Quality Review Report

2017-2018

P.S. K369 - Coy L. Cox School

K-12 all grades 75K369

383 State Street
Brooklyn
NY 11217

Principal: Rudy Giuliani

Dates of Review:
December 13, 2017 - December 14, 2017

Lead Reviewer: Jennifer Eusanio
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>
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<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<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>Developing</td>
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</tbody>
</table>
### School Culture

<table>
<thead>
<tr>
<th><strong>To what extent does the school…</strong></th>
<th><strong>Area</strong></th>
<th><strong>Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Area of Celebration</td>
<td>Well Developed</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>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th><strong>To what extent does the school…</strong></th>
<th><strong>Area</strong></th>
<th><strong>Rating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
<td>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>Developing</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>Developing</td>
</tr>
</tbody>
</table>
Findings

The school's approach and personalized structures are informed by a theory of action on student empowerment in support of culture-building, maintaining discipline, and social-emotional learning.

Impact

A safe, inclusive environment has resulted in a culture of common trust aligned to the school goals on improving inter-school partnerships where students are empowered decision-makers and tailored support has led to the improvement of academic and personal behavior.

Supporting Evidence

- The school's approach to culture building is centered on educators having an active role in promoting the school's vision of empowering students to reach their full potential. To support this vision, which is connected to the school goals on increasing the safety and ensuring a supportive learning environment, staff members have implemented the Power of Choice (PoC) program at each of the 12 sites. Students earn points when demonstrating positive behavior which is monitored weekly by all staff members. At some sites, the Character Counts initiative is used where students work to demonstrate positive behaviors known as the Green Behaviors and earn character cards which are used to determine the Students of the Month. Through the implementation of behavior protocols, PoC incentives and tools, teachers support students with disabilities in deescalating situations which have led to decreases in year-to-year Level 4 and 5 infractions which has fostered a culture of mutual trust. As part of their studies, students spend time learning about different cultures in their classrooms which culminate into individual or group projects. Additionally, parents and students report that cultural events help bring the school together and maintain a feeling of being unified. At one site, students and teachers came together to build relationships with students from other schools via a poster campaign which has led to strong ties between the schools showing how inclusiveness is a main goal for all stakeholders.

- School leaders and staff believe that students’ voice has meaning, regardless of ability or disability. Student advocates voiced to public officials why they should receive a city grant and how their school would utilize the funding which led to the approval of the grant and purchasing of technology. During an interview, students reported that they voiced the need for additional cluster periods which led to changes in the schedule where classes now receive more than one period per week of a particular cluster subject. This has led to improved behavior within those classes. Student agency for additional clubs including technology and visual arts as incentives for the PoC program this year has led to increased improvement in their behavior as noted from weekly reviews of infraction data.

- A review of year-to-year data shows marked increases where 13 percent of kindergarten to eighth grade students moving from self-contained classes to more inclusive environments thus reflecting student growth. An additional 19.6 percent of students in grades nine through 12 will be moving into an inclusion program this year. Some structures which have led to this improvement are through teacher teams which review Individualized Education Plans (IEPs) student work, data and behavior logs to incorporate strategies for specific students, understanding their performance and developing interventions. As one intervention, high interest reinforceers were utilized in intervals to aid a student’s time on task. In addition, attendance support was customized to increase the student’s average attendance from 71 to 92 percent which has led to more accuracy in determining his needs and has increased improvement on tasks.
Area of Focus

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

Findings

Although teachers utilize a variety of curricula-based standardized and alternate assessment unit rubrics, tracking of student progress through the use common assessments across all grades and subject areas has yet to be developed.

Impact

Teachers are inconsistent in providing actionable feedback to students and developing schoolwide curricular adjustments from summative data.

Supporting Evidence

- For the standards assessment unit, student-friendly rubrics aligned to specific areas in the curricula and the standards are posted on student work across classrooms. During an interview, students were able to articulate their understanding of the grading policy and whether or not they were performing towards the expectations in the rubric based on their scores. However, a review of students’ work across classrooms show that not all student work is provided with clear actionable feedback to aid students in the revision process or improving their grade. Some assessments provided feedback in the form of glows, areas of strength and grows, for improvement. One comment included, “Good job in identifying the internal conflict. Try to provide specific details from the text to support your answer” yet did not provide a clear next step to assist the student in improving their work. Other assessments and writing pieces contain check marks or comments including “Good work” which limits students’ ability to improve the quality of their work products.

- During an interview, students shared their feedback the form of areas of strength and improvement. A student showed how he improved his writing by adding details about his character’s feelings and an additional summary statement which led to an increased score on his rubric. However, another student shared that he got a 75 on one of his math assessments and stated he would work on making it better but wasn’t clear on the specific strategies to use. Another student reviewed his feedback and stated he needs to work on his spelling but wasn’t able to share how he would begin to improve or strategies to work on those skills. Another student stated she needed to work on adding more details to her writing to make it better yet wasn’t able to articulate what details were missing and what she would add. Taken together, the lack of clear actionable next steps limits students' ability to demonstrate improvements across subject areas.

- A review of English Language Arts (ELA) data has shown that students in kindergarten through eighth grade have difficulty with comparing and contrasting. Teachers have made adjustments to include more visual and tiered texts to practice this skill in classes. Furthermore, a Student Annual Needs Determination Inventory (SANDI) additional group was created to ensure students’ needs are met in small groups was integrated this year in ELA and math. In math, the pacing of units has been adjusted to include more practice time in number sense and operations to ensure students work on conceptual skills. However, the tracking of students' progress across grades, units, and subject areas from summative data has led to partial adjustments based on their needs. Currently in social studies, adjustments have yet to be made using common assessment data to inform current practices in kindergarten through eight classes.
**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**

The curricula is aligned to the Common Core Learning Standards and integrates instructional shifts including math fluency and text analysis, for ELA, while using student work and data to refine tasks.

**Impact**

Standards-based, modified tasks provide access towards cognitive engagement, and promote college and career readiness for diverse students across grades and subject areas.

**Supporting Evidence**

- The school staff have chosen to use different programs to support their planning based on the diverse needs of students. To support number sense and operations, seventh-grade standardized assessment unit teachers developed a unit on addition and subtraction of integers and rational numbers. Similarly, for a kindergarten and first-grade alternate assessment unit class, the unit plan integrates number sense by including tasks which include adding and subtracting facts through the number 20 which demonstrates alignment of key math shifts across grades.

- ELA shifts in stating claims and using supporting evidence are incorporated across grades. A ninth and tenth-grade standardized assessment living environment unit includes a culminating task where students are developing an argument and supporting their claim with evidence on ecological relationships. In an alternate assessment cross-grade unit titled, *Back to School/All about Me*, tasks include skills where students are supporting their claims and making connections using attributes about themselves and their classmates. In an eighth-grade ELA lesson plan, students are required to determine the central idea, use text evidence, and analyze different points of view of multiple characters. Taken together, the use of text analysis in the curricula further ensures students are receiving tasks to foster growth in meeting the standards.

- Using SANDI data, teachers are planning modified leveled tasks to accommodate and support the diverse needs in each class. In an alternate assessment unit lesson plan for Kindergarten through second grade, the learning objective is on problem solving using addition and subtraction when the result is known and results within 20. Using a structured model, or stations, planning was leveled based on students’ ability levels in three tiers: pre-academic, emerging and developing, and developing/proficient. Each tier contains a different task including sorting, combining sets with manipulatives and recognition and use of addition and equal signs, all leading to developing number sense skills. Similarly in a seventh-grade lesson plan on positive and negative integers, two groups of students were provided with rulers and protractors and different grids based on their ability level.
### Additional Finding

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

Teacher pedagogy is aligned to the curricula and reflects an articulated set of beliefs on providing diverse learners with appropriate supports while engaged in thought-provoking tasks through the provision of strategies to serve as multiple entry points informed by the Danielson Framework for Teaching and shifts.

### Impact

Students are fully engaged in challenging tasks which leads to the demonstration of higher-order thinking reflected in meaningful work products across classrooms.

### Supporting Evidence

- The school’s core belief on how students learn best is based on students being provided with tiered structures and resources to engage in challenging tasks. Both structured teaching and modified workshop models are implemented across classes to ensure students have enough practice time to engage in challenging tasks and become empowered learners. In a standardized assessment living environment class, the teacher used a modified workshop to have students work on a lab assignment to learn how structural differences may affect the survival rate of a species. Students used a variety of tools including tweezers, a wrench, and other tools imagining they were the beaks of birds attempting to pick up food, in intervals, and drawing conclusions based on their experiment. Students engaged in partner talk to determine which tool was more efficient in picking up particular seeds. One student stated that he chose pliers versus the chopsticks as the sticks were narrow and hard to handle while the pliers were easier to hold larger seeds. Additionally, another student stated that conducting trial intervals was important as it helps “average out whether the tool is effective.” Writing products indicated students met their learning outcome where students were using evidence to support their conclusion, thus demonstrating alignment to ELA instructional shifts.

- In a pre-inclusion math class with kindergarten-second graders, the teacher used a modified workshop teaching model to introduce making math models to solve problems using base-ten blocks. Using an interactive whiteboard, the teacher introduced the model and provided an opportunity for students to solve problems either independently or with a partner with prompting support as needed before moving into their own practice problems where the numbers varied based on the ability level of student. In another pre-inclusion math class with kindergarten-second graders, the teacher engaged students in using stations where students practice number sense concepts using objects and drawing to solve subtraction problems. Overall, students’ exposure to math instructional shifts aid in their development of fluency and number sense.

- Questioning and hands-on materials ensure students have access to challenging activities. In a seventh-eighth grade class, students worked in groups using math card games to develop their understanding of integers. One group provided additional support through the use of a wipe-off number line which supported their understanding of the concept. In a seventh-grade math class, prompting strategies and graph paper aided students in creating shapes using a formula to determine their similarities and solve problems. Student-to-student guidance in small groups and questioning from the teacher and paraprofessional ensured students were able to create and compare shapes and meet the learning objective.
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

School leaders and staff consistently communicate high expectations related to post-secondary readiness and provide feedback to parents and students.

Impact

Families understand the expectations and are aware of their child’s progress. Students are provided with ongoing guidance and advisement support to prepare them for the next academic level.

Supporting Evidence

- Parents are provided opportunities to learn about how to support their child at home in order to meet grade-level expectations and IEP goals. Parents are offered information on the articulation process through school leaders who meet with them and a team of staff to discuss options for their child. As the goal is to ensure students are empowered in school and after they graduate, the transition coordinator shares information on healthcare and guardianship. In addition, tours are set up at transition centers and colleges so parents can feel at ease with making post-secondary decisions with their children. Other workshops offer support for parents in understanding how to read their children’s IEP. In addition, parents report that the school newsletter provides guidance on schoolwide expectations. Along with a welcoming, open door policy, parents report that the school staff often are available to support their needs.

- Parents are able to gauge where their children are improving and their areas of need through daily communication notebooks, via email and conversations. In fact, all parents represented agreed that communication is a key value in this school community. One parent shared that her child’s needs were addressed after speaking to his teachers and other staff members. Another parent reported that teachers provided her with tools at home to support her child and has shown progress. Overall, parents are provided with supports to ensure students have a pathway of success throughout their school journey.

- School leaders state that the core expectation is that all students can transition to a less restrictive environment, including general education, and that they are prepared for life after high school. To support these transitions, sites have Activities of Daily Living teachers which focus on socialization, prevocational skills, and even on-the-job training. In addition, college initiatives and partnerships provide students with opportunities to visit colleges and understand the process. The transition coordinator works to ensure students are engaged in real-world scenarios at partner organizations and are even provided with clerical positions at the school site. Students agreed that their teachers work to help them be successful in school and out of school throughout the year which supports them in achieving schoolwide expectations.
### Quality Indicator: 4.2 Teacher Teams and Leadership Development

**Rating:** Proficient

### Findings

The majority of teachers are engaged in Professional Learning Community (PLC) teams where structures are in place to engage in distributed leadership.

### Impact

Teams build leadership by ensuring teachers have a decision-making voice and strengthen instructional capacity to support and affect student learning across the school.

### Supporting Evidence

- Teachers meet weekly across sites to engage in reviews of student work, IEP goals, and data to determine questioning and scaffolding that can be used to support their diverse population towards demonstrating higher-order thinking within unit themes as part of the school’s goals. One team recently reviewed their unit on cultures and based on student work, revised their unit to incorporate more practice time. In addition, they modified a text to support students at multiple levels by creating different versions of it. Another team noted that teachers across teams share both academic and task management strategies they find helpful as they are grouped by age level and type of disability. Strategies learned from their review of data and team discussions include increasing the rigor of work in intervals and brain breaks.

- During a teacher team meeting, sixth-grade teachers conducted a cumulative review of their ELA baseline using a modified version of the ATLAS protocol. Teachers reviewed student work to determine whether students were able to determine the internal and external conflict in a text. The team determined that although students were able to rephrase the questions and use quotes from the text to support their ideas, they were unable to provide an analysis of the evidence to make meaning of the main idea. Therefore, the team decided that reinforcing the concept thru tiered texts might enable the students to show higher levels of progress. In addition, teachers came to consensus that breaking the timed writing portion into smaller chunks would also be integral and planned to revise the assessment to accommodate this decision, thus fostering a sense of instructional efficacy.

- School leaders regularly meet with teacher teams to engage in instructional and schoolwide planning. At one site, teachers determined that recess was an issue and yet could serve as another means to support social-emotional learning and positive academic behaviors in school. Similar to the structured teaching model, teachers developed academic games and are monitoring how students are engaging at that time. Curriculum planning occurs across teams where each team leader engages groups of teachers in revisions based on students’ needs. Teachers decided to integrate leveled activities for alternatively assessed students into unit plans. To support vertical alignment, the middle school team leaders worked with teachers to align fiction and nonfiction units with tasks across sixth-eighth grade on determining themes, analysis of events and paragraph writing thus further exposing students to rigorous tasks.