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. 061 Francisco Oller serves students in grade kindergarten through grade five. 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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<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>Developing</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>Developing</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>
<td>Area of Focus</td>
<td>Developing</td>
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</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>Area of Celebration</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>
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### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>Additional Finding</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>
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</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
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</table>

Findings

The school leaders and faculty are committed to create a safe and inclusive environment where students and adults treat each other respectfully. Structures are in place so that all students are known well by at least one adult.

Impact

There is a culture that is conducive to student and adult learning where student-voice is valued and welcomed. School teams and community organizations ensure that student academic and social-emotional supports align through the use of restorative circles, social workers, and workshops.

Supporting Evidence

- Parents, students, and staff agree that the school is a safe place to learn, as is supported by data that shows incidents and suspensions have not increased. Community-Based Partner (CBO) and partners provide social emotional support for students through restorative circles, social workers, and such workshops as "safe touches" for the lower grades as well as on safely crossing streets. Parents stated if a situation between students occurs during the after-school program, then do restorative circles, where students tell the one "who is acting up about how you made me feel." Additionally, the CBO contacts parents and communicates anecdotal notes to school staff through the school data program. Students agree school is inclusive, "Every type of race gets along, and everyone is friends here, we barely argue." A student stated, "In this school community we have to treat each other like family because we see each other more than our family."

- Students stated that their voices are respected. In the after-school program, students participate in after-school clubs that are of interest and run student government. They make decisions regarding school and after-school events, with roles for each student. One student said, “I am the artistic director and when we plan things to do I make posters."

- The CBO supports the staff’s efforts to improve attendance with summaries for attendance and lateness. Also, the CBO partners with the Walking School Bus, which targets those students with the most absences and lateness, assigns them a designated stop, where the walking school bus picks them up and as a group, they walk those students to school. This has yielded an increase in attendance for many of those students. For those targeted 40 students with chronic absences and lateness, a student success mentor partners with students, resulting in an increase in attendance and decrease of lateness. Additionally, the attendance team works in conjunction with the CBO to schedule home visits. The communication between the CBO and support staff is collaborative and powered by consistent meetings involving the key members who monitor students' attendance, lateness, and needs for social-emotional support. Staff at these meetings includes special education teachers, social workers, guidance counselor, social workers, psychologists from school and CBO, and CBO coordinator. They share academically the needs of students to be coordinated and focused upon in the after-school program. This consistent communication including notes in an online-shared site supports students academically and social-emotionally.

- Students agreed they each have at least one adult to whom they can go to for help. Students explained that these adults support them in several ways, supporting them academically to connect with another staff member about class or with social-emotional issues. Students moving on to middle school stated that they felt supported through the selection process. These students expressed that the guidance counselor had meetings with themselves and their parents, explaining the process of selecting a middle school. Parents agreed that they felt supported by the guidance counselor’s sessions, attending the middle-school fair, and visiting schools.
Findings
The school is developing their use of common assessments to measure student progress toward instructional and individual goals. Across classrooms, teachers’ assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact
Teachers inconsistently use results to adjust curricula and instruction or make effective in-the-moment adjustments to meet students’ learning needs.

Supporting Evidence
- Staff and administration stated that the expectation for checking for student understanding includes gather data on a clipboard to use for group adjustments or adjustments within the lesson, as well as exit slips and color cards, which students self-reflect on their understanding. Yet this was unevenly implemented across the school. In a grade five math class, students worked independently on the problem-of-the-day, while the teacher took notes for regrouping and noted that all students had completed the task early so she adjusted the time. Next, she asked students to use their color cards to demonstrate agreement of the solution. However, this was the only adjustment made during the class visits and the only use of color cards. Several teachers walked around with a clipboard collecting data using a system to take notes. In both kindergarten math classes, the teachers collected detailed data on the small group with whom they supported and then with other groups. However, not all staff collected data, checked for understanding, or adjusted supports. In a science class, the teacher walked around, but did not adjust the lesson as students had not completed the first graphic organizer before the second was distributed.

- Feedback to students is inconsistently actionable. Sometimes, the feedback includes both a positive point and an area for growth. Often positive comments are clear, such that a student received feedback that commended his hard work and enjoyment of the task. However, the next steps do not provide clarity on how to improve, stating, “Your next step is to continue learning English and working hard.” Another grow stated, “Next steps, continue to work diligently to persevere and make sense of the problems.” In some instances, students rewrote the teacher's feedback in their words. Some tasks have rubric scores that were highlighted, without a glow, and the student wrote his own next steps, “My next step is to add punctuation.” Yet, the student did not know which kind of punctuation to add. Often a student receives a check mark, percentage, or grade without comment, or with a congratulatory, “Good job.” In a grade three assignment a teacher wrote in script. Although the student is learning to write script, the student had difficulty reading and understanding this.

- Across grades and subjects, teachers give weekly ten-question quizzes to determine if students have mastered the skills, based on the school’s priority standards from State assessments. Although staff has data from quizzes, chapter tests, and a Common Core-aligned simulated assessment in English Language Arts (ELA) and math in a school-based data system, they are unable to demonstrate student progress toward goals. Students take Fountas and Pinnell (F&P) and Developmental Reading Assessment (DRA) multiple times yearly. Yet the data shows students either had a slight increase, decreased, or plateaued. Staff are expected to take the assessment results and reteach based on student needs, yet there is little evidence of analysis of data. The expectation is that curriculum is to be revised accordingly and used to inform grouping and content for groups. Yet little evidence was provided demonstrating this occurs. It is unclear as to how staff tracks student growth toward goals. Therefore, schoolwide, all teachers are not yet able to track student performance and progress towards meeting instructional and individual student goals.
Findings

School leaders and faculty are in the process of aligning curricula to content and Common Core Learning Standards. Academic tasks demonstrate planning.

Impact

Across grades and subjects, the curricula are not yet planned or revised to make the tasks accessible for a diversity of learners.

Supporting Evidence

- Staff and administration stated that data and student work are used to adjust curricula. However, little evidence was provided to demonstrate this practice. Only two curricula maps were provided to demonstrate changes based on New York State data and not more current data and student work. One performance based-assessment analysis which staff stated was changed from previous year. However, no data for the changes or the original were provided for comparison.

- Lesson plans inconsistently provide the areas of instructional focus: increase academic and domain-specific vocabulary, strengthen math problem-solving skills, and a variety of scaffolded activities to ensure that all learners are able to engage fully practices that provide multiple entry points into differentiated curricula and consistent engagement in challenging tasks that will lead to the students demonstrating of the use of higher-order thinking skills. For example, several lesson plans include a list of lesson-specific vocabulary, but not how to teach and assess the academic vocabulary, but instead to “review vocabulary.” One lesson plan had students deciding whose side they would take during the American Revolution and to use a t-chart to organize thoughts to ultimately write an opinion essay of two to three paragraphs. Another lesson listed the standard, to understand that two-digits of a two-digit number is equal to the number of tens and ones. It is unclear how the standard connects to the task to create storyboards using math problem to show how many more. Some lessons use an aim, others use “students will be able to”, a few use essential questions, and a couple use an objective.

- The school has a student population that includes 25 percent English Language Learners (ELLs) and students with disabilities, yet the lesson plans do not consistently provide access for these students. Most lessons are designed such that each student receives the same handouts, materials, and supports. The exceptions include lessons with specific scaffolds and supports so that students can access the content. For example, two kindergarten math lessons include stations for tiered levels of student achievement for subtracting, such as using an online math program, creating math sentences, and bowling to determine a number to subtract from five in one class and from ten in another. One ELA lesson included different questions, but these were not differentiated. Yet other lesson plans did not include such multiple entry points or leveled tasks and vocabulary with pictures and definitions, especially for ELLs. Most lesson plans do not provide consistent access to the learning materials for all students. For example, in a science grade two lesson plan listed ELLs or students with disabilities per group, although it provides all students the same graphic organizers and tasks. Additionally, the reading provided was above grade level with a higher Lexile level than grade two. There is a lesson format adopted by most staff members, whereby the lesson is divided into essential questions, anticipatory set, lesson objectives, assessment, differentiation, grouping, instructional activities, and Common Core Learning Standards. However, there is inconsistent implementation of differentiation. Most include the listing of groups and whether the groups are heterogeneous or homogeneous. Most include accountable talk and graphic organizer, though the graphic organizer is the same for all students. Differentiation of process or product is not provided in most lessons.
### Additional Finding

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<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

Across classrooms, teaching strategies are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best. Lessons inconsistently provide multiple entry points into the curricula, so that tasks and discussions are not always accessible to all students.

**Impact**

As defined by the instructional shifts and the Danielson *Framework for Teaching*, all students, including ELLs and students with disabilities, are not yet sufficiently engaged in high levels of thinking and participation.

**Supporting Evidence**

- Staff believe that students learn best through “an increase of academic and domain-specific vocabulary, strengthen skills for solving multi-step problems, a variety of scaffolded activities to ensure that all learners are able to engage fully practices that provide multiple entry points into differentiated curricula and consistent engagement in challenging tasks that will lead to the students demonstrating of the use of higher-order thinking skills”. Additionally, there is a focus on questioning and discussion, student engagement, and assessment.

- In some classrooms, the level of higher-order thinking skills used to answer questions was evident and one provided students with peer-to-peer discussion opportunities, however this practice was uneven across classrooms. In an ELA grade four class, the teacher posed questions and although the flow was from teacher-to-student and back again, a few students used accountable talk stems. Not all students were engaged, as only a few students were called on. In an ELA grade three class, students listened to a recording of a story that they followed in their own books. After a question and answer period of teacher-to-student and student-to-teacher, in a ping-pong manner, a student stated the answer for which the teacher was searching. Then students moved into large groups of seven, to select from three undifferentiated questions. Student discussion was minimal as some voices were not included and textual references were not used as task.

- Differentiation and multiple entry points were inconsistently provided across classes. In two kindergarten Integrated Co-Teaching (ICT) math classes, the students were in data-determined groups working on subtraction problems with tiered work and manipulatives, such that one group bowled and used the number of pins knocked down as the number to be subtracted. The other groups were tasked to practice with technology, create their own math sentences, or work with clay. In a grade two math class, although students had play coins to describe in a graphic organizer, all students had the same task and worked independently while sitting in groups. In a grade two science class, although learners had a few graphic organizers, all students had the same tasks and were not able to complete one graphic organizer before the teacher moved to another. In a grade one math class students had different tasks at the same table, yet the tasks were not differentiated or aligned to the same standard. Students had roles such as writing the problem but not solving it. This resulted in inconsistent engagement, as evidenced by one student under a table and at each of three tables, at least one just sitting not doing anything.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

High expectations are consistently communicated to staff via the Danielson Framework for Teaching, through training and through ongoing communication. The school communicates expectations to students and families keeping them abreast of student progress toward college and career readiness.

Impact

The school maintains a system of accountability toward expectations amongst staff and helps families understand student progress toward those expectations.

Supporting Evidence

- Parents shared the support they receive for the middle school selection process through workshops, fairs, and tours, and the completion of the applications via the guidance counselor. Students agreed that the guidance counselor helped them to understand the process and selecting a school that best fits their needs. Parents and students agreed that the school helps to prepare them for college and career. The guidance counselor visits classes to speak with students regarding middle school applications. The staff produces a college-awareness day. One student stated and others agreed, “We learned about plagiarizing and if you do it at a young age you could keep doing it. We were warned that if you [plagiarize] in college you could get kicked out.” Then students were proud to show how they learned to credit the author.

- Staff communicates with families in several ways including the weekly parent engagement contact via phone, email, text, or in-person meetings. Most parents stated that they are pleased with the level of communication from the teachers and administration. With the support of a new grant, there has been training for twenty-three parent leaders to work with other parents. Teacher-created workshops provide parents with support to assist their child’s learning. Additionally, parents also shared that they receive a monthly calendar informing them of upcoming themes, topics, and projects. The administration’s partner, the CBO, also supports students academically. The CBO creates and sends the monthly calendar, in both English and Spanish to all parents, and expanding to include French as well. Parents also receive flyers for upcoming events in their home language. In the afternoon program, students work with facilitators to complete homework and tasks to support their learning during school. The staff and CBO communicate seamlessly through multiple meetings to ensure that students receive the academic support they need. Parents stated that they are pleased with the communication between the school and after school program and “they are on the same page.” Parents stated staff meets with their children during lunch to support their learning. Parents agreed that if they have a concern, they would reach out to staff and found results addressed in a timely manner. Students stated that they know how they are doing in school by asking the teacher. Students agreed that, “We know how we are doing in class because sometimes we have a talk with our teacher and she gives us a progress report on how we are doing and in our goal folder we write down our next steps for the month.” Additionally, students stated that they know they are doing well if on the honor roll.

- Administration couples professional learning cycles with frequent classroom observations and actionable feedback to ensure that staff is working toward the school’s achievement goals and instructional foci. Through the professional development (PD) committee, staff creates and presents PD to peers and share best practices during common planning time. Staff members stated that if the PD they want or need is not provided at the school, they are encouraged to find it elsewhere. Teachers and other staff attend outside PD and turnkey it to their colleagues.
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating: Proficient</th>
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**Findings**

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are in place.

**Impact**

Professional collaborations promote the achievement of school goals and the implementation of Common Core Learning Standards, strengthening the instructional capacity of teachers who have a voice in key decisions that affect student learning across the school.

**Supporting Evidence**

- Teachers are engaged in several teams, including but not limited to grade, professional learning, and through common planning time. Teachers upload student assessment results in the Student Assessment Management System (SAMS). Teachers have common planning time to meet weekly, for collaborative work to look at student work and data, through SAMS. Staff maintains their department meeting notes in an online school site. Teachers shared that working together has helped them to improve because they share strategies and methods and then visit each other’s classes to see how their colleagues implement them.

- One of the teacher teams demonstrated the protocol for looking student work and data, from which they determined the areas of need, discussed next instructional steps, and set a check-in date to review student performance. Team members included teachers, special education teacher, ELLs coordinator, speech language pathologist, school counselor, and the CBO student resource coordinator. Together they coordinate between school and after-school support for targeted students. Staff stated that this protocol has helped them to positively affect student achievement.

- As there are several new teachers, there is a mentor and she holds team meetings with the new teachers to support them. Teachers facilitate the team meetings with the support and collaboration of its members. Teachers are empowered to make decisions that support student achievement. For example, in the staff noticed that many students had very low scores on the New York State ELA assessment, noting low scores on reading and comprehension. To that end, staff decided that the Core Knowledge Language Arts (CKLA) program would support students’ needs and brought this request to the principal. Now the staff has CKLA and is working to support students’ reading scores. Staff is seeing students use more decoding skills recently and an increase in writing stamina, although they noticed that phonics remains a work in progress. As there are several new teachers this year, there is an appointed mentor. The mentor attends training and uses this to support the mentees. For example, she brought back a technique whereby the observer sits in the back of the room and notes which direction and to whom the teacher is speaking, tracking student engagement. The mentees will also observe the mentor in this manner. She supports the new teachers through observations, meetings, and with best practices. Mentees agreed that the open-door policy supports their learning and provides a level of collegiality and trust.