

Quality Review Report 2010-2011

Public School 368

Elementary – High School 368

**70 Tompkins Avenue
Brooklyn
NY 11206**

Principal: Jocelyn Nedd

Dates of review: February 7-9, 2011

Lead Reviewer: Evelyn Terrell

Part 1: The school context

Information about the school

Public School 368 is an elementary – high school with 282 students from kindergarten through grade 10. The school population comprises 66% Black, 28% Hispanic, 4% White, and 1% Asian students. The student body includes 5% English language learners and 98% special education students. Boys account for 77% of the students enrolled and girls account for 23%. The average attendance rate for the school year 2009 - 2010 was 85.0 %.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school provides an environment where students and staff are engaged in activities that result in mutual respect and social emotional growth.
 - In response to incident reports, the school has implemented several positive behavior programs to address this concern. All students and staff use the Emotional Literacy (EL) board as they check into the classroom in the morning. This allows the students to use words to target their feelings and it also provides the teacher with a tool to use strategies to help students manage their behavior. In addition, throughout the school everyone practices Positive Behavior Intervention Support (PBIS) for social emotional growth. Teachers are acknowledged by the administration with positive “shout outs” in their mailboxes. These supports have resulted in the school being removed from the persistently dangerous list, an increase in teacher attendance, a decrease in level 4 and 5 incidents and the cultivation of a respectful school tone.
 - Students state that they can get support from any staff member if they are experiencing a problem. They earn points for displaying appropriate behavior and readily name teachers that they can go to for emotional and academic support. As a result, there are few classroom disruptions and students are able to focus on their work.
- The administrative team makes strategic organizational decisions that support targeted goals to increase student outcomes.
 - School leaders noted a 13.6% decrease in the math performance for students in the alternate assessment population on the school’s progress report. In order to support this targeted population, the school has added an alternate assessment coach position. They have also purchased a standards based EQUALS math program and Structured Methods In Language Education (SMILE), specifically designed for the alternate assessment population .These additional supports are improving students’ math and literacy progress.
 - The principal has incorporated additional time for teams of teachers to meet in the morning to discuss various topics related to students’ academic and social emotional growth. For example, at each site, teachers meet in the morning during arrival to discuss scantron data results for specific grades. Clicinicians are part of these meetings and provide social emotional updates for targeted students. This has allowed the school to provide additional supports for at risk students.
- The school provides teachers with tools to organize data in order to identify performance trends.
 - Across the school all teachers use the Teacher Assessment Binders (TAB’S) to organize student data. For example, samples of student work samples, pre and post unit test data, IEP goals and student goal setting sheets are maintained in the binder. This allows teachers and

administrators to easily preview the alignment of student work and goals in order to make instructional decisions for student progress.

- The principal utilizes a short list of goals to sustain a school wide focus on accelerating student outcomes.
 - The school has targeted a 3% growth rate across all content areas and a decrease in level 4 and 5 OORS incidents. They use the morning meetings to look at data trends that show which students and grades are progressing. This information informs the school in making instructional decisions. Data on student infractions is maintained by guidance counselors. This supports the school in monitoring student learning outcomes and infractions.
 - The school reviews various data such as NYS ELA, math and student infractions to set school level goals leading to the implementation of programs such as Renzulli, Achieve 3000, Ramp UP and EQUALS, which enhance student outcomes in ELA and math.
- The school integrates supports for families and staff that result in opportunities for social development and extended learning.
 - Throughout the school students display a respectful manner. Faculty is provided with professional development on how to support the emotional needs of their students. For example, teachers have been trained on the second step program which provides students with strategies for dealing with bullying and teasing. This has lead to a decrease in student infractions.
 - Parental support for families and students is ongoing within the school. Parents report that they welcome the opportunity the school offers to take their children on trips outside of the regular school day. For example, through the Urban Advantage external partnership, parents are provided with tickets to take all of their children to various city museums, zoos and exhibits. These opportunities offer real world learning that result in enhanced transition plans as students prepare to leave the school environment.

What the school needs to improve

- Enhance the alignment of the curriculum to key State standards in order to support indentified trends and increase student outcomes.
 - Although the school is using District 75 standards driven curriculum, targeted key State standards are not aligned to identified trends. The school is beginning to select some key literacy standards to focus on; however, the lack of a clear emphasis on the areas of need inhibits increased student outcomes in all content areas.
 - Across the school, most student tasks lack planning for engaging multiple learners. For example, students are grouped; however they are all completing the same task. Thus, this lack of specificity in tasks, aligned to individual students' goals, hampers the academic growth for a diversity of learners.

- Design differentiated learning tasks that support higher order thinking skills for all students, in order to promote increased student performance.
 - In some alternate assessment classes, learning center activities are directly aligned to students' IEP goals. However, in the majority of classrooms teaching strategies do not support differentiated learning tasks. Students complete worksheets or workbook pages as a follow up to the lesson. As a result, Scranton data shows that students are not meeting academic goals.
 - Across most classrooms, teaching strategies do not engage students in critical thinking activities at their instructional levels. Students complete worksheets and are not pushed to respond to critical thinking questions or high level projects. Consequently, opportunities to apply analytical skills are lacking.

- Identify effective instructional strategies for targeted students in order to close the achievement gap.
 - Teams of teachers examine summative and formative data but they do not identify effective instructional strategies that can be shared with others to support targeted students' strengths and areas of need. Thus, the lack of this instructional support, limits opportunities for all teachers to implement effective practices to accelerate student learning.
 - Across the school, teams of teachers inconsistently gather classroom level data or design common assessments, in order to differentiate instructional strategies. As a result, positive outcomes for at risk students are minimized.

- Promote professional growth by providing feedback to faculty that is aligned to student data, in order to increase learning outcomes.
 - Teachers are provided formal feedback through classroom observations; however the feedback does not consistently include student work products. As a result, strategic feedback aligned to improving student outcomes is lacking and opportunities for specific professional growth to improve pedagogy are missed.

- Develop systems to evaluate the effectiveness of professional collaborations and supports for teachers in order to increase the coherence of practices across the school for higher levels of student achievement.
 - The school has nine teacher teams engaged in reviewing data trends and targeted students. However, the school does not have a system in place to monitor the effectiveness of these teams. Consequently, the absence of ongoing data on how the teams are meeting their focused goals restricts staff from making informed adjustments to support instructional decisions and progress.
 - While the school conducts performance evaluations for teachers, there is no system in place to ensure that all teachers are evaluated in a timely manner. As a result, some teachers have not received formal evaluations to inform their professional needs.

Part 3: School Quality Criteria 2010-2011

School name: Public School 368	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