Quality Review Report

2017-2018

P.S. 202 Ernest S. Jenkyns
Elementary 19K202
982 Hegeman Avenue
Brooklyn
NY 11208

Principal: Ronald James Jr.

Dates of Review:
April 25, 2018 - April 26, 2018

Lead Reviewer: Marion Wilson
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


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
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<tbody>
<tr>
<td>To what extent does the school...</td>
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<tr>
<td>Area</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>
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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>
</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>
</tr>
</tbody>
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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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</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>
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</tbody>
</table>

### 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>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>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>
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<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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Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings
The use of resources and other organizational decisions are well-aligned to support the principal’s vision for the school. The principal structures staff time to ensure substantial and regular meetings for teachers aligned to their professional responsibilities.

Impact
As a result of strategic partnerships, allocation of funds, and human personnel, students are engaged in challenging academic tasks and teachers have significantly improved their teaching practices.

Supporting Evidence

- Consultants and coaches are strategically assigned to professionally develop, mentor, and support staff members in areas aligned to the school’s goals. There is a clear connection between how the work of partnerships, consultants, and coaches has increased the quality of teaching and students making significant gains on in-house assessments because of the decision to allocate funds to have teachers work in their areas of expertise. In addition, a complete guided reading library accompanied the decision to support the hiring of a literacy coach. As a result, students reading levels have dramatically improved. The strategic hiring of educational consultants helps to support teachers, conduct demonstration lessons, and facilitate intervisitations. Literacy consultants from Creative Solutions helped to train teachers on how to conduct effective guided reading groups with a more skill and strategy focus to boost gains in students’ comprehension, fluency, and vocabulary. The art teacher aligns work to the Blueprint for the Arts and help students create meaningful work products aligned to the Common Core. All use of resources is strategically mapped out and aligned to the Framework for Great Schools, indicators of the Quality Review rubric, and overall school goals.

- The principal makes purposeful decisions on the allocation of funds for space, technology, leveled libraries, contracted personnel, and organization partnerships that are closely aligned to the school’s mission and long-range plans. There is a clear connection between the organizational decisions and more students being able to meet their instructional goals, display positive behaviors, and meet college and career readiness expectations as evidenced by the projects, book reports, and exemplary work products they produce. Student artwork lines the hallways along with sophisticated student work in the form of typed projects, elaborate essays, and other visual displays that are evidence that the strategic use of resources has led to meaningful student work products across the school. Student work products are rigorous and reflect a variety of challenging programming and resources that have been purposefully allocated.

- Teachers have multiple opportunities to meet, plan, and conduct inquiry that is built into their daily schedule. These interactions are explicitly used for professional collaborations that are focused on the instructional shifts and designing coherent curricula to increase engagement across classes. Teachers have a variety of regularly scheduled meetings including, planning time, inquiry, and data analysis. As a result, students are engaged in more challenging work and projects. The principal hired cluster teachers to provide instruction at least three times per week when teachers can meet and plan together. Teachers used the time to coordinate with the data specialist, review data, create reference and anchor charts, and create problems of the day in math across grades.
Area of Focus

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

Teaching strategies in some classrooms inconsistently provide multiple entry points into the curricula as well as limited student-to-student discussions, participation, and thinking.

Impact

There is uneven student engagement across grades and there are missed opportunities for students to participate in lessons and make their thinking visible.

Supporting Evidence

- Some teachers employ teaching practices that include scaffolds which provide opportunities for students to engage in learning experiences such as collaborative projects, questioning, and discussions. While there was use of graphic organizers, highlighters, markers, leveled texts, and some differentiated activities in classes visited, there were some missed opportunities for these supports to allow for multiple entry points. Students in one class had access to the MyON reading program but activities were not aligned to the learning objective for the lesson. However, in another class, students were writing a persuasive essay and had a graphic organizer with notes on what to include in each paragraph with reasons and evidence to support their thinking and help them organize their writing. Students shared that they did not have to follow that format but the tool was there to help them if they needed it. Teaching practices were uneven across subjects and grades and did not always properly support the needs of diverse learners during the school visit. As a result, student thinking and participation were limited by teachers’ decisions on the structure of some lessons.

- In a few class visits, teachers engaged in direct instruction and dominated the conversation. Teachers posed questions and generally called upon one or two students to respond. In one class, the teacher asked a question and told students to turn and talk to one another but students were not accustomed so they had difficulty in initiating the conversation. In an upper grade reading class, students were asked to analyze idioms and use discussion prompts to engage in a team talk in response to the following question, “Do you agree or disagree with the cowpoke that Pecos Bill should give up his life with the coyotes and start acting like a cowboy?” Students had to read, think, cite evidence, share ideas, listen to others, and then write about their conversation. Students had picture cues and sample work to respond to as they engaged in the conversation. There were a few missed opportunities for student ownership of their learning as teachers generally posed questions and did not allow students to generate their own questions or choose their own learning opportunities.

- Teaching strategies in some classes include the use of small-group instruction to build on student strengths and allow students to assist each other during the learning process. There were some instructional tasks that addressed the needs of individual students including those with disabilities and English Language Learners. In one class visited, students had access to a tool when they are doing reading and writing activities. The color-coded chart with visuals gave suggestions during guided reading such as, look at the pictures, and stretch out words. There was an activity work sheet where students were matching the appropriate pictures with the words and had alphabet tiles to create words. In a class about Greek mythology, students had laminated cards with the names of popular figures associated with teachings about the gods and heroes. Students shared that the pictures and definitions help them answer questions related to the task.
Findings

Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across most grades and subjects. Most curricula and academic tasks are planned and refined using student work and data from common assessments.

Impact

Curricula and academic tasks afford diverse learners access to Common Core-aligned content with the necessary scaffolds and differentiated to support English Language Learners so they are cognitively engaged.

Supporting Evidence

- Most curricula and academic tasks include rigorous activities requiring students to consider different perspectives, question the reasoning of others, cite textual evidence, and strengthen conceptual understanding of complex topics. Teachers look at how students perform in relation to power standards and then tailor modifications to the curricula in response to the data. For example, data revealed that students were not citing evidence or restating the question when answering short responses. Teachers devised a strategy approach in which students restated the question, answered it, and then provided proof form the text (RAP). There were also the formulation colored questions in response to text. For example, the red group answered, "What mistakes did Max and Gordy make?" The blue group answered, "How is baking cookies similar to the scientific process?" The green group responded to, "Why weren't the boys successful in baking cookies?" In another task, there was a graphic organizer for a cause and effect in the shape of a tree with lines and sentence starters to help students write their thoughts about the topic. Other students’ trees were blank and did not include the starters or clues.

- Teachers use results from periodically administered running records, performance tasks, and curricula-aligned assessments to create tasks to help students think critically and demonstrate their thinking. Evidence reviewed during the school visit revealed written tasks and activities that were revised to support the diversity of learners within classes. Teachers used the results from weekly standards-aligned tests to incorporate the use of exemplars to help provide students additional exposure to rigorous tasks. Teachers also examined their questions in relation to Webb’s Depth of Knowledge to ensure that more tasks required strategic and extended thinking rather than recall and focused on skills and concepts. A revised task provided students with sample text to model how to support understanding on both sides of an argument and then a sentence starter to help state their conclusion about their thoughts about using social media. These revisions were prompted after reviewing sample student work products and noticing that some students did not have strong claims and were confused about how to write a convincing argument and engage in a debate.

- Most tasks include activities for students to explain their thinking, demonstrate conceptual understanding through use of a strategy, and solve real world problems. In an activity sheet, there were prompts for the teacher to employ during the lesson. These prompts were point to each word, stretch out the word in a writing task about migration; students were expected to explain what migration is, why animals migrate and give examples of some animals that migrate. They had to choose the animal they were most interested in and provide details. The task was modified to address the science standard about changes to plants and animals in relation to their environment. The task included notes and suggestions and had a space for students to draw pictures to depict their understanding of migration.
**Quality Indicator:**

<table>
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<tr>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

There are assessments that are aligned to the school’s curricula and help to determine student progress across most grades and subjects. Most teachers consistently use ongoing checks for understanding and student self-assessment during lessons.

**Impact**

As a result, shared assessments across the school help teachers adjust instructional decisions at both the classroom and teacher team level as well as provide actionable feedback on student work and during conferencing. Teachers make effective on-the-spot adjustments to meet all students’ learning needs during lessons.

**Supporting Evidence**

- Students receive actionable feedback on their work and when conferencing with teachers about their work. Feedback comes from standards-aligned rubrics and checklists and gives students manageable next steps to move forward in correcting their work. There are different assessments being used that align to the curricula including benchmark checks for student proficiency and determining student progress. During the small-group student meeting, students shared work samples and stories of conferencing with their teachers and receiving actionable feedback. For example, the teacher wrote, “Excellent usage of contractions and transitional words. Next time, use more sophisticated verbs to describe the emotions of your characters.” Some tasks have checkboxes, which include the area or areas a student’s work needs to improve upon, such as ideas, organization, voice, word choice, sentence fluency, conventions, and a space for other comments associated with the writing task. Most students receive actionable feedback that they act upon and which also informs teachers about their achievement.

- Teacher review the results from assessment data to modify pacing calendars, provide intervention for students, and plan small-group instruction. There is a system to determine whether students have met proficiency levels in accordance with standards-based criteria. Reading and math groups are based on common assessment tools and checks for understanding. Teachers document student response and level of understanding on lesson plans, sticky notes, or on checklists and use the information to plan activities based on students’ performance and reading levels. Classrooms have data walls that show student proficiency in reading, writing, math, science, and social studies and based on the unit whether students have made gains or demonstrated progress. Overall proficiency levels were utilized to determine whether student percentages increased from the beginning-of-the-year to the mid-year benchmark. Teachers decided to shift some tasks and revisit key power standards that students struggled with on each of the aforementioned assessments. In addition, Fundations was included to supplement the lack of a phonics-based program. Most teachers use data to make decisions to change curricula and instruction.

- Most students are able to self- or peer-assess their work against established criteria and provide information to teachers to help teachers make in-the-moment adjustments to lessons. Some teachers use the thumbs-up approach, turn and talks, or while others use questioning techniques to check for student understanding during lessons. As a result, teachers will provide additional information to support students who need it or take notes to address any misconceptions for the next lesson. There were checks for understanding checklists, created by the principal, to enable teachers to memorialize which students met or did not meet the skill focus of the activity they were working on. Formative assessments help teachers to monitor student understanding and respond to their needs in curricular or pedagogical adjustments.
Additional Finding

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

The principal consistently communicates high expectations to the faculty based on the Danielson *Framework for Teaching*. Teachers consistently establish a culture for learning that communicates high expectations for most students.

Impact

Observations, professional development, and consultants help support the system of accountability of expectations related to planning differentiated lessons and small-group instruction to engage learners. Teachers offer ongoing feedback and guidance to students that support them in preparation for the next level.

Supporting Evidence

- Teachers share their personal experiences with students about going to college. There is a culture in the building that provides students with information about what will happen in the next grade, next level, or when they graduate and go to college. During the school culture meeting, students shared their career aspirations and what they needed to do in order to go to college. One student shared that she wanted to be a pediatrician when she grows up and she has to take many math and science classes in order to go to college. Another student spoke about attending John Jay College if he wants to become a detective. When prompted about how there is a connection to college and career readiness, most students mentioned conversations with their teachers about preparing for later in life. Each grade level is associated with a college and the corresponding grade-level reading level expectations. For example, kindergarten students are referred to as York College, second grade is Hunter College, and fourth grade is Brooklyn College. This system helps expose students to the names of colleges and the reading level band that is associated with their grade level and what they need to do in order to move between levels. Students receive support from teachers on a regular basis including accepting feedback and constructive criticism on how to make their work better and how to collaborate with others.

- The principal communicates his expectations for teacher performance related to the Danielson *Framework for Teaching* through the staff handbook, regular emails, verbal communications, and through posters posted throughout the building highlighting the instructional focus. He sends out a regular communication entitled, “The Principal’s Mile Marker,” which emphasizes the school’s instructional focus centered upon engaging students in small-group instruction with a data-based rationale. Observation feedback helps to remind teachers about utilizing resources shared at staff meetings, working with a cooperating teacher, and seeking support from the coach or data specialist to support their efforts. As a result, teachers are held accountable to stated expectations but also supported to help them achieve expectations.

- There is a culture of professionalism that is communicated through the daily interactions of staff, which is supported by teachers, and coaches which helps to support teaching and learning. The professional development plan outlines the key Danielson *Framework for Teaching* foci to ensure that stakeholders understand the importance of what effective teaching practices look like. During one of the teacher team meetings, one teacher shared, “Before I was not sure how to use questioning and discussion techniques to get students more engaged in the lesson. The principal gave me feedback around student engagement and effective discussion strategies and I am much better.” There are professional learning experiences, verbal and written structures, as well as teacher collaboration where expectations are supported to help teachers improve their practices.
**Additional Finding**

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

**Findings**

Teacher teams consistently analyze assessment data from a variety of sources for students. There are distributed leadership structures in place at the school.

**Impact**

Teachers have a voice in key decisions that affect student learning. Teacher practices in designing rigorous curricula and creating engaging lessons has improved along with progress toward goals for groups of students.

**Supporting Evidence**

- Most teacher teams analyze assessment data to determine whether instruction is effective and to check for progress of goals for students. Evidence reviewed from previous teacher team meetings, including the results from the school-generated weekly power standards assessment, revealed that students were not being challenged and struggled with applying and extending previous understandings of division to divide unit fractions by whole numbers in multi-step word problems. According to the data spreadsheet, only 10 percent of fifth grade students had demonstrated mastery of the skill and three percent showed proficiency, even though the concept was introduced in previous grades. Teachers then devised a strategy approach to help more students achieve proficiency in dividing fractions by creating student-friendly task cards, which illustrated each step students had to take along with key academic vocabulary words. As a result, 15 percent of students who were retested after the implementation of the key words and task cards showed proficiency on the standard. Teachers meet in teams on a regular basis to review and analyze assessment data and create strategy-based task cards in response to the results of math and reading exams.

- Teachers are selected and can volunteer to serve as grade-level leaders and meet with the principal to contribute to programs, policies, and the operations that affect student learning. Teachers shared that they have flexibility in designing and implementing lessons with some deal of creativity and autonomy and feel supported by the principal. One teacher remarked that after review of the targeted power standards for their grades they realized there was a need to focus more on fractions and the misconceptions causing students to regress. They analyzed the results from the weekly assessments and teachers initiated the charge to find simple models and strategies to help students master the concept of fractions. Another example shared was that the shift to a different reading program was a direct result of teachers communicating to the principal that the current program was not meeting the needs of the students and lacked sufficient rigor. Teacher leadership is supported through the formation of several committees that are teacher led.

- Teachers have opportunities to serve in leadership roles in the school and can make school-level decisions through collaboration with the principal. The principal along with teachers shared several examples of how they are able to freely share suggestions and ideas to help improve the school, including improving student learning. When the curricular program the school was using for several years did not seem effective and lacked alignment to State tests, teachers asked the principal to consider other resources to support more rigorous content similar to the test. In addition, teachers created a student worksheet for students to write and track their academic and personal goals. During teacher team meetings, most teachers agreed that the principal was supportive of their ideas to make instructional decisions affecting student learning. Teachers have a voice in decisions that affect the use of resources, curricula, testing, programs, activities, and teaching strategies.