



**Department of
Education**

Dennis M. Walcott, Chancellor

**Quality Review: Quality Review Report
Division of Academics, Performance, and Support
2012-13**

Quality Review Report 2012-2013

P.S. 167 The Parkway

Elementary

**1025 EASTERN PARKWAY
BROOKLYN
NY, 11213**

Principal: MARC MARDY

**Dates of review: December 17 – 18, 2012
Lead Reviewer: Buffie Simmons**

Part 1: The school context

P.S. 167 The Parkway is a/an Elementary school with 463 students from pre-kindergarten through grade 5. The school population comprises 85% Black, 12% Hispanic, 2% White, and 0.4% Asian students. The student body includes 5% English language learners and 12% special education students. Boys account for 52% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2011 - 2012 was 83.07%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Leaders are developing organizational and curricula decisions across the school to address needs and meet goals in support of improved student achievement (1.3)
 - In an effort to improve the proficiency levels in literacy and mathematics, the school has now invested in non-fiction resources and academic intervention services for students in grades three to five. In addition, students use test sophistication materials to practice for standardized examinations. As a result, there is positive growth in literacy and mathematics based on informal assessments that were shared by the principal and teachers during data meetings. Teachers have meetings to focus on lesson plans, review student data and student work. They have begun to incorporate elements from the *Depth of Knowledge* (DOK) into student tasks. In some teachers' lessons DOK components were evident during classroom discussions. As a result, this is leading to student work samples that are more aligned to the Common Core Learning Standards to improve student achievement.
- School leaders are beginning to provide teachers with ongoing feedback using a researched based evaluation tool in order to support next steps for professional that improves professional growth and reflection. (4.1)
 - The school is participating in the New York City Teacher Effectiveness pilot program. Administrators conduct pre-observation conferences that focus on questioning and discussion in the lesson in relation to some components of the Danielson teaching rubric. They conduct formal and informal observations that provide feedback to teachers. In addition, supervisors conduct walkthroughs to check on teachers' progress toward their next steps and support their efforts to improve instructional practices. School leaders are starting to be more visible in classrooms and teacher team meetings to support teachers with feedback. For example, some teachers indicate that the Danielson rubric helps them to focus on their goals and build a common language across the school. Teachers indicate that this feedback impacts their goals and has begun to help them develop students' thinking and discussion skills. Consequently, this novel practice fosters reflection, which is beginning to promote professional growth.
- Teachers are benefiting from collaborative planning opportunities and an analysis of data in order to promote student improvements across grades. (4.2)
 - Teachers participate in team collaborations with an inquiry approach and are starting to integrate the CCLS into the curricula. Teachers engage in discussions around best practices and share assessments for targeted students. In teams observed, teachers discussed the bottom one third of students which they grouped for intervention to support progress toward their next steps. Once data analysis is completed, teachers share grade level information with each other to support vertical alignment of subject content and learning tasks to support students' entry levels across the school. The current network provides professional development opportunities to revise instructional practice in order to

improve learning, which is beginning to guide teachers in supporting students to produce meaningful work products.

What the school needs to improve

- Ensure the consistent use of rigorous tasks and curricula aligned to State standards, to support higher order thinking and increased achievement for all students. (1.1)
 - The school acknowledges that creating rigorous lessons are challenging for many teachers. To avoid passive learners, curriculum maps are now beginning to incorporate non-fiction text across content areas and embrace the CCLS tasks which were not fully adopted in the previous year. The school is beginning to make some strides in aligning curricula and tasks to State standards and the implementation of rigorous tasks that challenge students to think critically. However, there is inconsistency of implementation across grade levels, subject areas and subgroups. The curriculum was adjusted this year to incorporate text based evidence to push students to support their answers. However, across tested grades, 26% of students performed at grade level in English language arts (ELA) on the 2012 New York State Assessment and 21% of students are performing on grade level in math. The principal states that the school is starting to focus on integrating Depth of Knowledge into the curriculum in order to move their students away from being passive learners. Thus, the lack of consistent curriculum refinement to provide challenging opportunities to engage students in higher order thinking skills, along with inconsistency of curriculum alignment to State standards across grades, hinders students' ability to perform at grade level proficiency as evidenced by varying levels of student engagement, work products and waning student outcomes.
- Refine teaching practices to promote greater consistency in challenging and actively engage students at their instructional levels to meaningful work products. (1.2)
 - The school uses data to establish groups based on performance or skill. Although the use of technology provides opportunities for teachers to differentiate instruction, teaching strategies and questioning techniques do not provide differentiated support for students' individual academic needs for growth. For example, students are grouped by overarching unit-based achievement levels, rather than address specific strengths or skill deficits, thus limiting some students from engaging in higher order thinking and greater levels of engagement. Consequently, not all students are receiving the specific supports needed in order to make greater progress. In addition, English language learners (ELLs) and students with disabilities (SWD) receive the same materials and strategies that are not geared to meet their precise needs and instructional levels. Across classrooms teachers posed low level questions (1-2) on Webb's Depth of Knowledge matrix. As such, this limits students' participation and efforts to engage in critical thinking to support meaningful work products.
- Ensure that teachers consistently align assessments to State standards and use common evaluations to identify student needs for academic improvements. (2.2)
 - Teachers use a variety of assessment tools such as Reading Tracker, Acuity and informal assessments results. However, the multiple assessment tools are not aligned to the schools identified standards. In addition, the school had not yet

implemented common assessments to better evaluate student progress and mastery of skill across grades and subjects. As a result, there is no clear trajectory to student academic success and assessment results do not sufficiently indicate the effectiveness of pedagogical decisions. Consequently, the analysis of student data does not yet lead to an in depth understanding of students' specific strengths and skill deficit for targeted groups of students, particularly students with disabilities, limiting teachers' ability to adjust instructional practices in order to meet the needs of individuals and relevant subgroups.

Part 3: School Quality Criteria 2012-2013

| | | | | | | | |
|---|----------------|---|------------|----|------------|----|----------------|
| School name: P.S. 167 The Parkway | UD | D | P | WD | | | |
| Overall QR Score | | X | | | | | |
| Instructional Core | | | | | | | |
| <i>To what extent does the school regularly...</i> | UD | D | P | WD | | | |
| 1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products? | | X | | | | | |
| 2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels? | | X | | | | | |
| School Culture | | | | | | | |
| <i>To what extent does the school...</i> | UD | D | P | WD | | | |
| 1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults? | | X | | | | | |
| 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them? | | X | | | | | |
| Systems for Improvement | | | | | | | |
| <i>To what extent does the school...</i> | UD | D | P | WD | | | |
| 1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products? | | X | | | | | |
| 3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community? | | X | | | | | |
| 4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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 | | | | | |
| 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS? | | X | | | | | |
| Quality Review Scoring Key | | | | | | | |
| UD | Underdeveloped | D | Developing | P | Proficient | WD | Well Developed |