



**Department of  
Education**  
*Carmen Fariña, Chancellor*

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2015-2016**

**P.S. 025 Eubie Blake School**

**Elementary School K025**

**787 Lafayette Avenue  
Brooklyn  
NY 11221**

**Principal: Anita Coley**

**Date of review: November 12, 2015  
Lead Reviewer: Rod Bowen**

## The School Context

P.S. 025 Eubie Blake School is an elementary school with 148 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 4% Asian, 65% Black, 28% Hispanic, and 1% White students. The student body includes 6% English Language Learners and 28% students with disabilities. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014-2015 was 91.0%.

## 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>Additional Findings</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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</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>Additional Findings</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>Celebration</b>	<b>Proficient</b>

## Area of Celebration

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

The majority of teachers are engaged in structured collaborations where they consistently analyze assessment data, student work and instructional practices.

### Impact

The collaborative work strengthens the instructional capacity of teachers, enabling groups of students to make progress toward goals.

### Supporting Evidence

- The school's protocol for collaboratively looking at student work requires that all teams cite warm feedback (strengths), cool feedback (areas of need), next steps and the Common Core Learning Standards being addressed.
- A team of teachers was observed analyzing math assessment data as well as student work from the assessment. In looking at different test questions that assessed the same skill, they clarified that students understood the skill of rounding, but many got a particular item wrong. They agreed that the wording of the question was what confused the majority of those that answered it incorrectly. The decision was made that strategic small grouping would be used as opposed to whole class re-teaching. Next steps included getting students to create their own questions with a focus on how different words and phrases can communicate the same problem.
- A math tracker showed an average gain of 44% when comparing pre-assessment "show what you know" data to mid-chapter math assessment data.
- A review of teacher team agendas and minutes revealed collaborative practices such as using Common Core major standards to develop lesson plans aligned to the next grade level; engaging in baseline item analysis for math, English Language Arts (ELA) and running records; and forming groups based on the baseline assessment data.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

Teaching practices across classrooms reflect a school-wide commitment to questioning, discussion and student collaboration, but do not yet demonstrate a strategic use of multiple entry points and high quality extensions into the curricula.

### Impact

Across the vast majority of classrooms, all students, including those with learning challenges, are not yet consistently engaged in appropriately challenging tasks or able to demonstrate higher order thinking skills in their work products.

### Supporting Evidence

- A teacher was observed emphasizing the skill of asking questions after having read a text aloud. “If I want to ask a general question about elephants, what question could I ask?” One student contributed with, “What are female and male elephants called?” The teacher then guided students to find where the answers could be found in the text. Students were heard agreeing or disagreeing with one another. However, during turn and talks, instead of having authentic discussion, some pairs were observed pointing to the page their book was opened to and merely reading aloud to their partner.
- During a review of two digit numbers, students were provided time to share their prior knowledge with each other. “A two digit number is like 100,” one student said. His partner replied, “No, that’s a three digit number.” Another student claimed, “It stops at 99 because after that it becomes a three digit number.” Students were also heard discussing where they find two digit numbers in everyday life. Responses included on a clock, a door and in the grocery store.
- A social studies lesson was observed where ability based groups were engaged in varied tasks. One group was comparing and contrasting Native American tribes based on reading that they had done. Another group was doing a modified version of the same activity with an assistant teacher. A third, larger group was following along with a PowerPoint presentation and filling out a graphic organizer. Though most of the students were engaged in their assigned tasks, a few students in the larger group lost focus as the teacher supported individuals.
- In a reading lesson, groups of students worked to identify key details in the text. The teacher posed questions such as, “Why do you think it would be more dangerous for John than for Sam?” She then prompted her students to talk amongst themselves and write down important details. Students jotted down most ideas that they came up with on either chart paper or graphic organizers with no clarity on how to distinguish between key and general details.

## Additional Findings

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

Curricula are refined using student work and data, and consistently emphasize rigorous habits as well as higher-order skills.

### Impact

Diverse learners have access to curricula and tasks, and are cognitively engaged.

### Supporting Evidence

- Rigorous tasks embedded in curricular documents included: using three digits to make all possible combinations of three digit numbers, identifying the value of each place and writing explanations of two of their combinations; identifying the theme of a text; and choosing a character and explaining how their actions contributed to a sequence of events.
- All lesson plans contain a page for identifying small groups, their prompt levels and the assessment(s) for each group.
- A lesson plan showed tiered assessments assigned to ability-based groups. One group would select a theme from a list and write a story with that theme in mind that had a clear beginning, middle and end. A second group would read a passage, write the theme and then provide evidence from the text that supports that theme. A third group would read a passage, write the theme down and provide details to support the theme.
- An early childhood math lesson outlined the following prompt levels: solving a word problem involving eight, using counters to find number pairs for eight, and counting to eight using cubes.

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

Across classrooms, assessment practices are aligned to the school's curricula and are used to determine student progress.

### **Impact**

Students and teachers receive actionable feedback regarding student achievement and teachers use this information to adjust curricula and instruction.

### **Supporting Evidence**

- While discussing their work products, students were able to articulate the feedback provided to them. Reflections on their graded work included: "I need to have more dialogue," "I got a four because I restated the question, answered the question, gave text details and evidence," and "I need to have a closing paragraph with a conclusion."
- Action plans generated by teachers after analyzing data that comes from common chapter assessments show such instructional adjustments as: working with a small group to re-teach diagraphs, blends and long vowel sounds; and working with a small group to revisit how to analyze multiple step word problems by creating addition and subtraction word problems.
- Teachers from the same grade described how their collective analysis of common chapter assessment data revealed that a number of students across classrooms could not multiply whole numbers fluently. Their instructional adjustment included a focus on the distributive property.

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

School leaders consistently communicate high expectations regarding teaching and learning to staff. School staff regularly communicates with families regarding student progress and high expectations.

### **Impact**

Teachers are held accountable for high expectations. Parents have an understanding of their children's progress on a path to college and career readiness.

### **Supporting Evidence**

- The school leadership's pedagogical expectations regarding flexible grouping and student-to-student discussions were evident in both curricular documents as well as in the majority of the classrooms observed. In most cases, the teacher, assistant teacher and/or paraprofessional were assigned to groups in the planning of activities.
- These expectations are communicated in teacher team meetings attended by the assistant principal, professional learning sessions and weekly newsletters.
- Every month, the school distributes a calendar to parents. One side indicates special events on the appropriate days of the week. In addition, there is a reminder that parent engagement Tuesdays take place by appointment at 2:30 pm. On the back of the calendar are the month's curriculum topics across grades as well as how they are aligned to the Common Core Learning Standards.
- Parents noted that the school communicates well with families. They cited meetings, workshops, phone blasts and special events. A parent noted that she understands how hard the school is working to prepare students with the Common Core from her participation at a Curriculum Tea.