Quality Review Report

2017-2018

P.S. 307 Daniel Hale Williams
Elementary 13K307
209 York Street
Brooklyn
NY 11201

Principal: Stephanie Carroll

Dates of Review:
March 7, 2018 - March 8, 2018

Lead Reviewer: Kevin Bradley
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>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</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>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Area of Focus</td>
<td>Proficient</td>
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</tbody>
</table>
## 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>Additional Finding</td>
</tr>
</tbody>
</table>

## Systems for Improvement

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

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

The majority of teachers are engaged in inquiry-based, structured professional collaborations. Across the school, grade teams meet on a consistent basis to analyze assessment data, student work products, and to share teaching strategies.

Impact

Teacher engagement in inquiry-based, structured professional collaborations has strengthened their instructional capacity and promoted implementation of the Common Core Learning Standards and instructional shifts. Systematic analysis of student data and work products has resulted in mastery of goals for groups of students.

Supporting Evidence

- During an observed fourth grade math inquiry team meeting, teachers examined how students have understood the Common Core Learning Standard about fractions, understanding addition of fractions, decomposing fractions, and solving word problems. Using a protocol, teachers discussed how the student work examples would inform instruction in the classroom. The team reviewed strengths of the student work they looked at, which included, initially, that students used to add the denominators, now they do not, and identify the whole. Learning gaps were identified as renaming in simplest form, and renaming in mixed numbers. Teachers found that after analysis of student work, the outcomes involved strategies to reteach renaming and using a three-step checklist. After that: look at improper fraction, two, divide the numerator and denominator, use fraction strips, manipulatives and a checklist. Next steps for the team, included a student friendly rubric, having students make posters and poster share with class, as they show and explain their strategy, and look at past state tests and pull out questions regarding fractions.

- In a second-grade inquiry team meeting, the team looked at student responses to literature writing examples and the rationale for selecting that goal, included students are answering questions, but not providing text evidence, nor using paragraph form. The team reviewed student work examples from all grade 2 classes. Strengths of the high work example included, volume of writing, responding to questions, and using transition words. Gaps identified in the high group examples included using evidence from text and paragraph format. Strengths from the medium level work example included expressed feelings about the text using sequence words. Gaps of the medium level work were conventions and spelling. Next steps included small group instruction for the below group to restating question and conventions, and the near mastery small group using two details, elaborating on each detail. The mastery small group will receive instruction on closing.

- In the beginning of the school year, third grade demonstrated 13 percent mastery of the operations and algebraic standards and by mid-year the mastery level increased to 46 percent. In the beginning of the school year, fourth grade demonstrated 39 percent mastery of number and base ten standards and by mid-year the mastery level increased to 48 percent. In the beginning of the school year, fifth grade demonstrated 57 percent mastery of the number and base ten standards and by mid-year the mastery level increased to 61 percent. Midpoint progress in reading involved increases in Fountas and Pinnell reading levels. January progress monitoring results indicate in first grade, 19 percent of students moved four or five levels and 93 percent made progress. In second grade, 12 percent of students moved four or more levels and 96 percent of students made progress. In third grade, 36 percent of students moved two levels, 15 percent moved more than two levels, and 77 percent of students made progress. In fourth grade, 20 percent of students moved two or more levels and 41 percent made progress. In fifth grade, six percent of students moved two or more levels and 23 percent of students made progress.
### Area of Focus

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

#### Findings

Across classrooms, teachers use or create assessments and rubrics aligned with the school’s curricula. School leaders and teachers use common assessments to determine student progress toward goals across grades and subject areas.

#### Impact

Teachers provide students with actionable feedback regarding student achievement, however practices were not evident across most of the classrooms. Assessment data is used to adjust curricula and instruction, however there is not yet evidence that tracking progress is leading to increased mastery.

#### Supporting Evidence

- Across classrooms, samples of student work products showed teacher-written actionable feedback directing students to the steps they should take to strengthen their work. A couple of examples of that feedback were “You used a powerful strategy of finding patterns and found the distance Jordan ran, as well as Mark. However, based on your noticing, you need to answer the question, as to who ran more miles," and “Some of your ideas were repeated throughout your booklet. To lessen such overlap, keep working on completing graphic organizers to organize your thoughts." Actionable feedback appears on post-it notes and written on rubrics across the school in different grades and subjects. While actionable feedback is apparent across classrooms, student work brought to the meeting with students did not contain actionable feedback on some of the work products illustrating that this practice was not yet in place across all the classrooms.

- Teachers use rubrics to rate biography essays, math problem solving, information essay writing, and engineering design challenges. Students use a three-point self-assessment rubric, rating topics such as answering the question, evidence, and conventions. Teachers indicate, “glows” and “grows”, or areas of celebration and improvement on slips of paper attached to rubrics. Additionally, teachers use rubrics as checklists. However, some students at the student meeting, reported not being able to read the words of the rubrics or the handwritten feedback from their teachers and assessment practices do not yet offer a clear portrait of student mastery.

- Common assessments are used to determine student progress and considerations for schoolwide support. Common assessments are used to identify baseline data in the form of a beginning of the year assessment in English Language Arts (ELA) and math. Baselines are also administered in the form of a pre-assessment when beginning a writing unit of study, followed by a post-assessment in the form of a finished writing piece aligned to the Teachers College rubric. Throughout the reading and writing units of study, students are formatively assessed, as teachers conduct small group work, individual conferences and use the Fountas and Pinnell reading assessments, regularly. In math, common assessments are administered weekly or bi-weekly, as they are a part of each grade teams’ inquiry cycle. Additionally, teachers administer an end of unit assessment in math incorporating previous standards taught to ensure the spiraling of content. This results in ongoing curricular modifications across content areas, however all students do not currently demonstrate increased mastery.
## Quality Indicator: 1.1 Curriculum

### Rating: Proficient

#### Findings

School leaders and faculty ensure that curricula are aligned to Common Core and the instructional shifts. Across grades and subjects, rigorous habits and higher-order skills are emphasized for all students, including English Language Learners (ELLs) and students with disabilities.

#### Impact

Coherent curricula promote college and career readiness for all students. A diversity of learners has access to the curricula and tasks and is cognitively engaged.

#### Supporting Evidence

- Review of curricular documents reveal alignment to the Common Core and New York State content standards where applicable, as well as integration of the instructional shifts across grades and content areas. The school uses Teachers College Reading and Writing Project (TCRWP) curriculum for reading and writing. In math, Go Math is part of the school's core curriculum; and the school also uses Exemplars Problem Solving, Metamorphosis and Math in the City. Instructional shifts include using evidence to support answers, exposing students to literary and non-fiction texts, writing based on sources, and applying math solutions to real world problems.

- Unit plans consistently challenge students to utilize rigorous habits, in instruction. Learning objective statements in lesson plans include, “I can answer a question about a story I read or listened to using correct paragraph format and use evidence to support my answer,” and “We will work on identifying and answering questions that refer a reader to specific details.” Additionally, students are to consistently write and connect their writing to evidence from the text. Lesson plans consistently detailed high-level questions. Examples of higher-order questions found in curricular documents are, “In what ways are the two major tribes that settled New York State similar and different?”, “How can we be precise when writing our comparative sentences?”, “Why do we use the skip count strategy to add or subtract fractions?”

- A diversity of learners benefit from access to academic tasks as evidenced in a first-grade lesson plan differentiation. This includes a strategy lesson with a level D group that includes a lesson to try two-way vowel sounds, including reviewing long and short vowel sounds with students before listening to them read independently. Other lesson plans and curricular documents resulting from teachers looking at student work, show evidence of instructional supports designed for all learners to attain rigorous habits and higher-order thinking skills.
### Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best.

### Impact

Students produce meaningful work products and take part in discussions that reflect high levels of student thinking and participation.

### Supporting Evidence

- During a first-grade ICT lesson, students were in independent reading time with leveled books. Teachers rotated through the room conferring with students, listening to them read, with next steps and feedback. Intention was to build reading stamina, which happened individually and in some partnerships. During a fifth-grade lesson, students were working in groups using the same graphic organizer, with intentions for it to be group work. However, there was a lot of individual work going on that eventually transitioned to students working in pairs writing on post-it notes to give “glows” and “grows”. One student group had two students at different levels, one finished early and moved on to more independent work, his partner seemed to struggle a bit.

- During a Kindergarten lesson, students were on the rug, and the teacher asked for turn and talk with partners, “Does that match?” and to discuss what they were going to do next. Table groups transitioned to their tables and students went to get folders that had student work in it. Teachers worked with two certain groups, and then rotated to check for understanding with other groups on their progress. Increasing the volume of writing was the goal of the unit. During a first-grade Autism Spectrum Disorder (ASD) class, students were working on mapping their classroom. Each student drew their map of the room that included a compass rose, as the teacher used different instructional approaches including, singing and talking about illustration, to meet students’ learning needs. During a second-grade ELA class, the attempt to get students to use rubrics resulted in not a full understanding, as a student didn’t know how the self-assessment was supposed to help.

- During a third-grade lesson, students were discussing in groups, their reading of, “Digging for Dinos.” Students were having conversations with peers and they were using the question prompts to guide discussion back to text. The teacher used this opportunity to ask questions of students in whole class discussion before transitioning to writer’s workshop lesson in front of room. During a second grade ASD class, the teacher worked with students individually, as they worked on writing. The teacher had students gather for end of class review and share out their writing. Each student shared out their writing on “Happiness” and what that meant to them. During a second-grade science lesson, table groups were participating in a science challenge. Table one and table four were to build the tallest structure. Tables two and three were to build the structure to hold the most weight. The share-out opportunity included teacher questions to have students discuss their thinking.
Additional Finding

### Quality Indicator:

| 3.4 High Expectations | Rating: Proficient |

**Findings**

School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. The school provides ongoing information to families regarding student progress towards college and career readiness.

**Impact**

Ongoing communication and support by school leaders around classroom visits support teachers’ understanding and awareness of expectations around teaching and learning. Communication from school leaders and teachers provides opportunities for families to understand student progress towards meeting standards.

**Supporting Evidence**

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching*, as the standard for professionalism and high quality instruction. One example of feedback from school leadership reads, “Your questioning has improved, yet to lift the level of rigor in this area, you are encouraged to plan for more discussion among students. Turn and talk is a strategy but it is not the only one. Attached are some additional strategies that could be implemented in some variety with any grade. Such as: Take a look, and let’s meet to plan, using one of these strategies in a future lesson.”

- The principal sends out weekly letters covering details about human resources are a valuable resource, progress monitoring, attendance, communication with families, and assessment matters. In addition, teachers receive a staff handbook that covers a wide variety of expectations ranging from professional responsibilities and instructional expectations. A professional development plan makes clear that school leaders support teachers in their understanding of expectations in addressing topics, such as “Using Data to Plan Small Group Instruction,” “Metamorphosis-Instructional Strategies,” and “Differentiating Instruction.”

- Parents are informed about the curriculum, instruction and learning goals, college and career readiness, and social-emotional development. The school website gives access to grades and a monthly digital newsletter highlight family workshops and family engagement opportunities. Parent workshops and meetings include monthly STEM themed workshops, led by teachers in partnership with CUNY and information sessions on special education. Families receive a family handbook and the principal shares a focused monthly message with families. The school’s partnership with Teachers College and The Public Good has created opportunities to engage families to work towards a shared vision. Student’s present their learning to their families in lieu of the traditional parent-teacher conferences. Student-led conferences enables parents to have opportunities to engage with their students as learners, by witnessing the articulation of their own student’s learning. In addition to receiving three report cards a year, families receive a progress report in early February. The report provides current levels in all core content areas, as well as an explanation of reading levels.
**Additional Finding**

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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**

School leaders support teacher development with frequent classroom observation cycles. Written feedback captures teachers’ strengths, challenges, and next steps using the Danielson *Framework for Teaching.*

**Impact**

Formal and informal classroom visits result in written feedback for teachers that make clear the expectations for teacher practice and the supports available to help teachers meet them.

**Supporting Evidence**

- School leaders conduct frequent classroom observations and provide feedback utilizing the Danielson *Framework for Teaching.* Each rated item is supported with specific evidence from the observed class. Next steps for teaching improvements are included throughout the class-specific evidence and at the close of each observation report. In addition, school leaders discussed a strategy of observation cycle planning that targets teachers based on prioritizing teachers who need more support on the prior year’s overall rating, teachers on a formal improvement plan, and first year teachers. New teachers are also supported with a mentor.

- Observation reports contain feedback that captures teachers’ strengths and weaknesses and are accompanied by next steps teachers should take to improve their practice and impact student success. For example, “Your lesson started out very strong. I would like you to think about how you can move kids away from the rug to practice more quickly. The longer they are on the rug, the more distracted they become.” In another observation report, “You are pushing students to talk to each other more, which is great. Consider methods for holding them accountable for partner talk. Do students ever have opportunities to take turns watching their partner work through the problem and explain the problem or are they just both working simultaneously?”

- School leaders schedule post-observation meetings with teachers to review feedback. A teacher reflected on the feedback she had received, “Upon reflecting on my post-observation meeting, I reviewed the math lesson that I had taught, and looked for areas in which to address the misconceptions that I observed my students to encounter after reviewing the exit ticket from the initial math lesson.” Another teacher responded to the principal’s recent visit to her class and feedback on her practice, “I agree with your feedback. Thank you for jumping in and modeling. Your model helped me understand how small groups with similar tasks should look and sound. I will take your suggestions, written in the evaluation and techniques that you modeled, and incorporate them into lessons.”