

Quality Review Report 2011-2012

P.S. 182

Elementary School 182

601 STICKBALL BOULEVARD
BRONX
NY 10473

Principal: Anne O'Grady

Dates of review: May 22 - 23, 2012

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

P.S. 182 is an elementary school with 987 students from pre-kindergarten through grade 5. The school population comprises 29% Black, 65% Hispanic, 2% White, and 4% Asian students. The student body includes 2% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2010 - 2011 was 93.2%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- Using a research-based rubric the school has effectively established structures to monitor the impact of pedagogy in order to enhance instructional practice. (4.1)
 - o The school-wide focus of enhancing the teacher practice of questioning is efficiently supported through targeted professional development, observations and collaboration. Discussing observation feedback and exemplary practices during team meetings empowers teachers to learn from one another. This practice has improved student outcomes, as evidenced the majority of students in grades 3 through 5 scoring level 3 on Rally English language arts and math simulation tests.
 - o Professional development activities focus on supporting teachers in the use of a research based rubric to inform instructional practices and common core learning tasks. Teacher planning and preparation, classroom management, and analysis of students' performance, inform classroom assignments and tenure decisions. As a result of these initiatives the majority of students in testing grades met promotional criteria as per the June, 2012 State test-cut scores.
- The school's partnerships with community-based organizations accelerate students' academic and social growth. (4.4)
 - o Teachers serve as advisors on articulation and open house activities to ensure a safe, proactive, and positive school environment. The faculty works in concert with the administration to provide integrated youth development support services such as a math sunshine club, tutoring and counseling. Hence, students skills are improving and they exhibit exemplary behavior as evidenced by improved periodic assessment results and minimal suspensions.
 - o Partnerships provide opportunities for scholars to be exposed to activities that improve emotional and academic skills. Studio in a School, Education through music, ballet, and orchestra, among other activities, enable students to enhance their experiences while learning cooperation and respect. As a result, students are provided real world opportunities to grow academically and socially.
- Students profit from lesson structures and curricula frameworks, which consistently engage students in differentiated activities (centers, projects, and assignments) as evidenced by student work products and conversations. (1.2)
 - o Teaching practices across grades reflect the workshop model as evidenced by mini lessons, group work, conferencing and exit activities. Teachers follow the curriculum maps enabling alignment across subjects and classes. Consequently, student performance is improving as evidenced by Spring 2012 predictive results in English language arts (ELA) and Math.
 - o The school's consistent support of the enhancement of classroom questioning which is multi-tiered for differentiation adds support to the improving student engagement as evidenced by students being consistently on task during lessons observed and by student portfolios which contains high quality work. As a result, student performance is improving as evidenced by grade reports, which indicated student improvement in ELA and math.

- The principal, in collaboration with key stakeholders, makes informed and effective organizational decisions aligned to the school's instructional goals to support improvements in learning. (1.3)
 - o The school's investment in a large selection of non-fiction books has been the impetus for students to improve their reading stamina by heightening their interest and allowing them to apply learned skills to project based task investigations. Teachers use the leveled and genre books to plan and implement units of study so that there are numerous learning opportunities for students. As a result, the quality of work products has improved as evidenced by students successfully completing demanding mandated Common Core Learning Standard tasks in ELA and math.
 - o Teachers formally meet once a week and additionally during their lunch on an ad-hoc basis reviewing a research based observational rubric, and analyzing student work and data. These initiatives ensure that the school acts on its objective of monitoring and utilizing data to inform decisions that support student learning. Consequently, student performance is improving as based on the results of teacher made tests and Spring 2012 standard test cut scores.
- Teams of teachers have structured opportunities to regularly gather, analyze, discuss data, and adjust teacher practice to improve student performance. (2.2)
 - o Teacher teams meet with the administration to review data, including end-of-unit reviews, progress checks, and summative tests. Teachers are incorporating data to plan instruction for various groups of students. The purposeful analysis of data impacts teaching practices as evidenced by the use of common formative assessments that are aligned to the schools goals of prioritizing nonfiction text and word problems. Consequently, performance has improved as evidenced by student work products.
 - o Teacher teams analyzed students' ability to solve open-ended tasks in a effort to improve writing across the curriculum. Teachers consistently use this data to plan lessons and tailor instruction for identified students. Teachers are sharing strategies and resources to support skill development in writing. Hence, there has been an improvement in outcomes as evidenced by the results of formative and summative assessments.
- The principal's excellent leadership creates a learning community that focuses on student outcomes with a vision to accelerate learning. (3.1)
 - o The principal's belief system is to treat all children as if they were your own. As a result of this inviting environment all stakeholders are focused on continuously improving all aspects of pedagogy, students' learning, and parent involvement. Professional development and workshops that support school improvement are focused on the high leverage school goals, that were developed using summative data and are included in the Comprehensive Educational plan.
 - o The school's list of articulated goals includes reading more non-fiction, writing across the curriculum, and open-ended problem solving, and are an out-growth of data analysis. The Comprehensive Education Plan focuses on these goals and includes specific action plans and identified resources to improve student outcomes. As a result of collaborative efforts, current assessments in ELA and math indicate increased student performance.

What the school needs to improve

- Promote greater consistency in providing a rigorous, standards based curriculum that meets the varied needs and interests of a wide range of students (1.1)
 - o Although curriculum maps are well organized some lessons lack a rigorous academic focus. This limits opportunities for students to receive challenging tasks to maximize learning potential. As a result, the majority of subgroups did not attain tier 3 or 4 on the Spring 2012 predictive assessments.
 - o Although teachers plan lessons that are informed by the learning needs of students, there are times during lessons that specific student needs are not addressed. Consequently, classroom assignments are not always suitably strategic and lead to uneven levels of student's cognitive engagement.
- Ensure greater uniformity in teachers' use of progress monitoring tools as well as promoting greater consistency in the implementation of grading policies across all content areas to serve as the basis for student support. (2.3)
 - o Overall teachers know their students' current performance by referencing results maintained via running records. However, there are gaps in teachers' ability to clearly articulate how student progress is tracked towards attainment of relevant skills.. Hence, there are missed opportunities to capture ongoing information for some students, impacting their performing to their full potential as evidenced by the number of students not attaining a level 3 or 4 on the Spring 2012 ELA periodic assessment.
 - o Some teachers were unable to articulate how the school wide grading policy informs focused next steps regarding student achievement and deficit trends. This limits the school's ability to assess students' needs to improve outcomes, understand, and respond to performance trends.
- Establish processes whereby teachers consistently track the progress of measurable and differentiated learning goals for students to inform next learning steps. (3.3)
 - o The school does not yet have a consistent policy of goal tracking sheets within portfolios. Therefore, teachers do not use a common protocol to effectively identify and monitor specific areas in which students are proficient or to identify targeted next steps. As a result, some students are unclear of what they need to strengthen as learners and when to transition from one learning objective to the next.
 - o The administration uses periodic assessments and running records to track student progress. However, the school does not reliably evaluate the performance of relevant sub-groups and/or students meeting and not meeting the standards. Consequently, the school misses out on effecting organizational, instructional, and goal-driven changes, for individuals, by class, and at the school level.
- Refine structures to regularly monitor, evaluate, and modify content area curriculum maps, teacher practice, and student specific action plans. (5.1)
 - o An analysis of the math test led to an emphasis on teaching numbers and operations. In addition, there is a school-wide focus on non-fiction texts, which emerged from the collaborative analysis of data between content area, support service teachers, and the administration. Weekly data analysis has led to the use of manipulatives being prioritized in the lower grades. This had led to the consistent revision of curriculum maps for alignment to CCLS. However, the school is still developing structures to increase the coherence between curricular, teacher practice, and student performance.

Part 3: School Quality Criteria 2011-2012

School name: P.S. 182	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?		X		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			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 staff, students and families, and support students and families to achieve them?			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	
1..4 Integrate child/youth development, guidance/advisement 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, with particular attention to the CCLS?			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
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