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. 003 Charrette School serves students in grade PK 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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</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
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<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>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>Developing</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 Culture

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

### Systems for Improvement

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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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</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>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
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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>
</tr>
</tbody>
</table>
Area of Celebration

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

Findings
The school’s approach to culture-building, discipline, and social-emotional support strategically align to professional development, family outreach, and student learning experiences.

Impact
A safe and inclusive culture supports students’ progress towards school goals and meaningfully involves their voice in decision-making and school improvement efforts, all of which contribute to the adoption of positive academic and personal behaviors.

Supporting Evidence

- Students value the importance of participating in and contributing to school improvement efforts, either through their own collaborative work with peers, participating in administrative-led town hall forums, or in their reflective journal writing. Writing practices implemented across grades require students to work collaboratively to critique each other’s work and provide specific feedback in a constructive and respectful manner to improve their peers work. Town hall meetings and Friday circles provide a forum for students to express what was good about the week, what they like about the school and an opportunity to offer suggestions to further enhance their learning environment; to wit the school established a rule to permit skipping through the halls. Skipping provides an opportunity for students to express themselves in a safe, respectful, and responsible manner when traveling throughout the building hallways. The principal noted the student initiated action supports physical coordination and is deemed a joyful movement. The principal acknowledges, “It is very difficult to not smile when you see a child skipping.”

- Students call their teachers and school leaders by their first names. Students state this supports a respectful learning environment where their voice is heard equally to that of the adults and as such are treated fairly and justly. Students and parents alike overwhelmingly acknowledge all students are “really nice” and “don't look at anybody differently.” When asked if all experience this sentiment, other students patted their chest with an open hand in approval, which is a normed building practice to show agreement. Parents also modeled agreement with one another during a conversation by patting their chests, demonstrating coherence of academic and personal behaviors that extend from school to home.

- Students apply effective work habits, organizational skills, and communication skills learned in the classroom at home to further their knowledge. During instruction, students self-regulate their conversations with peers regarding issues they find difficult to manage. For example, if students are unaware of next steps during a lesson, or have a concern related to situations, “they are sorry for or bothers them,” they discuss it and reflect with their classmates to take appropriate control of the situation. Additionally, students organize their binders, folders, and notes strategically in school and at home to best support them as learners and positively affect their ability to review their work. Parents also actively support academic skill building for all students by volunteering to assist in organizing materials and resources both in classrooms and for trips.
Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula and for students to help them when completing work assignments.

Impact

Limited multiple entry points into the curricula result in students unevenly engaging in appropriately challenging tasks and higher-order thinking skills as evidenced in student work products and classroom discussions and participation.

Supporting Evidence

- During a grade five writing workshop, students had to make a claim using correct academic and content vocabulary citing text evidence. Students explained character actions and behaviors to their partner by interpreting quotes they selected from the text. They also explained their personal connection to the quote and why they chose it. One student interpreted a quote to mean the character “sees his life and is super optimistic that there is a chance the bird will fly away, fly away home.” Another classmate shared that her partner made the following claim, “nothing made me as happy as the bird [which] is saying it is encouraging him to get out because then he has a chance to get out as well.” Similar demonstrations of reflective critical thinking and self-reflection of learning were not demonstrated as well in most classes.

- Students in a combined grade two and three math class were challenged to complete one of three word problems of the day. Students self-selected the problem most suitable for them to demonstrate their understanding of addition and multiplication using a variety of strategies. Although some students were fully able to solve their problem effortlessly, others struggled to solve the simplest one, despite being given additional scaffolds, such as a number line or counting chart. Similarly, in an Integrated Co-Teaching grade two and three combined class, students were instructed to use a checklist to complete a task; however, many of the students did not understand the vocabulary on the checklist, thus limiting their ability to engage fully in the assignment.

- All teachers asked students many questions throughout their lessons; however many of the questions did not lead to students using higher-order thinking skills. Low-level questions were asked of students attempting to solve the problem of the day in a grade four-math lesson. When one student who was unable to explain their thinking to the teacher, the teacher suggested they just move on and revisit it later, although it was unclear how and when that would happen, especially as it was essential to understanding the next step in solving the problem. Additionally, school leadership noted during our debrief that a graphic organizer could have assisted the student by delineating the steps required to “get started in how to solve the problem.”
Findings

Academic tasks and curricula include rigorous tasks and higher-order skill development as evidenced in lesson plans and unit plans across grades and subjects. Additionally, tasks are planned and refined using student work and data.

Impact

Students have access to the curricula and opportunities to be cognitively engaged during instruction.

Supporting Evidence

- Curricular planning documents used across math classes are based on a formalized program that emphasizes Common Core Learning Standards and the instructional shifts. However, school leaders and staff recognized students were not having sufficient opportunity for a productive struggle as evident during observations. As such, teams of teacher analyzed item analysis reports from common assessments and developed more rigorous and coherent practices in their lesson planning documents. A purposeful decision to build in multi-step problems, and open-ended problems was made so students would have to demonstrate their understanding within their work product and use text content to support their explanations.

- Lesson plans include learning objectives written in the form of what students will do and academic tasks promoting development of rigorous habits and higher-order thinking skills. A review of several lesson plans in math, skills, English Language Arts (ELA), and science courses include learning objectives challenging students to; identify names and attributes of two-dimensional shapes, identify types of graphic organizers for note-taking, identify purpose and importance of revising written work, and discover common properties with objects that act as magnifiers, respectively.

- In math classes, teachers create differentiated questions to promote critical thinking. In writing classes, teachers develop checklists to ensure all criteria with on-demand writing tasks are completed. Teachers plan similar varied access points to ensure students develop habits and learn strategies to solve problems and organize their thinking to develop independent learning. Additionally, teachers plan lessons for students to demonstrate their content knowledge via discussions with partners after completing an independent read activity.

- Teachers select several students to track monthly based upon the results of their on-demand writing tasks. The findings are used to adjust curriculum and provide individualized instruction as necessary. A recent review of several writing assignments yielded results that students were not making proper claims nor were they finding good evidence to connect with their claim. A teacher-created graphic organizer was developed for use with the next on-demand writing task. Students reviewed the organizer prior to its use and referenced it during their next task. The evidence collected is continuously reviewed to help teachers plan and embed additional strategic scaffolds in future lessons.
Additional Finding

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

Across classes, teachers use or create assessments that are aligned with the school’s curricula and use common assessments to determine student progress towards achievement of grade level and content area goals.

Impact

Actionable feedback, usually written on a sticky note, is provided to students. Teachers use student achievement and assessment results to adjust curricula and instruction.

Supporting Evidence

- Feedback in the form of written notes, pros and cons, and rubrics marked up indicating level of performance, is provided to students on their work and indicates areas of commendation and areas for growth. A review of student work samples highlights that these forms of feedback provide students with opportunities to improve their work. An essay shared by one student includes an attached sticky-note suggesting the student “elaborate on the first sentence about wants” and informs the student “every concluding sentence is the same.” Other teacher feedback informs students that they followed the direction tasks correctly. Additionally, rubrics used across classes inform students of their work quality by level of performance, although some students in the younger grades were not able to articulate how it helped inform them of progress towards mastery.

- Some teachers use checklists to record student proficiency levels aligned to content standards and skills being assessed in class. Checklists vary across classes from the use of check marks with plus and minus symbols indicating competency to checks indicating compliance and completion of the relevant task, such as name, date, and the writing on an engaging beginning.

- Fourth grade teachers are using a new initiative to challenge student word problem solving competency. Students independently solve a word problem, and then share the strategies they used in small groups, ultimately deciding on one approach to develop a strong answer and “stick-it together.” Teachers then provide feedback to the whole class while also providing specific suggestions for individual students.

- Teachers track student progress in core content areas with unit baseline assessments. Trackers capture students’ level of understanding from the baseline assessment as either understood, in progress, or in need of explicit instruction to move forward with a topic. Teachers also create tiered intervention plans for students and track their growth over time. For example, a student whose reading level was identified as a level b, relative to grade level average f/g, was provided targeted work with visual and auditory scaffolds in class and “just-right” books for nightly reading. Despite interventions, the student’s reading level did not improve. However, other interventions implemented for students based on baseline assessments did have impact in increasing student achievement.
**Additional Finding**

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

Schools leaders communicate high expectations for staff to engage students in a productive struggle and maintain a kind, respectful, and safe environment, while striving for excellence.

**Impact**

Staff members’ engagement in professional learning supports their understanding of the expectations for students and themselves and includes a system of accountability. Additionally, families understand their children’s progress toward school identified expectations.

**Supporting Evidence**

- School leaders support the establishment of classrooms that communicate “the absolute need for a kind, respectful, and safe environment” to support challenging and critical thinking opportunities. Professional development is provided to teachers to ensure they understand how to effectively meet these high expectations. For example, training sessions provide all staff with information as to how to guide students through understanding perseverance and how to cope with productive struggles.

- Staff and administrators provide professional development for the school community connected to high expectations. For example, sessions on understanding how highlighting mistakes and analyzing student work can support students’ ability to revise their work and recognize mistakes has led to purposeful planning by staff members to address possible student misconceptions when developing lesson plans.

- Families are made aware of their children’s progress and what is expected to move on to the next level of their education via report cards that are specific to and reflect the school vision. The report card informs students and their families of academic growth and social/personal development using a scale: below standards, approaching standards, meet standards, above standards, and, as communicated by school leadership, “on extremely rare occasions where a student does truly stellar and amazing work”, exceeds standards. Furthermore, families have many additional opportunities to meet with teachers during the school year to gain an understanding of their child’s academic and social progress.
Additional Finding

| Quality Indicator: | 4.2 Teacher Support and Supervision | Rating: | Proficient |

Findings

The majority of teachers are engaged in structured inquiry-based professional collaborations that promote the achievement of school goals. Additionally, distributed leadership structures are in place for teachers to build leadership capacity.

Impact

Grade-level inquiry work has strengthened the instructional capacity of teachers while also allowing them to use their voice to impact key decisions that affect student learning across the school and their own professional learning.

Supporting Evidence

- Teachers meet weekly to engage in inquiry protocols and look at student work products to identify misconceptions and improve their teacher practice. Teachers also use this time to ensure coherence across grades. Teachers have adopted best practices that improve their communication skills and design student-centered activities so students have access to their learning via differentiated tasks. For example, an ICT teacher planned higher-order thinking questions and student-led discussions in his lessons because of collegial conversations. Similarly, another teacher adjusted his worksheets to be more grade appropriate based on feedback from his peer.

- Inquiry work provides teachers an opportunity to share differentiated tools and scaffolds that enhance their instructional delivery, while also providing more resources to increase student achievement. During an observation of a grade one team, teachers shared what worked and what didn’t work from a recent lesson on ramps. After reflection, the teachers concluded next time they would set a limit to the number of blocks so students could collect more appropriate results. Afterwards, teachers also discussed approaches to improve their average writer’s ability using craft to write smaller moments. Through the discussion, they concluded a checklist may support the students understanding as they move forward. Additionally, one teacher recognized, “It isn’t what the kids are doing, it is how we are presenting it to them.” His statement placed an emphasis on the need for the teachers to support changes with the next unit and provide additional scaffolds for the highest and lowest performers.

- Teachers in the younger grades initiated a practice to create lessons with student-centered stations to help support improving students’ content knowledge and fine motor skills. Students learn from working at a variety of stations and collaborate with classmates in homogeneously arranged groups. Additionally, teachers initiated intervisitations amongst their colleagues to assist in learning about concrete approaches to help struggling learners. Intervisitations are teacher-driven and have led to more coherent instruction schoolwide to support a positive learning environment. Additionally, less experienced teachers email colleagues who have more experience in order to learn additional pedagogical strategies.