



# Quality Review Report

## 2014-2015

**I.S. 381**

**Junior High-Intermediate-Middle School K381**

**1599 East 22 Street  
Brooklyn  
NY 11210**

**Principal: Dr. Mary Harrington**

**Date of review: March 4, 2015  
Lead Reviewer: Julia Bove**

## The School Context

I.S. 381 is an intermediate school with 327 students from grade 6 through grade 8. The school population comprises 66% Black, 17% Hispanic, 11% White, and 6% Asian students. The student body includes 9% English language learners and 12% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2013-2014 was 95%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Focus</b>	<b>Proficient</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
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	<b>Additional Findings</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

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

The school has established a culture for learning that communicates high expectations to staff, students, and families. These expectations are connected to college and career readiness.

### Impact

Ongoing feedback helps families understand student progress toward high expectations. A system of accountability results in clear and consistent communication.

### Supporting Evidence

- The school recently began using a Twitter account. Teacher, parents, and students all stated that they find this to be a helpful way to communicate. Parents indicated that they are in contact with the school often and regularly. These forms of contact include reports on student progress, email and phone communication with many staff members.
- The school holds monthly college and career days. At the most recent of these, the speakers included the Chief Financial Officer of a major food company, a registered nurse, youth officers from the local precinct, a teacher from the school, a radiologist, and a computer engineer.
- Students expressed a clear awareness of the school's efforts to promote college and career readiness. One boy stated that as a result of discussions with his teachers and career day presentation, he has decided that he wants to be an economist.
- Feedback on teacher observations include comments such as, "I noticed high level discussions between students," "you used assessments other than data and have effectively set up a challenging environment."

## Area of Focus

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

School leaders and staff ensure Common Core Learning Standards aligned, engaging and coherent curricula in all subjects.

### Impact

Curricula and academic tasks provide access to higher order thinking for students with disabilities and English language Learners. The school promotes college and career readiness for all students.

### Supporting Evidence

- The school uses Expeditionary Learning but adjusted it to better fit the school's instructional focus. These adjustments were made collaboratively between administration and staff. As a result, units now reflect an increase in independent reading and writing grounded in text based evidence. Units reflect teacher modifications to include blended learning. This is a result of the school's focus to align to the Common Core State Standards.
- The school is a participant in the School of One Program. School of One provides students with personalized classroom instruction customized to their particular academic needs, interests, and learning preferences.
- Units and lessons include essential questions. For example, a social studies unit poses the question: "Why do civilizations rise and fall?" Another unit asks, "What effects did the Lewis and Clark expedition have on westward expansion in the United States?"

## Additional Findings

<b>Quality Indicator:</b>	<b>1.2 Pedagogy</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

Pedagogy is developed from a coherent set of beliefs that is informed by the Danielson Framework for Teaching and meets the needs of all learners. Accountable talk is evident across classrooms.

### Impact

Student work products are meaningful, and discussions reflect student thinking and participation.

### Supporting Evidence

- In a social studies classroom, students were making text to text connections by comparing a flapper and “modern woman” from the 1920s. The teacher was facilitating the discussion.
- In an English language arts class, students were analyzing the benefits and drawbacks of cell phone use in schools. They were collaborating with peers to evaluate their positions and using text to cite evidence to support their points of view.
- In a School of One classroom, teachers and students were engaged in a live investigation on the slope of a line. The lesson employed multiple modalities, including virtual technology.
- In a science classroom, students were working in groups to determine types of damage caused by natural disasters. Each group had a different natural disaster and a different piece of text.

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

Across classrooms, assessments are aligned to curricula. The school uses common assessments to determine student progress toward goals.

### **Impact**

Students are provided with actionable feedback. Assessments results are used to adjust curricula and instruction.

### **Supporting Evidence**

- Teacher teams use Schoolnet to analyze multiple choice items on a recently administered mathematics midterm exam. One team of teachers identified a Common Core standard in which students showed low performance and made plans to adjust instructional groups based on the data.
- An analysis of student periodic assessment data in October 2014, the school altered instruction to place additional attention on specific reading skills. As a result, periodic assessment data improved an average of 7.6% by the end of December 2015.
- As part of the school's mathematics program, students complete daily exit slips and student self-assessment to check for understanding. This procedure is being implemented in other subject areas, as well.

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

Teacher teams engage in structured professional collaborations that focus on improved student learning. Teacher teams analyze assessment data and student work for students they share. Distributed leadership structures are in place.

### **Impact**

Analysis of student work results in improved teacher practice and progress toward goals for groups of students. Teachers have built leadership capacity and have a voice in decisions that affect student learning.

### **Supporting Evidence**

- Teacher teams meet weekly. In an observed meeting of English language arts teachers, teachers were using schoolnet to analyze multiple choice items from a recent midterm exam. Teachers identified Common Core Learning Standards in which students performed lower and strategized next steps to address this low performance.
- Teacher team members stated that they saw an impact on student performance, as evidenced by student gain in between tests. English Language arts teachers shared the summative assessment data with teachers in other content areas, such as social studies and science. This was also stated by administration.
- Teachers expressed that they had a voice in decision making. For example, one teacher stated that the school's instructional focus was derived out of a need identified by teacher teams: "We needed blended learning. As teams met, each team kept coming up with the same area of need."