



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

The Paerdegat School

Elementary School 251

**1037 East 54th Street
Brooklyn
NY 11234**

Principal: Steven Boyer

Dates of review: April 12-13, 2011

Lead Reviewer: Linda Waite

Part 1: The school context

Information about the school

The Paerdegat School is an elementary school with 653 students from Pre-kindergarten through grade 5. The school population comprises 80% Black, 10% Hispanic, 2% White, and 4% Asian students and 4% other. The student body includes 5% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2009 - 2010 was 93.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- The school provides a broad and challenging curriculum that engages students in critical thinking and supports learning.
 - Faculty members work collaboratively to create subject specific pacing calendars and well-designed, content-specific curriculum maps across all grade levels, including cluster programs such as; technology, art, music, dance, physical education which are carefully aligned to State standards and emphasize the key components ,as presented by Heidi Hayes Jacobs, including essential questions, key concepts, skills, resources, tasks, and assessments. This fosters coherency across grades and supports students' learning through more rigorous and challenging assessments. Students including special education students and English Language Learners are reading more, engaging in research and writing utilizing rubrics in order to meet the academic demands necessary for high school and college level work. As a result, a review of students' writing portfolios reflect more assignments scored at level 3 and 4, reading comprehension tracking charts show a steady increase in Fontas and Pennell reading levels, and the lowest performing grade in math is showing a 25% increase as measured by a comparison of Interim-Assessment Windows 1 and 2. Additionally, the Progress report reflects a 2.0 exemplary gain thus closing the achievement gap for students with IEPs.
- Students demonstrate high levels of engagement in well matched lessons, which has resulted in improved student outcomes.
 - Across grade levels teachers effectively utilize a variety of data sources to form small flexible learning groups to address students' changing needs. Teachers design leveled application activities, and work products of varying difficulty, incorporating various modalities that match students' needs to differentiate instruction. For example; after learning about figurative language, a group of students are working at computer stations on identifying and creating their own metaphors and similes, while another group of third grade students work collaboratively with a paraprofessional to create one poem on a language experience chart by utilizing the five senses to add metaphors and similes. Another group is working independently to create their own poems. Thus, students are motivated, engaged, and take ownership for their learning.
- The principal makes wise budgetary and effective organizational decisions that support school-wide goals and student achievement.
 - The purchase of SMART Boards, computers, and grade-level software actively engages and motivates students to stay focused and on task. Furthermore, budgetary allocations support a coach, an academic intervention teacher, and a full time AUSSIE consultant, specializing in literacy. As a result, literacy is integrated across the content and all students are making gains in reading levels as reflected in an ACUITY interim-assessment and writing and evidenced by a progression of student work graded using rubrics and part of the writing portfolio.

- An innovative schedule utilizing the period before and after lunch provides three periods of common planning two days a week for teachers at every grade level. This supports collaboration by teachers to foster academic rigor in order to support higher order thinking tasks that has increased student engagement.
- Faculty members gather a wide range of data to identify students' needs and plan academic interventions to support students' performance that has accelerated academic achievement.
 - Teacher teams at every grade level constantly review student work, class test results, Periodic Assessments and interim- assessments to identify trends, track progress and adjust teaching practices. For example, the second grade team saw that students were having difficulty identifying coins on the unit test and utilizing various combinations of coins to attain the identified amount of money. Together, teachers identified strategies to improve the skill including; using real coins, placing coins in value order, circling monetary value, and converting pennies to nickels, dimes, and quarters, as well as real life application activities such as buying small items like pencils, paper, and erasers at BJ's. As a result, all students are making good academic progress as measured by an increase on formative assessments.
 - Teachers provide meaningful feedback by identifying at least one strength and a next step for improvement. Therefore, lowest performing students, including English language learners and students with Individual Educational Plans are able to communicate their learning goals and steps they need to take to reach their goals. Consequently, students' skills have improved dramatically having a positive result on test performance.
- The administration effectively utilizes the observation process to provide targeted professional opportunities that support adult and student learning.
 - The school has embraced the workshop model as a common instructional approach. Moreover, they have accepted the Principles of Learning as a structure to analyze the quality of instruction and the opportunity for learning what they offer to students. Consequently, there is evidence of coherence of instructional expectations and practices throughout the school.
 - School leaders effectively utilize the classroom observation process by conducting pre and post conferences, writing report narratives that include commendable features (glow on) and areas of need (grow on), as well as student learning outcomes to develop a structured plan of professional development that fosters teachers' professional growth and student learning.
- Parents are well informed of their children's strengths, needs and next steps in order to promote academic and social-emotional success.
 - The school clearly communicates its belief that parents are essential partners in their child's educational success through effective sharing of attendance, academic and behavioral expectations throughout the school year. Furthermore, the school disseminates pertinent information on student progress such as Periodic Assessments results via progress reports, report cards and promotion-in-doubt status which informs parents about their

children's strengths and weaknesses as well as to pinpoint next steps to support their children.

- The school invites parents to participate in an orientation tea in September to discuss the curriculum and conduct workshops on the ARIS Parent Link. Parents engage in discussions and provide feedback on concerns identified through the Learning Environment Survey. As a result, a school messenger has been purchased by the Parent Association and workshops such as cyber-bullying are offered which enables parents to support better communication and collaboration with the school to support their children's needs.
- The school has effective systems for making adjustments to curriculum, instruction and organizational decisions that positively impact student learning.
 - Grade level leaders review maps with a focus on essential questions, content, skills, assessments, resources and rubrics. Adjustments are made by teachers to meet student learning needs. They are then submitted to the principal and assistant principal for review and approval which supports a, challenging curriculum and promotes higher levels of student achievement as noted on interim assessments and projects. Consistent data reviews create effective academic intervention programs such as tutorials, AM and PM school and a Saturday Academy to enhance students' academic and social emotional growth that has led to higher passing rates on class tests and report cards.

What the school needs to improve

- Refine structures to ensure that long and interim goals are updated regularly to reflect student progress and to reinforce ownership and accountability.
 - Teachers set targeted long and interim-goals for their students which they record and review periodically to measure individual academic progress. However, it is not clear that structures in existence ensure that goals written and taped to students' desks are revised on a regular basis to reflect current needs as noted in conferencing notes and assessment binders. Thus, some students' progress and ownership of learning may be hindered.
- Develop tools that teachers and teams can utilize to aggregate data across grade and subject areas in order to analyze students' progress over time.
 - Teacher teams do not currently utilize a common tool to organize and assess data across grades and content areas, or to measure progress over time. As a result, the various methods used to collect data and monitor students' progress hinders their ability to evaluate the effectiveness of instructional strategies on student performance and progress.
- Continue to refine structures that evaluate professional development opportunities to address teachers' needs and enhance learning outcomes.
 - Presently, many teachers utilize Smart Boards to enhance instruction. However, this is not yet an embedded practice across the school. Thus, some students are not benefiting from being actively engaged in the learning process. In addition, while teachers participate in professional development opportunities, present protocols do not always address the need for follow up training to improve their technology skills.

Part 3: School Quality Criteria 2010-2011

School name: The Paerdegat School/K251	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