Quality Review Report

2016-2017

P.S. 190 Sheffield
Elementary 19K190
590 Sheffield Ave.
Brooklyn
NY 11207

Principal: Stephaun Hill

Dates of Review:
January 26, 2017 - January 27, 2017

Lead Reviewer: Audrey Madison
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. 190 Sheffield serves students in grade K 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>Additional Finding</td>
<td>Proficient</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>
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<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></td>
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<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>
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</tbody>
</table>
## 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>Area of Celebration</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>Additional Finding</td>
<td>Proficient</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>Area of Focus</td>
<td>Proficient</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>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: | Proficient |

Findings
School leaders convey consistent messages of high expectations towards implementing the instructional focus of academic vocabulary and effectively using assessment. High expectations and ongoing feedback connected to college and career readiness are communicated to families.

Impact
Training and accountability support teachers’ achievement of expectations. School staff helps families understand student progress toward expectations connected to college and career readiness.

Supporting Evidence

- School leaders determined an instructional focus on academic vocabulary and executed a theory of action to provide professional learning on vocabulary development, which would advance teacher practice and increase students’ ability to determine or clarify the meaning of unknown words and phrases across content areas. Teachers express that observations and professional development are ways school leaders most steadily communicate these expectations. School leaders and the Teacher Center literacy coach engage staff with research articles about why vocabulary was chosen as a focus, best practices in instructional strategies, and methods to build a home-school connection to support student growth. The math coach collaborates with math teachers to develop effective instructional strategies for explicit math vocabulary instruction. To facilitate training across content, professional learning on vocabulary acquisition is presented to differentiated groups of staff members such as the vertical reading team, all writing teachers, all classroom teachers and paraprofessionals. Topics, agendas and charts of teacher work convey frequent engagement with research-based information that has deepened understanding of vocabulary development that is embedded in the Common Core Learning Standards. Teachers establish interactive notebooks for students, use vocabulary rubrics, and share evidence of implementing rigorous vocabulary development in classrooms.

- One schoolwide goal was focused on increasing effective practices in the use of assessment in instruction. The literacy coach and the math coach support enhanced teacher analysis of results from assessments embedded in the literacy and math curricula, as well as benchmark and State exam data. Teachers shared that data talks with a district specialist have increased their knowledge of using assessment to meet school goals.

- Interviewed parents articulated the important school focus on academic vocabulary and acknowledge the expectations for their children to use subject area terminology. One parent shared that he requested and received a vocabulary list to help his child at home. Parents have attended workshops to better access the online reading program, myOn, so their children can pick out books from this virtual library based on their reading levels. Parents express that report cards inform them of their children’s progress toward college and career readiness and they additionally meet with teachers during Parent Engagement Mondays and parent teacher conferences. School calendars and workshop agendas focus on vocabulary development and strategies for families to use at home to support students. School leaders and staff offer multiple events in which parents visit classrooms and develop understandings of their children’s progress toward grade level expectations.
Area of Focus

Quality Indicator: 4.1 Teacher Support and Supervision

Rating: Proficient

Findings
School leaders support teacher development using the Danielson Framework for Teaching and provide effective feedback that captures strengths, challenges and next steps from frequent analysis of learning outcomes within the classroom observation process.

Impact
While clear expectations for effective teacher practice are articulated through accurate feedback, the observation process is not yet strategically utilized to advance school instructional goals and further enhance teacher practice.

Supporting Evidence

- Observation reports from school leaders reflect low inference notes and include relevant examples of student responses and actions. Additional evaluator notes provide specific feedback that is focused on the prioritized Danielson components, 3b: using questioning and discussion techniques and 3c: engaging students in learning. Although increasing effective practices in the use of assessment in instruction, is a schoolwide goal, two out of five additional evaluator notes do not address Danielson component 3d. In one example, one teacher received a rating of developing for component 3d yet no suggestions regarding the assessment practice to be improved were provided. In another instance, no additional recommendations were offered to further develop the assessment practices of a teacher rated effective in this component. One out of five observation reports made any reference to the integration of academic vocabulary into lessons, which is the instructional focus. Thus, the observation process does not yet consistently reflect a strategic approach to augment teacher practice and advance school goals.

- Feedback communicates strengths and areas of need with component ratings, which are supported with examples from observed lessons. In one instance, the rationale given for a rating of developing stated that the feedback was vague and lacked information to assist students to improve their work. In another case, given an effective rating, it was noted that although a method for assessment was used, record keeping that really determines understanding was lacking. Three out of five recommendations to support teacher growth offered, “seek additional support from the math coach, [or] the teacher center school personnel” for literacy as relevant to their departmentalized content.

- While most ratings contained in the reviewed observation reports were effective, additional feedback to provide examples of recommendations to grow to highly effective practices were not evident across the reports, thus limiting teacher development. For example, one observation report shows seven out of eight component ratings were effective, the eighth rated highly effective. Another report shows seven effective ratings, and one rating of developing. While both reports include notes that refer to the continued emphasis on questioning and discussion, the recommendation presented for next steps, to include more open-ended questions, offer an additional attribute of effective practice for questioning and discussion, rather than next levels of practice.

- Teachers expressed some recollection regarding goals they had set at the end of the previous school year. The stated goals were not consistently aligned to the Danielson components, therefore no alignment to the feedback they receive from the observation process was apparent.
Findings

School leaders make purposeful decisions to integrate academic vocabulary and ensure rigorous habits and higher-order skills are consistently emphasized in curricula and academic tasks for all students across grades and subjects.

Impact

All students, including students with disabilities and English Language Learners, have access to coherent Common Core–aligned curricula that promotes college and career readiness.

Supporting Evidence

- School leaders chose to enhance the literacy curriculum across grades by utilizing Strategies for Writers to advance cohesive teacher practice in writing instruction and therefore increase student proficiency. This writing program has helped teachers implement their instruction from a common expectation, use mutual language, and access the same resource resulting in instruction across the school which is more continuous and seamless. For grades three through five, school leaders adopted the *Common Core Reading Program* because it offers structured integration of the reading standards through close reading instruction and supports the needs of teachers with additional resources such as strategies for differentiation and online teacher tools. The reading curricula for kindergarten through grade two are scripted so that what is taught is unified and consistent. School leaders express that curricular adjustments offer increased opportunities for students to engage in more challenging assignments, deepened conceptual understanding, and strengthened their ability to use textual evidence in their writing and discussion based on Common Core text. Math teachers employ the *GO Math!* curriculum and utilize supplemental materials such as EngageNY so that mathematical plans require students to demonstrate fluency, application and conceptual understanding.

- Across grades and subjects, lesson plans indicate explicit vocabulary instruction, based on the Common Core Learning Standards for Language. A lower grade plan states that the purpose of various activities is to build fluency in math vocabulary. An upper grade plan identifies the words to be used in learning the commutative property of multiplication. A second grade literacy plan reflects the study of prefixes to help students figure out the meanings of words. Lesson plans and tasks reflect that all students, including students with disabilities and English Language Learners, consistently interact with vocabulary by giving examples and non-examples, creating sentences, drawing illustrations and diagrams, rephrasing meanings in their own words, accessing glossaries and using context to extend habits for developing understanding across all subjects.

- Academic writing tasks, evident in planning documents and student work, show that students across the school are expected to produce two to four written pieces through engagement in the writing process for each genre of narrative, informative and opinion. For example, a kindergarten task required students to create a character for a picture book and write a story using drawings and words. A fourth grade task necessitates that students write personal narratives about experiences and events in their lives. Math problems of the day require students to solve real world problems, show their work and explain how they found their answers. As part of a fifth grade science experiment, students were asked to note their observations, explain what happened after heat and pressure was applied to a Starburst candy, and then consider, “How are the Starbursts in this experiment like metamorphic rocks?”
Findings
A range of teaching strategies are employed across classrooms to consistently facilitate different entry points into the curricula and enhance student engagement and participation in discussions.

Impact
All learners, including students with disabilities and English Language Learners, are engaged in appropriately challenging tasks and discussions with varied supports, and produce work products that reflect high levels of thinking and involvement.

Supporting Evidence

- Entry points into lessons were evident in multiple forms across classrooms visited. A fourth grade teacher facilitated a guided group to develop understanding of academic vocabulary and explore the key elements of the rubric for a compare and contrast essay. Students matched word cards containing picture clues to related questions that provided additional context, then made connections to written descriptions of model traits from the writing rubric. A teacher of students with disabilities introduced the informative/explanatory writing genre by presenting an anchor chart containing a written explanation, modeled underlining key words and putting a box around the main topic as students annotated their work as well. Individual student charts of key words for math problem solving and sets of math academic vocabulary cards, some with pictorial representation, some presented in English and Spanish were evident in a second-grade class as the teacher worked with a targeted group of students who had difficulty writing equations to represent addition. In another class, second-grade students were independently engaged with a book quiz, an interactive math book, or choosing a book on their Lexile level utilizing the online reading program myON. In a fourth grade lesson, as the class read the distributed text silently and independently, at least five students annotated the text by circling words they did not know and underlined text clues for the definitions. Other fourth graders write the specific clues from the passage that assisted them in determining the meaning.

- Teachers use varied questioning techniques to scaffold student learning regarding academic vocabulary. As students of mixed grade levels engaged in a match game to reinforce the concept of the commutative property in multiplication, the teacher posed questions to elicit student application of terms such as factors, products and examples. In another instance, after a teacher read the description of informative/explanatory text aloud, she asked if students had any questions. Individual students referred to the charted description and asked clarifying questions for words and phrases such as data and specific facts. A second grade teacher posed questions to students individually based on the specific challenges they were having with place value.

- Student to student discussion was apparent across classrooms. Fourth grade students worked in heterogeneous collaborative groups to find evidence of writing elements in a model piece of writing and used the rubric to evaluate the piece. First grade students discussed whether the letter e was a vowel or a consonant during a turn and talk opportunity. One student told his partner, “It is a vowel because the vowels are a, e, i, o, u and sometimes y.” During the share, a randomly chosen student stated that the letter e was a consonant. A classmate disagreed and justified his response by referring to the displayed hanging alphabet and stated, “The consonants are the black letters and the letter e is red.” Third graders questioned each other and discussed their conceptual understanding of division by sharing examples, explaining models, and drawing representations of division problems.
### Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Teachers use assessments and rubrics that are aligned with the school’s curricula. School leaders and teachers determine student progress toward goals through the use of common assessments.

**Impact**

Students and teachers receive actionable feedback, based on the use of rubrics that informs next steps regarding student achievement. Periodic formative assessment results are used to adjust curricula and instruction.

**Supporting Evidence**

- Teachers consistently provide written feedback based on the use of rubrics aligned to curricula tasks. Interviewed students referred to highlighted rubric components and teacher comments to express what they did well and what they need to improve. A third grader stated she was able to retell a folktale with details but could have described the events at the end more clearly to develop her ideas. A fifth-grade student explained that the details of his personal narrative convey his experience. He added, “By looking at the rubric, I need to use precise and vivid descriptive words.” Teacher comments on a student’s interactive math vocabulary activity sheet indicated the student can define the terms factor and product and wrote examples of equations correctly and further inform, “You did not label which numbers are the factors and which is the product.”

- End of chapter analysis summary sheets for math, reflect alignment of each test question to specific standards, and identify how many students answered each question incorrectly. Results are used in determining which standards are areas of strength and weaknesses for each grade. Next steps reflect instructional adjustments such as, areas for re-teaching, topics of focus in next units and teacher moves such as modeling difficult concepts, use of math games for particular topics, alignment of homework and problem of the day, increase use of targeted visual aids and manipulatives. Teachers, school leaders and the math coach monitor the percentage of students performing below, at and above standards for each math unit.

- Student achievement in reading is tracked based on results of running records, administered three times per year to assess student independent reading levels. Class summary sheets, compiled from the beginning of the year, show the grade equivalent reading levels of students in each class. Faculty members access data reports from myON, for additional analysis regarding improved Lexile levels and the amount of reading students engage with on this online reading program. Student reading folders reveal that teachers conference with students about their reading data and support students to set goals to improve Fountas and Pinnell reading levels and increase Lexile levels by certain number of points. Teachers provide targeted instruction based on student needs such as re-teaching strategies to identify key details to guided reading groups, choose appropriate text for independent reading, and whole class activities to explicitly teach strategies to determine the meaning of unknown words. Information from assessments also informs professional development sessions with the Teacher Center Literacy coach. While tracking documents reflect that reading levels are improving for most students, specific findings based on analysis of progress were not presented, limiting the influence on instructional adjustments.
Findings

All teachers engage in structured professional collaborations using inquiry protocols to implement the Common Core and consistently analyze assessment data and student work.

Impact

Collaborative teacher work promotes the achievement of school goals, strengthens the instructional capacity of teachers to identify gaps in learning, and is focused on improved student learning.

Supporting Evidence

- During an observed English Language Arts team meeting of teachers across grades kindergarten through five, members followed a protocol for looking at student work. The facilitator distributed copies of the Common Core Writing Standard for the grade, a task-aligned rubric from the Strategies for Writing program, and read each component of the applicable writing standard. The work of a student with lots of strengths and foundations was presented for examination to determine how higher achieving students could be pushed further. Teachers independently reviewed the task and the standard, and identified strengths based on the student’s work, making annotations on their copies. The team discussed what the student knows and understands, referring both to the task and the standard and using evidence from the student’s writing piece. Teacher teams collaborate to identify gaps in student learning and crafted implications for instruction. Teachers state the impact of their collaborative examinations of student work is they dissect student work through different perspectives, consider feedback they might not have thought of, and develop next steps that are most helpful for different grades and student populations.

- Math team members express that they analyze chapter assessment results to determine which standards reflect areas of strength and areas of weakness for their grade. For example, when the second grade teachers identified a lack of fluency in addition and subtraction facts as an area of weaknesses, they determined the next steps to ensure the use of manipulatives in each lesson, and use the re-teach tools in the curricula to add to student understanding. One noted third grade strength was multiplying with specific factors, while the use of the associative and the distributive properties were identified areas of weakness. Next steps for the kindergarten teacher include aligning homework and the problem of the day to include more counting. First grade teachers will model how to draw pictures to solve word problems. Teachers expressed that collaborative analysis of chapter results have led to more deliberate adjustments of upcoming lessons.

- Departmental teacher teams in English Language Arts, math, and writing engage in collaborative lesson planning to ensure alignment with Common Core standards. Departmentalization across the school has enhanced shared teacher responsibility for all students to do well. Teachers also work together to expand students’ academic vocabulary, which has resulted in increased levels of student engagement on tasks aligned to all subject areas. The instructional capacity of teachers across grades and subjects has grown as teachers engage in structured inquiry to research, plan and implement instructional strategies for explicit teaching of vocabulary, thus promoting achievement of school goals.