

Quality Review Report 2010-2011

The Michael E. Berdy School For the Arts

K188

**3314 Neptune Avenue
Brooklyn
NY 11224**

Principal: Frederick M. Tudda

Dates of review: February 3-4, 2011

Lead Reviewer: Isabel DiMola

Part 1: The school context

Information about the school

The Michael E. Berdy School for the Arts is an elementary school with 604 students from pre-kindergarten through grade 5. The school population comprises 38% Black, 27% Hispanic, 10% White, and 8% Asian students. The student body includes 6% English language learners and 18% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009 - 2010 was 90.1%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Leaders make informed and effective organizational decisions that align with school goals and support efforts toward improved student learning.
 - School leaders are strategic in the use of resources to provide students with opportunities for support in improving achievement across content areas. For example, to improve student performance in science, specialized science clusters for early childhood and upper grades provide students with engaging instruction resulting in the school achieving its performance goal on the New York State 4th grade science examination.
 - Teachers meet in professional groups vertically and across grades to collaborate in inquiry and planning. Administrators support the teams resulting in cohesive planning, teacher accountability and instruction that align to needs of a variety of learners resulting in student progress in reaching learning targets.
- School leaders articulate an instructional vision supported by the faculty that creates a culture that embraces collegiality and professional learning.
 - The principal is a highly effective, respected leader that presents a clear vision that academic excellence is attainable for all students. There is open communication and collaboration with the entire community resulting in faculty and parents supporting this vision and actively engaging in activities that support and enrich the academic and emotional lives of students.
 - School leaders engage teachers in their development of pedagogic skill to ensure that students receive instruction that positively influences their learning needs. In addition to professional development through department and grade meetings, all teachers receive differentiated support by meeting individually with the principal regularly throughout the year. Consequently, personal pedagogic goals align to overarching school goals and teachers receive support positively affecting professional practice.
- The principal builds a collaborative school environment that creates an atmosphere of respect that embraces all members of the school community.
 - Through conscientious attention to the needs of students, faculty and the community by analysis of survey results, incident reports, conversations with parents, community members and student leaders, the principal has built a safe environment for students and families that support the academic and social emotional needs of constituents resulting in increasing attendance and student engagement.
 - Students are connected to numerous adults in the building who assist them with social and emotional needs allowing academics to remain their primary focus. “Mr. Tudda makes us happy and I’m excited to learn new things,” is a common response of students when asked how they feel about school. As a result, there is high energy among students and they

display strong interest in their learning resulting in growing confidence in their ability and progress toward reaching learning targets.

- School leaders collect and analyze a wide range of data to understand performance trends and the progress of students and groups of students resulting in programs that support the needs of students.
 - School leaders regularly analyze and disaggregate a comprehensive range of data from a multitude of sources including Acuity, ARIS, formative assessments, and occurrence and attendance reports to understand school wide achievement and the progress of students and groups of students across the school. The clear understanding of performance trends allows for effective goal setting and action-planning ensuring students receive the support they need to be successful.
 - Careful analysis of periodic assessment data allows faculty to understand trends of student group performance and adjust practice to maximize opportunities for accelerating progress. For example, mid-year assessments indicate that the progress of special needs students is stagnating resulting in a redesign of extended day activities to ensure that the targeted students receive intervention to support their performance.
- School leaders and faculty are supportive of the social and emotional growth of students and families, resulting in increasing student engagement and outcomes.
 - Faculty is continually engaging in professional learning that addresses how to support student emotional growth and how to recognize student needs and integrate strategies into instruction toward increasing student focus and capacity to engage in learning. Guidance counselors model lessons that empower students and develop coping mechanisms to balance their out of school lives with their academic goals. As a result, student attendance is increasing, disciplinary incidents are decreasing and student progress is accelerating throughout the school.
 - School leaders have a strong commitment to the social emotional growth of all students and partner with families and the community to ensure that children remain focused on their academic pursuits. Partnerships with community organizations such as the YWCA and Coney Island Hospital provide intervention for families so that students can remain focused on school. Weekend programs and events provide families with opportunities to have direct involvement with the school and foster a sense of community.
- Teachers and teacher teams align curricula and assessments leading to an analysis of outcomes that affect instructional decisions resulting in progress toward reaching learning targets.
 - Weekly teacher team meetings provide a forum where analysis of assessments measure student progress toward meeting and exceeding their learning targets with a focus on writing. Teachers synthesize the data and make instructional decisions to meet the needs of students. School leaders and vertical teams are monitoring the progress of teamwork evaluating the effectiveness of decisions resulting in sharing of strategies across the school resulting in improvement in the writing of all students across content and genre.

- Team meetings allow for analysis of periodic assessment data including Acuity and teacher made assessments to understand student strengths and areas of need on an individual and sub-group level resulting in cyclical targeting of student groups that need support with specific skill support aligned to curricula. Differentiated strategies and assignments and extended time on task for these student groups are leading to improving student progress in specific skill development and overall performance in assessments that align to standards. .

What the school needs to improve

- Extend curricula across all subject areas to ensure that instruction is consistently rigorous and emphasizes key strands to provide students with opportunities to engage in higher order thinking.
 - The school is beginning to align curricula to the evolving State standards and purposefully emphasize key standards in writing. However, the curriculum at large focuses on skill development and does not consistently engage students in academic tasks that promote higher order thinking in all subject areas. As a result, there is inconsistency in opportunities for students to demonstrate deep understanding of content material or make progress toward reaching standards.
- Expand formal structures that evaluate the effectiveness of instructional decisions to ensure coherence and to monitor progress toward reaching school goals.
 - School leaders regularly meet to monitor the progress of student and student groups within the school. However, they are just beginning to develop formal structures and practices to align student outcomes to measuring the effectiveness of instructional programs and strategies initiated across the school. As a result, it is unclear the impact pedagogic decisions are having on the progress of the school toward reaching school-wide learning goals.
- Elevate the level of rigor to ensure that all students are engaged in learning that promotes critical thinking and improved outcomes.
 - Teachers use flexible grouping and leveled assignments to provide students differentiated access to the curriculum. However, assigned tasks do not promote higher order thinking and student engagement varies across classrooms and subject areas. As a result, progress of students, especially those at or above grade-level is stagnated.
- Develop efficient tools to enhance methods of organizing and sharing data to allow timely analysis of outcomes and initiatives that impact student progress.
 - Although data is used by administrators and faculty to understand student performance, the methods of collecting and disaggregating information across the school are complicated and not consistently effective in providing information on trends in student performance on the classroom and school-wide level. This results in a delay in adjusting of practice causing missed opportunities for students to make accelerated progress.

Part 3: School Quality Criteria 2010-2011

School name: The Michael E. Berdy School For the Arts	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?				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 and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			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 students and families, engage them in decision-making, and promote active involvement in the school community?			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				
4.4 Integrate child/youth development, 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?		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