



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**David A. Boody**

**Intermediate School 228**

**228 Avenue S  
Brooklyn  
NY 11223**

**Principal: Dominick D'Angelo**

**Dates of review: March 29-30, 2011**

**Lead Reviewer: Yvette Donald**

## Part 1: The school context

### Information about the school

David A. Boody is an intermediate school with 872 students from grade 6 through grade 8. The school population comprises 16% Black, 22% Hispanic, 27% White, and 33% Asian students. The student body includes 15% English language learners and 8% special education students. Boys account for 56% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2009 - 2010 was 94%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement.
  - Based on the school's review of State and predictive assessments, along with baseline writing samples, Social Studies and English classes implement interdisciplinary units of study that support strengthening students' writing skills. In addition, all classes, regardless of content, have incorporated a writing component into instruction. As a result, there is an increase in student stamina and volume in their writing. For example, work products in some content areas demonstrate clarity of position with more supporting details.
  - Grade level teams modify curriculum to increase access for a variety of students. For example, the purchase of high interest low readability text for students, the use of Voyager for struggling learners, and interdisciplinary units with varied components, which included modified teaching strategies, such as targeted skill-based instruction for students with individualized educational plans (IEPs). This allows for students across the learning spectrum to be challenged and engaged.
- With passion and purpose, the principal makes strategic organizational decisions that promote higher levels of student learning.
  - Focused on meeting the needs of students, the principal eliminated and consolidated positions and programs which allowed him to redirect funds to key academic and organizational areas. For example, the school has decreased the number of out of classroom positions, petitioned for specific School Safety Agents that better represent the demographics of the student population so that the reduction of deans would not negatively impact the school environment. In addition, the principal dedicated an assistant principal to youth development services. Furthermore, the recruitment of content area specialists from phase-out schools, implemented via a tiered hiring process, at reduced cost to the school's budget, ensured increased funding to address school goals and assure direct emphasis on student learning needs.
- The principal and his cabinet work diligently and tirelessly to create a calmer and more respectful environment that fosters higher level of student and adult learning.
  - The principal has structured lunch time meetings with students and staff that allow community members to discuss concerns about safety and respect that surfaced in the learning environment survey and informal school investigations. In addition to ensuring that individual and groups of students' emotional and social needs are known, these meetings provide students and teachers an opportunity to discuss possible solutions to these challenges. An assistant principal focused on youth development is an integral part of these initiatives, coordinating supports for high priority issues identified during these meetings. For example, one of these

coordinated efforts involved an increased presence of teachers, deans, and administration in the hallways during the passing of class to reduce altercations during class transition times. This has created a smother transition and a "calmer place where increased learning can take place."

- The school provides extensive professional development opportunities for teacher that supports them in developing instructional approaches in order to increase student outcomes.
  - Extensive professional development in literacy supports the school goal of improving student outcomes in English Language Arts. Teachers engage in content based professional development that includes administrative and peer feedback, with an eye toward developing the pedagogy needed to implement the Common Core State Standards. In addition, structured daily common planning times provide teachers with the time to share, develop practices and plan learning experiences that support students in accelerating progress toward meeting the instructional demands of the curricula and school goals.
- The school strategically utilizes the teacher observation process to make informed decisions in order to increase overall student achievement.
  - The analysis of the teacher data report and formal and informal observations, allows administration to assess teacher impact on student performance and inform learning experiences for teachers. For example, teachers whose impact on student progress does not meet school expectations are directed to specific professional development to strengthen their practice. Administrators monitor the implementation of strategies learned, and provide periodic feedback. This feedback has resulted in modifications in teaching practice, and some increases in student outcomes.
- Parents are key partners in their child's education and are kept well informed of school programs and their child's needs.
  - The school leverages technology as a way to keep parents updated and informed of students' performance and progress relative to academics, attendance and lateness. In addition, monthly parent executive board meetings well attended school leadership meetings and parent association gatherings serve as venues to involve families in key decisions while collaboratively developing and supporting the schools academic and socio-emotional expectations. As a result, parents report that clearly articulated expectations help them know how to help their child succeed.

### **What the school needs to improve**

- Strengthen teacher practices to ensure consistent alignment to the school's philosophy and beliefs about students learning to promote increased student outcomes
  - Most teachers group students for instruction based on interest surveys and learning modalities that supports the school's belief that student-centered learning accelerates progress. Teaching practices support the

school's focus on writing. However, the practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement.

- Teachers use the workshop model to deliver instruction to students and pose questions during the mini lesson. However few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse. Therefore, there are uneven opportunities for students across the school to be engaged in rigorous learning experiences and produce meaningful work products.
- Strengthen the alignment of assessments to curricula across all subjects to ensure that teams and individual teachers know the strength and needs of all students, especially key subgroups, in order to accelerate learning for all students.
  - Teams of teachers design and utilize interim assessments that align to the school's instructional focus area of writing. Information gleaned is used to adjust text selection, the use of instructional time during literacy periods and unit planning. This practice, however, is inconsistent across all grade and subject teams. Therefore there is limited ability to assess the needs of key subgroups of students, as well as the individual needs of students, so that instruction can be targeted to promote higher levels of progress.
- Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps.
  - The school's practice of providing feedback to students on their work is evident in hallways and classroom displays, all of which is anchored to rubrics. Rubrics, along with interim assessments, serve as progress monitoring tools. However, in many instances, there is a misalignment of teacher comments, in that responses to student work do not reflect the expectations of the task, or offer specific next steps in connection to the rubric that will facilitate student progress and ensure higher levels of achievement.
- Develop systems and structures for evaluating teacher learning opportunities within the school that lead to increased teacher ownership and effective professional collaborations.
  - The school maximizes teacher learning time by providing a variety of professional learning experiences within the school, such as in-house vendor sessions, focused team intervisitations and structured professional collaborations. However, the school does not yet have systems and structures with which to assess the impact of these practices on student outcomes. Therefore they are unable to strategically plan for additional supports that will ensure improved teacher practice and higher levels of learning for all students.

- Adult learning is a high priority at the school. Administration and experts in the field lead the majority of instructional learning experiences. Some teachers take leadership roles within teacher teams and in enrichment activities. However, the school has not yet developed a structured approach for determining the opportunities provided to teachers to build capacity, or to determine the effectiveness of those who do lead learning. As a result, they are unable to effectively support, monitor and track teacher progress along the continuum of teacher development.

### Part 3: School Quality Criteria 2010-2011

<b>School name: David A. Boody Intermediate School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
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?		<b>X</b>		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				<b>X</b>
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				<b>X</b>
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		<b>X</b>		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			<b>X</b>	

**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**

<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>
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