

# Quality Review Report

## 2014-2015

**P.S. 188 Michael E. Berdy**

**Elementary School K188**

**3314 Neptune Avenue  
Brooklyn  
NY 11224**

**Principal: Frederick Tudda**

**Dates of review: March 16, 2015  
Lead Reviewer: Isabel DiMola**

## The School Context

P.S. 188 Michael E. Berdy is an elementary school with 487 students from pre-kindergarten through grade 5. The school population comprises 51% Black, 35% Hispanic, 8% White, and 5% Asian students. The student body includes 3% English language learners and 23% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-15 was 87.1%.

## School Quality Criteria

Instructional Core		
<i>To what extent does the school regularly...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.	Additional Findings	Developing
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	Developing
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.	Additional Findings	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.	Additional Findings	Developing

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

High expectations are consistently communicated to the school community including teachers, students and families. Communication with parents through workshops and progress reports keeps families apprised of student progress toward college and career readiness.

### Impact

Structures that support high expectations across all constituencies establish a culture of mutual accountability in school-family partnerships. Supports are in place for students' achievement of college and career ready skills and behaviors as well as among teachers for meeting school expectations around teaching and learning.

### Supporting Evidence

- Articulation of high expectations as well as professional development aligns to the domains of the Danielson Framework for Teaching and includes data driven planning and purposeful pedagogic choices that make sense for students. Professional development focuses on creating a positive classroom environment, effective questioning and increasing student engagement by promoting discussion in classrooms as well as using data to provide access to content to all students. Feedback to teachers includes clear meaningful next steps resulting in improving pedagogic practices. For example, to support a teacher in providing access to all students, feedback stated, "in order to drive instruction and to include as many diverse learners as possible, it would be beneficial to incorporate various Universal Design for Learning strategies and resources (e.g. use of computers, manipulatives, etc.) within each lesson." The school's professional development plan evidences specific workshops that address this need and observations evidence follow-up with the teacher to ensure that future planning incorporated the recommendations.
- Systems to communicate with families include e-mail, newsletters, phone calls via school messenger as well as report cards and progress reports. This provides parents with a clear understanding of expectations and student progress. Parents explain that, "the school makes sure we know what is going on with our children, teachers work with parents so kids get what they need to succeed at home and at school."
- Workshops for parents build an understanding of the college and career readiness skills the school stresses to support student growth. As shared by parents, there is an expectation that students demonstrate personal behaviors that include respect, perseverance, determination, honesty and integrity. Family fun events allow parents and their children to engage in activities such as "family fun math-understanding measurement" and a "science scavenger hunt" that deepen the home-school connection and reinforce the idea of building a partnership with parents toward setting the conditions for student success.

## Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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### Findings

Pedagogy provides inconsistent instructional supports and strategies to engage all learners. The use of strategic entry points and extensions that foster deep reasoning in student work products also varies across the school.

### Impact

Across the school, teachers provide multiple entry points inconsistently. As a result, students, including students with disabilities and English language learners (ELLs), do not have daily opportunities during lessons to tackle challenging and engaging tasks that enable them to demonstrate higher-order thinking skills in their work.

### Supporting Evidence

- Some lesson and unit plans list multiple entry points and scaffolds for students, although most classes visited did not evidence incorporation of the strategies into the lessons. Students at differing levels are given the same access points to the work. As a result, some students were able to deeply engage with the material and reach or exceed standards, while others were disengaged. Some learners, including students with disabilities and ELLs, were expressed that they were frustrated and unable to make adequate progress. For example, during a 4th grade English language arts (ELA) lesson, after the teacher read a story aloud, student pairs were discussing the question, "Would you prefer to be taught by a human or robot teacher?" Some students were actively engaging in conversation, while others were completely disengaged and still others were unable to clearly articulate their ideas and engage in meaningful discussion.
- In most classrooms visited, teachers asked questions to elicit responses regarding contents. However, in only two of nine classes visited were questions used to stimulate student-led discussion. In the remainder of the classes, teacher-directed questions led to a teacher-student-teacher cadence of conversation with limited or no accountability for all students to engage in and demonstrate learning.
- A review of group work in several classrooms indicated that some students, including students with special needs, were not active participants in the task, and rather observed or disengaged while another group member did the bulk of the work. In most instances, scaffolds and differentiated materials were not used to ensure that all learners had appropriate access to the task.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

The school is creating curricula across grades aligned to the Common Core Learning Standards including developing tasks and activities that integrate the instructional shifts and provide access to the curriculum for all learners.

### Impact

The decision to focus on developing curricula that align to the Common Core Learning Standards is beginning to influence planning that provides students access to the curricula and the formation of tasks to cognitively engage students.

### Supporting Evidence

- Units of study across content areas integrate the Common Core Learning Standards and instructional shifts. ELA units of study include argumentative writing, text-based response, and content specific vocabulary. Units embed tasks and assessments as well as ideas for anchor charts to support student learning. Math units of study offer students opportunities in multi-step problem solving and special education differentiation. For example, a 3rd grade math unit lists array cards, missing factor games, colored tiles and enhanced multiplication charts as strategies to provide access to students with special needs.
- Unit plans and lessons across grades incorporate academic tasks, however, multiple access points and scaffolds to meet the needs of all learners are not consistently articulated within planning documents. Most units of study do not specifically articulate multiple access points for all learners, while only some lesson plans are specific as to groupings, scaffolds and differentiation being used for particular lessons.
- Units of study are beginning to demonstrate coherence in developing how tasks are being planned to allow students to demonstrate learning. For example, in a 5th grade ELA unit on opinion writing there is a focus on building the skills necessary to develop an informed opinion on a topic, such as making inferences and asking questions. The unit stresses analysis and synthesis of text with embedded tasks throughout to allow students to demonstrate how they use the learned skills to create a point of view on a topic that using text based evidence. The culminating assessments provides for demonstration of mastery of all skills and standards studied throughout the unit.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

While some teachers use formative assessments and student self-assessment to provide on-going checks for understanding, the school as a whole is developing the use of common assessments to understand school-wide trends and measure progress across grades and subject areas.

### **Impact**

The use of common and formative assessment data informs adjustments in some unit and lesson planning at an individual class and grade level. However, as the data is not being consistently and deeply analyzed, there are missed opportunities to uncover trends and gaps both horizontally and vertically in standards alignment necessary to make adjustments to affect school-wide practice.

### **Supporting Evidence**

- The use of common assessments, such as the New York State ELA and math exams, Fountas and Pinnell reading levels, pre- and post-assessments in math as well as Exemplar math problems provide teachers and administrators with data that is used to adjust unit and lesson planning. However, the data is not consistently disaggregated, triangulated and analyzed in order to present a clear picture of student progress individually, by class or by sub-group. This limits its value in terms of providing the information necessary to effectively adjust and plan lessons that meet the needs of all students.
- Administrators collect the results of common assessments and review the data holistically to get an overarching view of school progress across grades and subject areas. Administrators articulate that the results of Fountas and Pinnell reading assessments show that students are making progress and it is better in the upper grades than the lower grades. However, they have not yet done a deeper analysis into the data that would allow for identification of specific trends of student achievement. Therefore, there is limited information to evaluate curricula and the impact of teaching on student performance.
- In some classes, it is evident that teachers use exit slips, formative assessment, a colored coded self-assessment tool and student checklists to assess student work and make adjustments throughout lessons. For example, some adjustments observed include changes in grouping and the use of graphic various graphic organizers that include Venn diagrams and t-Charts. However, the use of ongoing checks for understanding is inconsistent and therefore it is not always evident that teachers are making effective adjustments to meet students' learning needs.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

Teachers are beginning to examine data and student work within inquiry based collaborative teams. Leadership structures are purposeful toward building capacity so that teachers are included in key decisions that affect student learning across the school.

### Impact

The work of teacher teams is resulting in a growing sense of collaboration among teachers, and in increasing clarity on using an inquiry based approach to study student progress. Structures that support the growth of distributed leadership are building teacher capacity in having a voice in key decisions that affect student learning across the school.

### Supporting Evidence

- Although teachers are meeting weekly with their grades to engage in common planning, they are just beginning to learn protocols to study student data, examine student work and develop cycles of inquiry. As such, the work of teams is not yet at the level where the analysis and synthesis of data is building instructional coherence across the school or having a measurable impact on the instructional capacity of teachers.
- A vertical teacher team meets weekly to analyze data across the school to understand student progress. In reviewing the results of embedded tasks across grades, teachers attempted to identify evidence of standards mastery in student work product. Each grade is analyzing two pieces of student work, limiting the sample data for each grade and therefore, limiting the impact of the data analysis has in: identifying trends across the school, building an understanding of impact of teacher practice, or progress trends for groups of students.
- Distributive leadership structures are beginning to build the capacity of teachers to allow for increased collaboration among teachers and for teachers to have a role in key decisions across the school. The school has a master teacher and a teacher serving as a full time coach to colleagues. They participate in school-based and external professional development to build their skills in coaching and providing supports to colleagues. They lead the professional learning at the school and support other teachers as they take on the roles as instructional leaders for individual grades. Currently, their leadership roles serve to support colleagues and to work with administration to analyze data and identify areas of need at the school.