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. 196 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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
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</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>Area of Focus</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>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>
## School Quality Ratings continued

### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</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>
</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>
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### Systems for Improvement

**To what extent does the school...**

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<tr>
<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>
</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>
</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>
</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>
</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>
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</tbody>
</table>
Area of Celebration

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

Findings
School leaders communicate high expectations for professionalism and instruction to the entire staff aligned with element of the Danielson Framework for Teaching. School leaders and staff effectively communicate expectations connected to a path of career and college readiness and provide ongoing and detailed feedback to families.

Impact
A system to communicate high expectations is in place with ongoing feedback to foster parent partnerships supporting student progress toward those expectations.

Supporting Evidence

- The school leaders have established and implemented initiatives that promote high expectations for staff, students and families. To support these expectations, embedded in the culture of the school, is the Danielson Framework for Teaching. Meaningful feedback is provided to teachers based upon formal and informal visits and observations, as evidenced by documents reviewed. Also teacher support each other through intervisitations and ongoing discussion during teacher team work. There is focused training on the domains with the Danielson Framework for Teaching at teacher team meetings and school-wide professional development, often led by teachers.

- A strong relationship exists between families and school, starting when students enter the school with open communication to parents and family members via email and Google Docs. There is a focus on students taking ownership of their learning and having accountability for their behaviors. Parents indicated their appreciation that the school has the Positive Behavior In School (PBIS) program instituting seven habits for happy children, where students take charge of their own lives and discover why balance is best. The impact has been an increase in students involved in special programs such as Student of the Month, student council, and career and college readiness endeavors such as mentoring peers and across grade mentoring. Student voices are heard and suggestions for afterschool clubs are respected. Students in the small group meeting shared that learning is interesting and challenging, such as research projects with rubrics and charts to organize thoughts. The large student group discussed how, "having a plan, being proactive, and thinking WIN-WIN was encouraged schoolwide by all teachers."

- Students and parents at all meetings stated they feel there is safety, respect, and trust embedded into the natural flow and culture of the school. Both students and parents stated that they feel the school has a risk-free environment with physical and emotional supports through PBIS and Ramapo Learning programs, which emphasize tutoring and college readiness supports. Parents stated that they regularly use ClassDojo to check on assignments, grades, and messages. Parents also use the myON reading program to assist their children and students use it to increase reading levels and organize thoughts, preparing them for careers or college. Students were aware of school goals and had personal goals as well. One fifth grade student mentioned PIE as his part of his literacy learning experience, meaning Persuasive, Informational, Entertaining; he shared that he remembers this and uses it in his English Language Arts (ELA) class. There are Student of the Month assemblies for parents to celebrate students’ academic achievements and exemplary character traits. There are also celebrations for students and staff who have 100 days of perfect attendance.
Area of Focus

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Across classrooms, teaching practices are aligned to the curricula and the Danielson *Framework for Teaching*, though do not yet reflect a coherent set of beliefs about how students learn best across a vast majority of classrooms. Teaching strategies that provide scaffolds and multiple entry points for all students, including English Languages Learners (ELLs) and students with disabilities, vary across the grades.

Impact

In some classrooms there are missed opportunities to engage all students and some students do not demonstrate engagement in challenging tasks and/or demonstrate higher-order thinking skills.

Supporting Evidence

- Across most classrooms, students were in small group instruction. In some classes, students responded to teacher-generated questions, but in-depth analysis and peer-to-peer interaction was not evident of all classes visited. Students used research skills including citing text-based evidence, however evidence of higher-level thinking using Webb’s *Depth of Knowledge* questioning techniques was not evident. Scaffolding for struggling learners, ELLs or students with disabilities, was inconsistent. In a grade four ELA class the teacher read a story to the class and explained personification. Students talked about how the characters being portrayed as animals made the story more interesting. However, the teacher generated all the questions and even though the turn and talk was very organized with systems in place, the students could not summarize or explain what the characters were doing and some students stated they wanted to reread the story themselves to be able to reference the characters. As a result, there were missed opportunities for students to be active participants in a more thoughtful discussion.

- The school continues to work on differentiation of instruction so all lessons engage students and challenge thinking, including increasing effective questioning that elicits higher-order thinking and extended learning. In some classes, students were asked to respond in full sentences and sentence starters were available to provide the necessary scaffolds. In a grade three math class, the students were working in groups, turning and talking about multiples of ten, and peer assisting and mentoring within groups. Work was differentiated and the teacher utilized exit slips to assess learning. There were extended learning activities and challenges for the more advanced students such as additional higher-level questions and graphing charts to complete.

- While many teachers encourage students to frame their own questions and respond to other students, there were instances in some classrooms when teachers dominated the lesson and answered student questions instead of reframing and redirecting the questions to other students for discussion, thus not allowing students to demonstrate higher-order thinking skills. During the workshop model that the school utilizes, the teachers complete a mini-lesson and then students form on the spot groupings, which was evident in most classes. In a grade five ELA class, the students were working on opinion writing and using a checklist as a scaffold to increase personal thinking around how to provide of evidence from the readings on chocolate milk and its value in school lunches. There was a whole group share-out prior to working in groups. Sentence starters were used, such as “This proves…” and “My thoughts about this evidence are…” Students were discussing evidence from the article to support their argument and using a graphic organizer to delineate thinking and reflect on the balance between personal opinion and evidence.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders and faculty engage in a rigorous process of curriculum development that is aligned to the Common Core Learning Standards and integrates the Danielson *Framework for Learning*. All students schoolwide are consistently required to engage in rigorous habits and higher-order skills, such as being asked to pose and answer questions of their peers, analyze text, and defend arguments with evidence.

**Impact**

Engaging curricula and purposeful questioning techniques are promoting higher-order thinking skills that supports extensions for all learners. Rigorous curricula and academic tasks promote college and career readiness so that all learners can demonstrate their thinking.

**Supporting Evidence**

- The *ReadyGen* curriculum is used and revised to ensure that students use more textual evidence to justify claims, reinforcing the instructional shift. The school incorporates the new Teachers College Writing Program to enhance the basis of the NY Engage curriculum and provide text complexity with rich vocabulary. Vocabulary is frontloaded and reinforced during multiple readings within each unit and is built around a balance of fiction and nonfiction. All students are exposed to expectations that are challenging, clear, and focused with effective feedback to ensure that all students develop into independent thinkers and writers. Students worked with partners and discussed in academic terms such as, “I think there is a better argument,” or “I disagree with you because it doesn’t state different ideas.” There was evidence of opportunities for students to engage in discussions, demonstrate their thinking verbally, and through their written work.

- Thinking maps and graphic organizers are used to scaffold learning and organize thinking. There is consistent use of academic vocabulary and coherence in math concepts. The *GO Math!* curriculum ensures that rigorous habits to extend student thinking and construct responses to explain their thinking are included, while multiple choice questions are still incorporated as well. Modifications to *GO Math!* include fluency application and problem solving along with computation. A review of the grade level curriculum units in science and social studies reveals that the scope and sequences are aligned to match texts of what students are reading in ELA with a focus on strategy charts to solidify the coherence of what is taught and provide multiple entry points. Project-based learning units developed by subject area teachers in conjunction with the ELA department are evident in science and social studies. All documents are available on Google Drive to support teachers in sharing information.

- Units of study require pre- and post-assessments and have resulted in shifts in the curriculum maps as well as unit plans across the grades. Fountas and Pinnell running records are used in kindergarten through second grade for a baseline assessment along with a regimen of sight words. Book clubs in each grade offer books of varying levels to promote interest in reading and provide scaffolding for ELLs and students with disabilities along with the accelerated learners.
Findings

Across classrooms, teachers use or create assessments, rubrics and grading policies that are aligned with the school’s curricula. The school uses common assessment to determine student progress towards goals and these results are used to adjust curricula.

Impact

Assessment practices provide students and teachers with actionable feedback regarding student achievement. Curricula and lesson plans are adjusted based on analysis of data collected during class time so that teachers were able to make effective adjustment to meet the needs of all students.

Supporting Evidence

- All teachers use common assessments aligned to the Common Core Learning Standards and the Danielson Framework for Teaching. This is evident in the younger grades by the baseline assessment data charts. Teachers have created or modified rubrics and checklists aligned to key standards for each unit of study based on pre- and post-assessments as part of the GO Math! and ReadyGen programs and utilizing the Teachers College Writing Rubric in ELA and social studies. Teachers were observed circulating and taking notes on individual students as well as conferring with groups. Students at the student meeting expressed that they are used to self- and peer-assessing using rubrics. Teachers provided consistent feedback on student work with detailed reasons for their success and clear next steps as shown in work portfolios and on bulletin boards outside classrooms.

- Teachers use exit slips to check for understanding, and they also employ leveled texts and a variety of graphic organizers that include T-charts, KWL charts, and anchor charts displayed in classrooms. Conference notes are used to assess student progress toward unit and grade level goals. Students use discussion strategies such as turn and talk and think-pair-share as means of assessing each other’s thinking. Writing on demand assessments, as both pre- and post-assessments are used within most lessons, and each teacher grades published pieces against subject-specific rubrics. A review of student work products revealed task-specific rubrics and checklists as well as peer assessment including one that contained actionable feedback from another student. Checks for understanding include stop light rings, thumbs-up, and checklists. In addition, students often showed an understanding of the tasks. For example, a student brought a research writing assignment to the small student meeting and stated the class was learning something new and challenging, “I managed to do it with charts that helped organize my thoughts.”

- In response to trends and current data, ongoing professional development is planned and teachers’ instructional capacity using assessments to form reteach lessons has strengthened. Teachers are using formative, periodic, and summative assessments to plan, refine, and align lessons to meet the needs of all students and assist in planning professional learning opportunities to support this work. Data revealed that students across grades needed foundations in writing about character traits. At a professional development meeting it was determined that they would emphasize this writing skill across grades. These common assessments are analyzed to show student growth along the continuum of standards. A review of professional development on data-driven instruction looked at Measures of Student Learning (MOSL), STARS classroom, a web-based system for collecting student data, and Fountas & Pinnell benchmarks, creating a calendar of benchmarks for each grade.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

The administration, teacher leaders, and instructional coaches support the development of all teachers with effective feedback that includes next steps. This feedback accurately captures strengths and challenges using the Danielson Framework for Teaching to articulate clear expectations for teacher practice.

Impact

Accountable talk at teacher team meetings, with self and peer reflections, as well as a focus on instructional learning walks, support teacher development and practice. The school has established systems for monitoring teaching practice with a clear focus on improving instruction and, in turn, improving student outcomes.

Supporting Evidence

- Teacher observation systems foster ongoing pedagogical conversations between administrators and teachers, teachers and their peers, and between members of the administration, as well as paraprofessionals. Observation reports clearly highlight examples of effective practice and recommendations for next steps are present and aligned with instructional goals and the Danielson Framework for Teaching. The schoolwide goal, as stated in the Comprehensive Educational Plan, is to focus on individual student needs supported by targeted collaborative professional development for faculty. For example, based on last year’s observation data, teachers needed to emphasize citing evidence in conversation or in writing. As a result, citing text evidence was emphasized in professional development and within classrooms lessons. All staff observations are followed by a face-to-face verbal feedback post-conference providing constructive feedback. School leaders share low inference notes with teachers, fostering teacher reflection on practice and plans for next steps.

- It was stated at a teacher team meeting that, during the teacher led instructional learning walks, “goals are to improve pedagogy within a culture of respect and continuous improvement using warm and cool feedback.” Recommendations are aligned to instructional goals and the Danielson Framework for Teaching. Coaching supports provide common lesson strategies and follow-through expectations for teachers. Teachers who are experts provide mini-workshop models in different subject areas emphasizing engagement and differentiation. All teachers at both teacher meetings stated that they are encouraged to visit classes where good differentiation and questioning techniques take place to help them make greater use of the techniques with their own students, but often time is limited to do so.

- There are teacher leaders on each grade level who conduct professional learning meetings. These leaders include a math/data coach, two literacy coaches, an English as a New Language (ENL) coach along with a Special Education Achievement coach. All of these coaches conduct observations with a specific focus based on the school’s instructional focus of designing coherent instruction. Professional learning has taken place within departments and on grade levels, both vertical and horizontal, including topics such as, “Infusing the Workshop Model into ELA and math,” “Norming Assessments,” and “Enhancing Instructional Shifts through Teachers College Writing.” The principal stated that the overall objective is for teachers to have a common language around professional practices based on the instructional focus.
Additional Finding

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

The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals. Leadership structures provide a means for teachers to have input on key decisions about schoolwide curricula and teaching practices.

Impact

The work of teacher teams has strengthened the instructional capacity of teachers. Shared leadership structures build capacity that affects student learning across the school.

Supporting Evidence

- Teacher teams work in assessing students using rubrics to ensure consistency across classrooms and grades and have been instrumental in making decisions and adjustments to adapt aspects of ReadyGen, GO Math! and the Teachers College Writing Program for assessments and rubrics for each subject area. Student data is used to group students and to identify and make revisions in instruction. Using this data, teams have developed unit plans in reading, writing, and math based on the Common Core Learning Standards and infused their own work into the ReadyGen and GO Math! curricula. Lesson plans are shared and teachers are identifying strategies within lessons based on skill levels and are looked at for revisions to meet student needs. Schoolwide collaboration has resulted in coherence and alignment of curricula across all grades and subject areas. Team meetings both vertically and horizontally have affected decisions that resulted in improved teacher practice. For example, there are now more intervisitations in teachers’ schedules. This has resulted in teachers identifying best practices in engagement and differentiation and using the intervisitations process in enhancing their own teaching practices.

- There is distributive leadership throughout the school where teachers assist in instructional and curricular decision that affect student learning. A professional development session around the Danielson Framework for Teaching for rigorous instruction had teacher teams plan coherent instruction into their everyday lesson plans. Teachers lead professional development and give input to support colleagues and determine areas of need. There are teacher leaders on each grade level who lead collaborative professional learning communities. Administrators and teachers work collaboratively on making curriculum decisions to promote student progress. Teachers follow a set protocol during all team meetings as evident during the second grade team meeting, where an agenda and roles such as timekeeper and presenter were used. A t-chart was presented with strengths and challenges of a recent GO Math! chapter study. The team determined that a focus on restating the problem in order to understand the process is needed. Students need to explain how they solved the problem, while this is starting to happen it is not consistently happening across the grade. The instructional impact was determined and in the future students will swap with a partner and explain step-by-step how they came to an answer.

- Teacher teams help facilitate intervisitations in order to gain insight into their own strengths and challenges. Teachers share information in a non-evaluative manner and use Google Drive to schedule and track visits and give feedback. Lesson plans created by teacher teams specify guided reading and small group interaction in all classes. Teachers at the Impact Team meeting stated that they have set roles that are rotated and all notes are shared on Google Drive. Teacher team minutes are shared with administration and teachers receive feedback on their meetings and next steps to support their work. As a result, teachers are meeting both formally and informally to brainstorm strategies that aim to close the achievement gap within their class and across grades.