

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	20K192
District Name:	District 20
School Name:	PS/IS 192 The Magnet School For Math and Science Inquiry
School Address:	4715 18 th Avenue Brooklyn, NY 11204
Principal:	Liset Isaac
Accountability Phase/Category:	Improvement (year-1) Comprehensive
Areas of Identification:	English Language Arts - All students; Students with Disabilities; Economically Disadvantaged Students; White Students; Hispanic Students; African American Students; and English Language Learners
Dates of On-site Review:	February 7-8, 2012

PART 1: MISSION STATEMENT

“PS/IS 192, the Magnet School for Math and Science Inquiry, is the school of character and intelligence. At PS/IS 192 each student is special and precious. Our school mission is to use every minute for every child to excel as a student and as a citizen.”

PART 2: SCHOOL STRENGTHS

- The school leadership and the school community demonstrate a sincere concern and commitment to the education of their students.
- The majority of classrooms are equipped with instructional technology that is generally used as part of the instructional program.
- The school environment is welcoming to parents and students. Students report feeling safe and cared for by staff.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Data analysis is not consistently used as a tool for driving school improvement efforts. Data is not used effectively to assess student progress, or to monitor students' progress in the acquisition and development of reading and writing skills that would support student achievement.
- There is limited evidence that special education teachers collect formative data as a component of classroom instruction to inform lesson planning and delivery.

RECOMMENDATIONS:

- The current system for data disaggregation and analysis should be revised to include disaggregated student data in addition to the whole school and grade level monitoring. An improvement plan should be created to ensure that all teachers incorporate item skill analysis of assessment results to inform their instruction. Particular attention should be given to monitoring the development of student skills as they move from grade to grade to check for vertical alignment in curriculum programs in each content area.
- Professional development (PD) should be provided to ensure that all teachers, including teachers of ELLs and students with disabilities, address data collection and interpretation for the use of effective planning.

II. TEACHING AND LEARNING

FINDINGS:

- Few examples of differentiated instruction were observed in classrooms. There was little evidence that data was used to group students by proficiency level or to match tasks to the differing ability levels of the students. Much of the observed instruction was teacher directed, with little variety of instructional strategies. Additionally, there were no observed accommodations for students with disabilities or ELLs to stimulate their academic achievement.
- There was limited evidence of the development of higher order thinking skills within instructional practices. Questioning skills varied greatly among teachers, with a majority of the questions requiring factual recall and one-word answers. The questions were often answered by the teachers themselves. Students were not challenged to analyze, evaluate, present or synthesize information. Limited opportunities for accountable talk were observed.
- In the majority of lessons, student learning goals based on the New York State (NYS) Learning Standards and the new P-12 Common Core Learning Standards (CCLS) were not developed. Few students were able to articulate what they were learning. Teachers did not routinely refer to learning objectives or check that students had achieved them during the lesson. Language objectives for ELLs were not evident.

- The school does not have a formal written English language arts (ELA) curriculum. The units of study in use have been developed by Teachers College (TC) and are not aligned with the CCLS.

RECOMMENDATIONS:

- School leaders should provide PD opportunities for teachers on a variety of instructional strategies to promote differentiation of instruction. The focus of the PD should be on the use of data to drive lesson planning and instruction in order to differentiate. Strategies should focus on ensuring that tasks match the academic needs of the identified subgroups. School leaders should regularly monitor teachers' planning and instructional practice in the classroom to ensure that differentiated activities are in place throughout the school. Ongoing PD should be provided for teachers who continue to struggle with using data to determine work that meets the individual needs of students.
- School leaders should provide PD which focuses on questioning strategies that develop higher order thinking. Teachers should prepare questions that require critical thinking and discussion. Teachers should incorporate additional wait time into their lessons and ensure students participate in class discussions. Teachers should vary student participation and avoid calling exclusively on willing student volunteers. Teachers should encourage student to student discussion.
- School leaders should ensure that student learning goals are well developed and aligned with the NYS Learning Standards and the CCLS. Additionally, school leaders should ensure, by observations and walkthroughs that students are able to articulate what they are learning. Teachers should ensure that students are aware of the learning objectives. This practice should be quickly embedded and the school leadership should visit classes regularly to ensure implementation.
- The Network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The curriculum should be aligned to the new P-12 Common Core Learning Standards in English language arts and literacy to prepare for implementation in school year 2012-13. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development.

All teachers and administrators should participate in PD on how to plan and implement a curriculum with rigor, as well as on delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how effectively the teacher implements the curriculum for the subjects being taught. Lessons need to be designed to provide access to the general curriculum for students with disabilities and English Language Learners.

III. SCHOOL LEADERSHIP

FINDINGS:

- The expectations for ensuring that teachers implement strategies learned in PD are low, and there is no formal follow-up to monitor implementation in the classroom.
- The current supervisory structure does not include a supervisor for teachers of ELLs.

RECOMMENDATIONS:

- School leaders should use the observational process to ensure teachers are held accountable for incorporating all of the skills developed within PD activities into their instructional delivery. School leaders should develop a plan for cycles of formal and informal observations.
- School leaders should consider a supervisory model which includes a dedicated supervisor for teachers of ELLs. An Assistant Principal (AP) should assume the role of supervision of ELL teachers. PD should be provided for the AP to ensure adequate expertise and skill to supervise the English as a Second Language (ESL) program.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDING:

Based upon interviews, communication between the home and school is not meeting the language needs of all parents.

RECOMMENDATION:

School leaders should ensure to the extent possible that communication between the home and school is accessible to all parents in all languages.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- The school has not developed and implemented a comprehensive PD plan. PD offered was not based on student needs (identified through test and assessment data), teacher needs or the needs determined through the lesson observation process.
- There is inconsistent evidence that school leaders are monitoring the impact of PD on lesson planning and lesson delivery.
- The available PD for staff does not adequately focus on the development of effective teaching strategies for students with disabilities and ELLs.
- There is limited evidence of research-based PD offered for teachers of students with disabilities.

RECOMMENDATIONS:

- The school leader should develop a comprehensive PD plan based on student and teacher needs that is also closely aligned with the goals identified in the Comprehensive Educational Plan (CEP). The primary focus of this plan should address improving teaching, learning and student achievement.

- The school leader should conduct follow-up observations to ensure that teachers implement instructional practices learned during PD. Observation recommendations should include feedback based on the provided PD with specific next steps for pedagogical improvement.
- With the support of the Network, school leaders should review the PD program and include sessions on how teachers can more effectively meet the specific learning needs of students with disabilities and ELLs. School leaders responsible for special education and ELL programs should monitor and evaluate the teaching and learning of classes with ELLs and students with disabilities. A comprehensive PD plan should be created to provide teachers with a cadre of instructional strategies to meet the needs of all students, including students in the identified subgroups on an individual and collective basis.
- School leaders should ensure that PD is research-based and provided by facilitators with expertise within the area. The customized PD should be provided to and be attended by teachers of students with disabilities.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school does not have a full-time librarian to support instruction and provide increased access to media resources for all students.
- The library collection revealed minimal resources available for general education students, as well as for student with disabilities and ELLs.
- There is inconsistent evidence that all students have access to texts in alternative formats.
- No evidence was found that native language support materials are available for students.

RECOMMENDATIONS:

- The school leader should seek to hire a librarian/library media specialist to encourage, support and reinforce reading and research skills for all students.
- The school leader should seek the support of the Network in securing grants and supplemental funding to evaluate and upgrade the collection of resources, including technology, to better support the learning needs of all students. Access to library computers should be available to all students. Open access periods should be provided. Grade level literature should be available to meet the needs of all students. Inventories should be kept and school leaders should oversee and monitor library resources.
- The school leader should ensure that all students receive access to texts in alternate formats.
- School leaders should ensure that all classrooms have native language support materials (e.g., glossaries, testing accommodations, bilingual dictionaries, native language classroom libraries) for ELLs and former ELLs.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.