principal is a knowledgeable special educator who has implemented a strong academic emphasis on student learning.
- The principal, administrative team and staff work collaboratively to promote high expectations for student learning outcomes.
- Student performance outcomes are measured using multiple, varied assessments in order to determine progress and appropriateness of services.
- Uniformity of instruction, differentiated learning and positive behavioral expectations are well promoted in the classrooms.
- Continuous monitoring of student progress, with interim adjustments, contributes effectively to increasing performance outcomes.
- Professional development activities are based very effectively on need, skill and interest in order to promote professional growth and development.
- Classrooms and hallways are decorated with authentic student work samples and rubrics demonstrating high expectations.
- Classroom programs incorporate best practices for students with handicapping conditions.
- Students are treated with full respect and are effectively encouraged to reach their highest potential.
- Budget, scheduling and hiring decisions strongly support the needs of the students.

What the school needs to improve

- Further disaggregate the data to assess the performance outcomes and progress of all ethnic groups.
- Refine professional development to provide teachers with technology training to increase their management skills of data.
- Build on present strategies to increase parental involvement in the school life of their children and translate parent handbook into Spanish.

Part 3: Main findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

Public School 188 uses a collaborative team approach to educating students with a variety of handicapping conditions. The strong administrative team works collaboratively and closely with all segments of the staff to improve the educational, communication and behavioral outcomes for the students.

The use of data, both standardized and non-standardized, appropriately drives the educational program in each classroom and across the four sites of the school. The information derived from the data forms the basis of the individual education plan for the academic year. Excellent analysis of data across classes, with appropriate programmatic adjustments, has resulted in increasing the performance outcomes of the students when they attend school regularly. While all the teachers use data to inform their lessons, they are not all uniformly confident in using technology to access student performance data.

The school effectively analyzes its data for a variety of sub-groups in order to assess the appropriateness and quality of the academic program and to further inform classroom practices. At this time, it does not analyze the performance of the student population by ethnicity. They also have not translated the parent handbook into Spanish. Parental involvement in the school program wanes as students enter into middle and high school grades due to a variety of factors, including difficulty traveling to the school and issues related to student progress around behavior.

The inquiry team is formed and meeting regularly, using a well-developed case study approach to addressing student issues. Recognized by the district for excellence, the school is one of only seven schools selected for self-management status. All suggestions from the last Quality Review have been implemented.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.

This area of the school's work is well developed.

The staff gathers and uses many forms of data for each student, class and grade within each testing category in the school. Formal assessments from State examinations, as well as information gathered from a variety of additional computerized instructional programs, provide useful information for the staff about student progress and gains. Teacher-made tests and classroom observation practices provide excellent additional information, assisting the teachers in the planning of effective, targeted classroom lessons.

Students in the alternate assessment program undergo evaluation using the Brigance methodology of discrete trials for assessing benchmark levels for individualized instruction. Students receive appropriate positive reinforcement until the information is internalized and learned. The picture exchange system and other augmentative communication devices are well utilized and assist non-verbal students with developing expressive language skills. Data is effectively tracked for these students with expert support from coaches, the data specialist and assistant principals. Data folios, submitted to the State for the target age groups, assess student performance outcomes on appropriate grade learning indicators.

Students in the standardized assessment category are taught well, so that they graduate with a high school diploma. Data for each student is well utilized and forms the basis of the individual education plan, incorporating the education and specific behavior modification needs for each student.

The school makes good comparisons of its outcomes with other District 75 schools in the borough and the City in test results, attendance and behavioral incident occurrences. Data is collected by student, class, grade and assessment category, as well as by gender and English language learners. It does not analyze the data on the basis of ethnicity in order to assess whether the school is meeting the needs of its culturally diverse population. One area for professional development is training teachers on how to access and analyze data through the use of technology.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

This area of the school’s work is well developed.

The goals and objectives, developed by the principal in collaboration with the leadership team, in the Comprehensive Education Plan establish the focused plan for the whole school community. These well-delineated documents include measurable outcomes and an established time-frame calendar for goal attainment. Along with the six to eight week review calendar established by the school, they serve to drive the analysis of data in a well-focused and consistent manner.

Through the individual education plan process, appropriate goals and objectives, including measurable outcomes, are established for every student. Differentiation of instruction, specific accommodations, behavioral expectations and emotional supports effectively feed into the collaborative development process. Student progress is reviewed in a variety of ways. Assistant principals, deans, the academic coach and coordinators effectively review student work and data outcomes. Related service-providers interact well with the classroom staff and provide additional meaningful input. Every six to eight weeks, the individual education plan and the progress data undergo close scrutiny to determine the next steps in the teaching and learning process. Academic intervention services, provided to students who are struggling and making little or no progress, result in improved outcomes. The teachers and paraprofessional staff provide well-designed, additional targeted skill sessions for students in greatest need of assistance.

Parents regularly attend meetings and receive effective information about the goals, objectives and expectations for their students. They receive report cards, testing information, individual education plan copies and invitations to City-wide parent events and conferences. Weekly progress reports indicate outcomes in the behavior modification program. Non-verbal students take home communication notebooks each evening with

information about their day. The open door policy and well-designed parent workshops further assist the school in keeping parents informed about their students and provide appropriate forums for sharing information. The principal and staff are developing additional ways to keep parents involved as the student population grows older.

Translation services are provided at all school meeting and conferences as well as sending home notices in Spanish. The school recognizes the need for translating the parent handbook into Spanish in order to consistently convey high expectations to the entire school community.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school’s work is well developed.

Students in the standardized assessment program receive instruction using the District 75 units of study that align to the State mandated curriculum. Balanced literacy, using leveled libraries and pacing calendars, effectively addresses the reading and writing needs of the students. Everyday Math or Impact Math is well used depending upon the grade level of the class. Science, social studies, technology, physical education, art and music follow the State guidelines. Art, music, drama and dance provide high quality opportunities for creative self-expression and are linked to the academic program.

Students in the alternate assessment category receive well-designed instruction based on the outcomes of the Brigance assessment data. Those students who can read, write or perform mathematical calculations receive high quality lessons in these areas using well-designed, appropriate accommodations. Students actively and eagerly engage in their learning. The classroom teams provide good support through differentiation of instruction and materials in order to accelerate learning for each student.

Budget, staffing and hiring decisions effectively support student needs. Data indicated the need for additional academic intervention services and a teacher was hired to meet these needs. Computerized instructional programs provide meaningful data and assist the staff in planning and instruction. Old augmentative communication devices were replaced. Smart board and other state of the art technology are well used to support classroom instruction and student learning.

Students are well known to the staff across the classes and grades. The non-verbal students have very close relationships with their individual paraprofessionals. To insure the high quality of this group, the principal will only hire those who have served an extended substitute period of employment in order to assess their suitability. Once hired, this strategic group of staff members undergoes professional development to assist them to continue their growth and development of further skills.

Student attendance procedures are well implemented and closely monitored. The attendance rate for 2006-2007 was down 2% from the previous year. As the student population grows older student attendance becomes less regular. Procedures to address this area are being implemented at the school. Some strategies are early morning telephone wake-up calls, the purchase of alarm clocks and rewards for improved attendance.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

An extensive program of high-quality professional development supports the school faculty based on experience, skill, need and personal interest. District 75 offers many excellent, pertinent workshops and they are well attended by staff from the school, who then effectively share the knowledge with their colleagues through turn-key training. Formal observations by the principal and assistant principals take place on a regular basis for all staff members. Focused walk-throughs, using an excellent rubric and feedback form, provide timely information about classroom practices. Intervisitations to observe best practices in classroom activities are encouraged, scheduled and well supported by the administration. Common planning time enables staff to collaborate on curriculum materials and modifications, as well as behavior modification strategies based on data information and targeted observations. Data is reviewed, closely and effectively analyzed and discussed for its meaning and implications. Teachers stated, "We rely on our peers. The principal promotes a sense of community and support. She helps us to grow and improve"

The school runs smoothly and is a quiet, effective learning environment. Rules, regulations and behavioral expectations are spelled out in the handbooks for parents, staff and paraprofessionals. The principal is well respected as a knowledgeable special educator, supervisor, administrator and leader. For students with behavioral difficulties, the classroom management system, with clear outcomes for infractions and the school-wide Power of Choice program, clearly delineate the expectations and rewards for good behavior.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

The school is well focused on improving the learning outcomes for all the students. Meetings throughout the school year focus on ways for the improvement of student performance outcomes and ways to raise the academic bar. Data for each classroom and State examination results provide valuable information to determine the next successive stage in the education process. The data determines the very rigorous, insightful planning process for each student, class, grade and the school. The cyclical nature of the planning propels the school program and successfully builds upon previous outcomes.

The school-wide plans, along with the individual education plans and the Brigrance inventory data, undergo appropriate examination by the administrative team to determine whether revisions are warranted. Every six to eight weeks, the principal and other administrative staff members meet with classroom staff to review performance outcomes and to plan for each student within the school community. When necessary, immediate revisions in the individual education plan or behavior plan are instituted. The principal and school community has a clear vision for the future of the school. They state, "Ideally, we can put ourselves out of business." Parents concur that the school rises to the challenges it faces daily in the education of the students entrusted to their care.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 188	Δ	▷	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?			X		
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to make strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5				X	