Quality Review Report

2017-2018

P.S. 132 Ralph Bunche
Elementary 29Q132
132-15 218 Street
Queens
NY 11413

Principal: Alicia Hawkins Davis

Dates of Review:
January 16, 2018 - January 17, 2018

Lead Reviewer: Lenneen Gibson
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. 132 Ralph Bunche 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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</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>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>Area of Celebration</td>
<td>Well Developed</td>
</tr>
</tbody>
</table>

## Systems for Improvement

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

Quality Indicator: 3.4 High Expectations  
Rating: Well Developed

Findings

School leaders consistently communicate high expectations to staff and the parents through daily morning announcements, the Ralph Bunche School (RBS) at a Glance, and monthly progress reports that denote student progress towards college and careers.

Impact

Staff members exemplify mutual accountability through teacher-facilitated professional development and intervistitation and support student progress to meet high expectations through the school’s open door policy of partnering with families.

Supporting Evidence

- School leaders articulate clear expectations through written communication such as the morning announcement and the RBS at a Glance. The daily morning announcements articulate expectations for instruction and maximizing student engagement via instructional conversations and the use of the “Triple T Protocol” (teacher recaps and provides a guiding question, turn-and-talk, team share). The announcements share that in order to attain an effective rating, the “Triple T Protocol” must be evident in a teacher’s lesson. Expectations for maintaining data binders, student portfolios, baseline data, and displaying student work were also delineated in announcements. The RBS at a Glance explains the expectations for instruction via a suggested lesson flow for English Language Arts (ELA) and mathematics, ensuring the teaching point is visible in the classroom, and the “I do, we do, you do” strategy is evident during the mini-lesson. Emphasis is placed on questioning/discussion techniques, differentiation of instruction, and assessment of student learning via checkpoint questions and exit tickets. Teachers are held accountable for these expectations through the observation process and teacher-facilitated intervistitation.

- Expectations for instruction are communicated through administrative and teacher-facilitated professional development workshops. A workshop on data-driven instruction is provided for teachers to synthesize and make meaning of class data that is used to formulate their AIS groups and differentiate instruction. Teachers facilitate professional development in order to share their best instructional practices with the faculty. These workshops build on one another, with topics such as differentiated grouping and turn-and-talk strategies, and are followed up with mutual accountability through teacher-facilitated intervistitation to observe best practices.

- Staff members provide ongoing, clear lines of communication to families, apprising them of their children’s performance. Monthly progress reports are sent home, providing a snapshot of how their children are performing academically for current units of study in ELA and math as well as their social-emotional adjustment. Students provide feedback on their portfolio performance in the form of “glows” and “grows.” Parent engagement Tuesdays also help families keep abreast of their children's performance. Communication portals such as Remind and Bloomz, principal newsletters, and quarterly report cards also provide parents with student performance data.

- The school offers monthly workshops on cooking to help families make sound nutritional choices, monthly parent family night activities, workshops on preparing their children for State exams, Meet the Teacher Night, and College and Career Day. Parents and teachers also volunteer for extracurricular after school activities. Parents participate in the Parent Corp, an eight week program for pre-kindergarten and kindergarten families that supports them with tools for parenting such as setting goals, power play, positive reinforcement, and effective discipline strategies. Parents commented that the school has an open door policy of welcoming and communicating with parents, providing a familial environment in the school.
Area of Focus

| Quality Indicator: | 2.2 Assessment | Rating: | Proficient |

Findings

Teachers and students use rubrics to provide actionable feedback to students. Teachers in teams analyze exit tickets to determine student progress towards meeting the Common Core Learning Standards.

Impact

Teachers’ feedback to students articulates actionable next steps, but in some cases students demonstrate difficulty in making meaning of the feedback, thus impeding their next steps. While teachers analyze exit ticket data and track student progress, the results do not provide a clear portrait of how to adjust curricula and instruction so that all learners, including English Language Learners (ELLs) and students with disabilities, can demonstrate increased mastery.

Supporting Evidence

- Teachers in teams analyze common formative assessments such as exit tickets. Data are analyzed to show performance on specific standards, detailing the percentage of students performing below, on, or above grade level. In addition, the data are used to determine differentiated groups, identify students in need of academic intervention services, and make adjustments to instruction. However, the disaggregation of the data does not indicate students in sub-groups such as English Language Learners and students with disabilities demonstrating increased mastery. A kindergarten team analyzed student data after five lessons were taught that addressed the Common Core standards on counting and cardinality in mathematics. The data showed a range of students performing below, on, or above grade level. Next steps to adjust instruction cited one-to-one conferencing with students and using manipulatives. Similarly, a grade one team analyzed students’ performance on the standard that addressed operations and algebraic thinking. The data revealed ranges of students performing below, on, or above grade level for this standard. Next steps detailed re-teaching specific standards and using a website related to the textbooks as a resource. However, the results do not reveal a clear portrait of student mastery of the identified skills for all learners.

- The school has defined students scoring eighty percent or higher on assessments as proficient. Students scoring below proficiency for identified standard(s) are recommended for academic intervention services (AIS) and also placed in specific guided reading groups in ELA. Data from Fundations were analyzed for students in kindergarten through grade four. Student challenges for specific skills were detailed and students were placed into reading intervention groups. However, the method of data analysis did not reveal current student progress of ELLs and students with disabilities nor did it detail the students who are demonstrating mastery as a result of the interventions.

- Student work on bulletin boards and in student folders was assessed with rubrics, and feedback to students was in the form of teacher comments, student reflections, and, in some cases, peer feedback. Although the feedback was actionable, in general students in the student meeting were unable to make meaning of the feedback, thus impeding their next steps. During the meeting, a student presented a math performance task that assessed factoring, multiples, and patterns. The teacher’s feedback on the task, in the form of “glows” and “grows,” stated, “I loved that you tried and put in effort.” The “grow” stated, “We need to work on finding multiples.” When the student was asked to explain the feedback, the student was unable to do so. While the remainder of the students stated they understood the feedback for this task and what to do next, it was not clear whether they found feedback useful in other subjects. Thus, the effectiveness of feedback to students is questionable.
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

Curricula and academic tasks are refined using formative assessment data to ensure tasks emphasize rigorous habits for diverse learners.

Impact

Curricula and tasks are planned and refined so that all learners are cognitively engaged.

Supporting Evidence

- Curricula and academic tasks consistently emphasize rigorous habits and higher-order thinking skills across content areas for diverse learners. A science task required students to create their own ecosystem brochure that noted the form of travel required to visit the ecosystem as well as its weather, ecology, and any endangered species. Curricular documents revealed a fourth grade ELA plan that required students to compare and contrast the point of view from different narrated stories such as “Why is the Sea Salty?” The task was differentiated for all learners through the use of varied graphic organizers with word banks, student-created graphic organizers, and an assignment to rewrite a paragraph from a different point of view. Similarly, a fifth grade ELA plan required students to determine the theme of a story from details in the text *Heart and Soul*. The plan delineated differentiated instruction for diverse learners such as locating evidence related to the topic of freedom. Some students completed a web graphic organizer whereas other groups identified the theme from a passage or wrote their own themes from task cards. Curricula and tasks were accessible for diverse learners.

- Vertical and horizontal teacher teams conduct “data dives” on daily and weekly exit tickets. Data gleaned from these meetings are used to refine curricula to ensure rigor and access to the curricula for all learners via differentiation of tasks. A fifth grade ELA task required students to produce an essay that detailed the struggles, accomplishments, and commemoration of Rachel Carson. A first grade ELA task required students to express their opinions about characters in the story “A Fine, Fine School.” The plan delineated differentiated tasks. Some students received a scaffold with a sentence starter such as, “I think that…because…” while other groups answered varied questions without a scaffold that were geared to generating responses using details from the story. Another group received an open-ended question and were required to cite the evidence from the text and justify their answer.

- A mathematics task required students to compute the earnings of two lifeguards, discern which lifeguard earned more money, and determine the difference in earnings between the two while also detailing their problem-solving process in writing. Another mathematics task required students to calculate the differences in runners’ finish times, paying close attention to decimal places. Students were then required to explain how they computed their answers.
## Additional Finding

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

Across classrooms, teaching practices articulate how students learn best through differentiated learning groups and tasks that also provide multiple entry points into the curricula.

### Impact

Across classrooms, teaching strategies such as creating data-informed differentiated groups and curricula that foster the Danielson *Framework for Teaching* result in meaningful student work products.

### Supporting Evidence

- Across classrooms, teacher practices consistently reflect and support schoolwide beliefs about how students learn best through differentiated learning groups and tasks. In a fifth grade Integrated Co-teaching (ICT) math class, the lesson objective required students to add and subtract fractions with unlike denominators. The teacher conducted the mini-lesson and, based on students’ responses to the checkpoint questions in the lesson, differentiated the small groups and learning tasks by difficulty, such as below level, on level, or above level. Students below level were retaught finding the common denominator, while students on level were assigned adding and subtracting fraction problems. Students above level were given problems and created task cards on simplifying fractions. Similarly, in a third grade math class, students modeled division using an array. After the teacher posed the checkpoint question and assessed some of the students, a student helper also assessed student work. Students were placed in tiered groups such as support, on grade, and enriched, each receiving differentiated division array problems on poster paper. Consequently, these practices support the school’s belief that students learn best through differentiated learning groups and tasks.

- Across classrooms, teachers use multiple entry points so that all students have access to the curricula. In a kindergarten ELA class, students sought to determine, “Why do characters react in certain ways?” Students were on the rug and the teacher read *The Snowy Day* aloud. As the teacher read the text, she posed questions, such as, “What are some things you have been doing in the snow?” As the teacher encountered vocabulary words such as *piled*, the teacher interspersed the reading with images of the vocabulary words on the white interactive board, thus providing students with another modality to access the content. This process was repeated when the teacher wanted the students to ascertain how a truck is used to form piles of snow. In a fourth grade math ICT class, students were required to find common denominators and create fraction pairs. Students were tasked with explaining the multiple strategies for finding the common denominator of fractions. As the students worked on assigned problems, the teacher assessed the student work and, based on the data, students were placed into either a reteach, on grade, or enrichment group. Each group received a differentiated task.

- The school has dedicated periods for Academic Intervention Services (AIS) across the grades to provide students with differentiated support. A second grade AIS class was engaged in a second reteach of the topic of subtraction with regrouping. Students in each group explained how they regrouped based on the assigned problem. In a fifth grade AIS class, the student groups were differentiated in the process. Students were tasked with adding and subtracting unlike denominators, finding the least common multiple to determine the common denominator. Students in need of support used a white board to demonstrate the least common multiple, on-grade students completed a matching game, adding fractions with unlike denominators, and the enrichment group worked on word problems written on poster paper.
**Quality Indicator:**  
4.1 Teacher Support and Supervision  
**Rating:** Proficient

**Findings**

Feedback to teachers accurately captures strengths and next steps aligned to the school's instructional focus areas of questioning and discussion. Observation data is used to effectively design and facilitate professional development offerings.

**Impact**

Feedback to teachers articulates clear expectations for teacher practice and promotes teacher professional growth.

**Supporting Evidence**

- A review of observation reports captured teachers’ strengths and next steps that are aligned to the school’s goals related to questioning/discussion and the differentiation of tasks. An observation report commended a teacher for using level three and four Depth of Knowledge questions as well as providing opportunities for student thinking to be visible through their discussions. The feedback recommended that the teacher provide opportunities for students to call on one another to ensure all voices are heard. Subsequent reports showed the teacher receiving feedback on turn-and-talk prompts aligned to the learning goal and on properly utilizing a checkpoint question to assess student learning. Similarly, another observation report recommended that the teacher conduct an intervisitation to observe best practices in questioning and discussion techniques. A subsequent observation report showed that the teacher moved from effective to highly effective in the areas aligned to the school's instructional focus areas of accountable talk, differentiation, and assessment.

- Feedback to teachers is centered on the school's instructional foci of questioning, discussion, engagement and assessment. Observation reports reviewed cited a teacher for videotaping her strategies and sharing them with the horizontal and vertical teacher teams, as the teacher demonstrated an overall highly effective lesson. Additional observation reports showed teachers demonstrating strong practices by making sure student discussions aligned to the learning goals and students assessed their learning through the use of rubrics. Only in one instance did the observation report show a teacher vacillating between effective and highly effective in questioning/discussion. Feedback to the teachers showed that teachers are exemplifying strong pedagogical practices, thus supporting their growth and development.

- Observation data is used to inform professional development, teacher intervisitation, and instructional walk-throughs. Professional development has been delivered on topics such as differentiated grouping, turn-and-talk strategies, and using data in instruction. Teachers have videotaped themselves exemplifying best practices and shared the videos with horizontal and vertical teacher teams as well as offered professional development sharing their best practices.
Additional Finding

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

Findings

Grade teams consistently analyze exit tickets via “data dives” for groups of students. Distributed leadership practices are in place, such as the coordinator of student activities (COSA) and club advisors.

Impact

Grade teams analyze formative assessment data resulting in improved teacher practice and progress toward goals for groups of students. Distributed leadership practices provide teachers with a voice in decisions that affect student learning across the school.

Supporting Evidence

- A fourth grade teacher team was observed engaging in inquiry work. Using the Tuning Protocol, teachers discussed levels of students’ proficiency on multiple-choice versus constructed response assessments, on performance-based assessments, and on chapter tests. Three pieces of student work from math (low, medium, high) addressed the Common Core Learning Standards related to dividing by one digit numbers. Additional examples of student work on topics such as factors, multiples, and patterns were presented and analyzed. Teachers also read peer-reviewed journal articles, looking at research about students’ performing well on multiple-choice questions versus constructed response questions. Teachers first engaged in a “kid talk” about the students in order to provide context. Next, the teachers discussed their noticings, asked clarifying questions, and provided feedback to the teacher. A teacher asked, “Do you spend time after the test and go over the test?” Another teacher recommended that having students use the circle, underline, box, and explain (CUBE) method in addition to showing their work would support students’ explaining their thinking when solving constructed responses. As a next step, a teacher recommended reading an article entitled, “Teaching Problem Solving: Let students get ‘stuck’ and ‘unstuck’.” The teacher mentioned that the article discusses when and why specific strategies are used. Teachers stated that teacher team work has positively affected their instructional capacity through the power of collaborating and self-reflecting with other teachers, getting research, using differentiated strategies, sharing resources, examining and modifying pacing in lessons, and constantly revising practice.

- Teachers engage in bi-weekly “data dives” during common planning times that analyze formative assessments such as exit tickets. Based on student performance on exit tickets, differentiated student groups are formulated, and students in need of academic intervention services (AIS) are identified and programmed for targeted AIS five times a week. As a result of these meetings, teachers are constantly aware of their students’ performance. Moreover, eighty-five to ninety percent of students are on or above grade level in mathematics, as evidenced by the school data dive reports.

- Distributed leadership practices are in place so that teachers have a voice in making key decisions around the school. A teacher serves in the capacity as the coordinator of student activities (COSA). The COSA plans extra-curricular activities for students that promote attendance and the school’s mantra of being safe, prepared, responsible, and respectful. The COSA also monitors student mentors. After school clubs are a vital part of the school and teachers volunteer their time after school to serve as club advisors. Lastly, a teacher works with teachers in unpacking data in order to support teachers’ analysis of student data.