The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. 145 Andrew Jackson serves students in grade PK through grade 5. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>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</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 1.3 Leveraging Resources | Rating: Well Developed |

Findings

The use of resources and other organizational decisions are well-aligned to and supportive of the school's instructional goals and long range action plans. Teacher assignments and student programming are strategic for groups of students.

Impact

The acquisition of technology, curriculum, and new staff has led to meaningful student work products, and teacher and student programming promote access to college and career readiness.

Supporting Evidence

- Additional English as a New Language (ENL) teachers were hired to support state mandates requiring school districts to provide appropriate services and to develop resource documents to support literacy development of English Language Learner (ELL) students. The acquisition of ENL teachers allows for purposeful planning with the general education teacher and for the use of intervention strategies during core instruction for ELL students. Furthermore, the Bilingual Common Core Learning Standards have been aligned to the English Language Arts (ELA) Common Core Learning Standards to support students at all levels of English language proficiency. Additionally, collaboration between the ENL and general education teacher have allowed for specific targets with listening, reading, speaking, and writing goals.

- Sets of laptops were purchased for each classroom for use during instruction. A primary instructional goal for increasing student engagement with meaningful work is station teaching. During station teaching, students rotate to various stations to complete a variety of tasks either with a partner or independently. The inclusion of technology and the licensing of several online gaming and interactive websites has aided teachers in their ability to support differentiated instruction and research. Students interact with several of the websites using an individualized login thus providing the teacher diagnostic information that can be used for curricular planning to meet students’ individual needs.

- Teacher assignments with Integrated Co-Teaching (ICT) classes are strategically positioned to best ensure the curriculum is age-appropriate for students in classes and promotes skills preparing them for success. For example, several teachers were assigned to grades, with consideration of their preference, based on their content knowledge or student demographics. Students are also placed purposefully into certain classes based on prior performance levels as measured by New York State math assessment results. Those students identified on the cusp for proficiency are placed into Academic Intervention Service (AIS) classes for intervention and for ease with tracking of growth by a newly appointed data specialist.
Findings
Across classrooms, teachers have created common rubrics and grading policies that are aligned with the Common Core State Standards. Additionally, teachers’ questioning techniques consistently reflect the use of ongoing checks for understanding and students’ self-assessment.

Impact
Actionable feedback is provided to students and teachers regarding student achievement, and teachers make effective adjustments to meet students’ learning needs, although students are not yet fully aware of how feedback provides them with an awareness of their next learning steps.

Supporting Evidence

- Rubrics are used throughout the majority of classes on a variety of assignments to provide feedback to students on their performance. Teachers established criteria on all common rubrics aligned to the Common Core Learning Standards for grades kindergarten through five to include written feedback identifying areas of strength “shining star,” and areas of growth “shooting star,” in addition to next steps. A review of rubrics across grades and samples of student work highlight an awareness of what is expected at minimum for proficiency at a Level 3. Additionally, the feedback overall was aligned to the standard(s) being assessed while the quality of the written next steps was fairly specific. Students are also expected to identify their next steps on the rubric based on the feedback and performance ratings they received.

- Actionable feedback is provided to students so they can understand how to get a better grade. One student expressed, “To get a Level 4 you have to keep working, and sometimes we leave things out and we don’t get it fully,” in reference to explaining how the use of a rubric helps them with their work. Most students are able to articulate how the feedback they are provided from their teacher improves their work. For example, one girl explained when the teacher noted she needed to express herself better in her writing, it meant give more examples to support her thinking how life would be as a water drop in the water cycle. Another student was able to identify how the connections he made and how he would need to include more details for a higher performance score. However, some ELL students had difficulty communicating what a “shooting star” was and did not fully understand how to improve their work.

- During instruction, most teachers asked questions or asked for a visual gesture to determine student understanding. During a grade five ELA class the teacher asked for thumbs up or down prior to moving onto the next task. She also verbally and visually reminded students of their essential question regarding how opinion influences perception prior to the task. In a grade one class, the teacher moved around the room and checked individual students’ work while providing immediate feedback by either telling the student about his or her misconception or occasionally, erasing and changing a student’s response. Similar minor adjustments during instruction for groups of students or individuals using modeling or redirection were observed throughout the majority of classes visited.
Findings
Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects. Additionally, curricula and academic tasks are planned and refined using student work samples evaluated during inquiry meetings.

Impact
Curricula are accessible for a variety of learners and are aligned to the Bilingual Common Core Learning Standards and refinement to tasks is so that a diversity of learners, especially ELLs, have access to the curricula and tasks that are cognitively engaging.

Supporting Evidence

- Curricular planning documents and instructional goals established by school leadership and teachers focus on ensuring rigorous habits, and higher-order skills are embedded into overview maps in all grades and content areas. Emphasis within unit and daily lesson plans is on designing coherent, engaging, high-level cognitive activities for students with questioning and discussion techniques aligned to Common Core Learning Standards. For example, an opening activity planned for a class of grade three students has them engaged in unpacking the learning target during a turn and talk about the life cycle of a frog. Students are encouraged to use specific academic words from a provided question word anchor chart when asking questions. Similarly, a lesson plan for grade five students includes expectations of discussing the language objective so students can read a text closely and develop clarifying questions to better understand the text.

- Several lesson plans include differentiated tasks for students to complete. A grade two ICT interdisciplinary literacy-planning document includes four strategically assigned reading groups with articles appropriately leveled all addressing how urban, suburban, and rural communities are alike and different. Comparably, a kindergarten lesson plan for a dual language class provides grouping of students who need visual charts for assistance while others use syllable charts and task cards to emphasize rigor and higher-order thinking for them.

- Student performance on a variety of assessments are collected five times a year and shared in the form of running records to guide reading and math lesson planning. Most recently, early readers were identified as continuing to struggle with reading. As such, a curricular resource was purchased and refined to build a strong foundation in students’ phonics. Analysis of data shows student learning is trending in the direction of increased cognitive engagement. Likewise, work with consultants has led to revisions in lesson planning with math instruction so it is more hands-on than previously experienced by students. Teachers note they are reflecting on student work samples and are provided disaggregated data so that their curricular documents and purposefully planning show more high level Webb’s Depth of Knowledge questions and rigorous tasks for their students.

- Teachers plan lessons to include technology stations where students can experience differentiated tasks based on individual learning goals as determined by previously submitted work or assessments. The online resource modifies instruction during student engagement so they are consistently challenged with their task.
Findings
Teaching focuses on engaging students in discussions and on rigorous tasks across classrooms with appropriately challenging activities and tiered questioning for use during whole group instruction, small group discussions, and independent work.

Impact
Learners are engaged in appropriately challenging tasks and demonstrate higher-order skills in their work, thinking, and participation.

Supporting Evidence

- A core expectation across classes during discussion is the use of academic vocabulary by both teachers and students. Students are provided sentence starters or reference sheets occasionally to aid in the inclusion of academic vocabulary during discussions. For example, students in a grade two class created their own questions about the life cycle of a frog. Several students generated questions incorporating “eggs,” “tadpoles,” and “hatch” as relevant vocabulary terms to support their inquiry. Most students referenced and cited their life cycle of a frog book when generating their questions. During a grade five math class, several students made connections about how to total a “ton” using “conversions” of “pounds” and “ounces.” Teachers were also purposeful in their use of academic vocabulary throughout most classes, including a grade two teacher who sat on the floor and worked intimately with a small group of students on vocabulary printed on flash cards.

- Opportunities for students to explain their thinking either to their peers or teachers were evident in all classes. When reviewing the spelling of several words in a grade one class, one girl disagreed with her classmates spelling and offered the correct spelling. Another grade one class challenged students to retell the story they had previously read, emphasizing science vocabulary. One boy was able to clearly explain the story and referred to several instructional tools on his desk during his explanation to help him activate background knowledge and to identify several difficult words from the story, including “plain,” “trample,” “breeze,” and “hippopotamus.”

- Three teachers in an ICT class with many ELL students supported and challenged their students to pick three to four words from a reading about the classification of invertebrates and to discuss each classification with details. Students were provided a variety of graphic organizers for notetaking which assisted them in effectively developing their understanding and explanation.
Findings
School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and that offer ongoing feedback. Teacher teams and staff also have established a culture for learning that consistently communicates high expectations to all students.

Impact
Families understand expectations to help their children at home and during school through ongoing detailed progress reports, goal-setting plans and conferencing to prepare students for their next level of education.

Supporting Evidence

- Students in grades two through five complete parent progress reports and student goal-setting plans. Students record their current performance levels and establish goals in reading, writing, math, social studies, and science. When setting each of the respective goals, students include suggestions they need to apply to be successful and achieve their goals. A grade four student wrote he will “use the CUBE strategy to improve in math.” A grade five student wrote he will “find details in the texts and get ideas from other students to improve putting details in writing.” Students track whether they have met their goals by revisiting them periodically. Additionally, the goal setting plan requires a parent or guardian signature ensuring communication about student progress is maintained with families.

- School leadership and teachers ensure parents are informed of their children’s progress towards middle school through a variety of communication applications and tools. Several purchased online resources specifically their children at home. Parents support their children at home with additional prep material prior to the state assessments and are offered guidance to encourage reading at home. Survey results from parents show they overwhelmingly appreciate translated versions of information and agree communication from school to home is regular, inviting, and informative as it relates to how parents can help their child learn. Most parents felt the open door policy communicates high expectations and provides opportunities to contribute to the school’s culture and overall improvement.

- Students take responsibility for communicating what it means to be college and career ready during morning announcements. Each day students read the pledge and share information related to meteorology. Following those announcements they read information connecting college and career readiness, making correct choices, and highlighting classes with perfect attendance. An example of what it means to be college and career ready includes linking ideas using words and phrases or linking ideas within categories of information. Suggestions to make the right choice include arrive to school on time ready to learn and stay focused on assigned tasks by finding a quiet place to work productively.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations that meet weekly during common planning time. Teacher teams also consistently analyze assessment data and student work from their classes and benchmark assessments.

**Impact**

Inquiry practices have strengthened teacher instructional capacity and promoted the implementation of Common Core Learning Standards resulting in schoolwide instructional coherence and increased student achievement for all learners while also making improvements in teacher practice and mastery of goals for groups of students.

**Supporting Evidence**

- A *Looking at Student Work* protocol is used by most teacher teams. A learning target is established, and samples of student work across a variety of performance levels (low, medium and high), are reviewed for evidence of understanding, examples of misconceptions, and feedback, which will be given to students. At the conclusion of reviewing student work samples and tracking of evidence, teachers reflect as a group on instructional gaps and what must be taught. During an observation of a grade one team, teachers concluded they needed to re-teach punctuation, capitalization, and expanding details in sentence structures when learning to write a topic sentence. Additional implications for teaching were identified which included providing more center work in guided reading to re-teach use of proper grammar and punctuation.

- Teacher teams conduct intervisitations intended to strengthen their instructional capacity based on noticings from inquiry work. Recently several teachers observed a team member to promote the use of assessment across classes. Teachers recorded three things they observed, two things they learned, and one thing they will try. The teachers concluded they will adopt the vocabulary game they observed from their colleague to help increase students’ achievement with academic language. During another intervisitation, teachers concluded they would increase coherence and strengthen their teaching practice as it relates to questioning and discussion; they will try to have questions written out and have students answer in reading response. Teachers note student growth with discussion, and students’ ability to explain their thinking has improved since implementing their structured professional collaborations.

- Common planning time is scheduled weekly for groups of teachers across content areas to collaborate and plan for review of student work and to address any common misconceptions experienced by teachers with their students. A discussion by several teachers during a common planning time meeting concluded students need more opportunity to understand rubrics and checklists so they can further engage in understanding the tasks presented to them. Teachers noted the common rubric might need to be presented in chunks to reduce the volume of information it presents at one time.