Quality Review Report

2017-2018

P.S. X017
K-8 75X017
778 Forest Avenue
Bronx
NY 10456

Principal: Marlin Hoggard

Dates of Review:
December 14, 2017 - December 15, 2017

Lead Reviewer: Clarence Williams Jr.
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. X017 serves students in grade K through grade 10. 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><strong>To what extent does the school...</strong></td>
<td></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>Well Developed</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>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use ongoing 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>Well Developed</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### 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>Well Developed</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
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<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>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>Well Developed</td>
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<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>Well Developed</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>Well Developed</td>
</tr>
</tbody>
</table>
Findings

The school’s approach to culture building, discipline, and social-emotional support is informed by a theory of action. Structures are in place so that all students are known well by at least one adult who helps personalize supports.

Impact

Students participate in school council to ensure that all students have a voice in instructional practices. Students are known well and supported during advisory by adults other than their instructors.

Supporting Evidence

- Each site has its own student council that meets monthly at the main site with the principal to discuss concerns. The impact of these meetings includes students asking for and receiving a math block for students on similar instructional levels to target instruction to meet their needs. Each student council has an advisor that helps them to prepare for the monthly principal meeting. The student council has also created a giveaway for students in need for the holidays. Several students stated that their favorite thing about the school is the voice that they have. Every student interviewed knew whom his or her student council members were. One student stated, “I know if I have a concern I can go to the student council because I know they will be meeting with the principal.” Minutes from a December fifth student council meeting included wanting to see more activities for girls, more sports other than basketball and thinking of new community service projects.

- Advisory structures are in place to personalize student/staff communication that lead to improvements in academic and personal behaviors. The advisory ratio is four students per school counselor. Weekly meetings allow students to address personal and academic concerns with an adult. Students have stated that advisement has also allowed them to address academics, for example, one student stated that they use advisement to help prepare for a math assessment. Counselors also conduct one-on-one advisory with at-risk students or any student who would like to have a personal conference. During an interview, a student stated that she had a problem with bullying and was able to talk to the counselor about the problem. “I told my counselor about the bullying; we had an intervention the next day and it has not been a problem since.” Individual advisory takes place two to three times per week.

- Student voice is valued in the building. Student council members take school-wide surveys. Survey results included ninety-three percent of students agreed or strongly agreed that teachers will always listen to student ideas. For example, students stated that they wanted more books ordered and collaborated with the dean to order a wide variety of books for different learners. An additional survey stated that one hundred percent of students felt that their teachers treat them with respect. One student stated, “I like this school because teachers and staff respect each other; I think this is because they listen to what we have to say.” The school has experienced a fifty-six percent decrease in all infractions from November 2016 to November 2017.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teacher practices reflect an articulated belief of how students learn best. Student work products and discussions reflect high levels of thinking and participation.

Impact

Beliefs about how students learn best, such as by differentiated instruction, is not evident in the vast majority of classrooms. Student work products reflect high levels of student thinking and participation, but not ownership.

Supporting Evidence

- Student work products and discussions were evident in classrooms, but not in the vast majority of classrooms. Students were observed in a grade-six/seven writing class. The teacher stated that all students must present their editorials and state the claim, the reasoning, the evidence that supports it and a rebuttal. One student stated the following during the reading of his editorial, “Kids should not have to wear uniforms, and they are a waste of money. You can't be yourself because your clothes make you feel unique.” Students that were listening completed a check off that the student stated his claim. One student stated that he agreed with his reasoning. “Uniforms make us lose our identity.” Although students were engaged and there was a protocol for engagement, this was not evident in the vast majority of classes. For example, in an eight-to-one math class, students were supposed to participate in a turn and talk on how to find the equivalent. Although the students were told to engage in a turn and talk, the teacher began to ask other questions based on the assignment such as, “What is the second step? What is the third step?” As a result, students had little time for discussion with each other and did not demonstrate ownership.

- Teachers and administrators have said that one of the ways that students learn best is through hands-on learning. During an observation of an English Language Arts (ELA) class, the teacher was observed prompting students to call on their peers for support. Although students gave their responses, they were limited and did not always provide support for their peers. An example was demonstrated when the teacher asked a student to determine if his peer’s editorial was making a request for food or presents. The student replied, “Food.” The teacher asked if someone wanted to help his classmate. Another student replied, “He’s writing a letter to get presents.” Although students provided feedback for their peers, they were not able to expand on their answers to support or rebut the claim in the editorial.

- Teachers have stated that students learn best when instruction is differentiated based on their Individualized Education Plan (IEP) goals. This was evident in an alternative assessment kindergarten math class. Students were in small groups matching numbers in sequential order. One group was observed using glue and paste to match numbers. Another group observed was matching numbers on the interactive board. A third group was working with the teacher having the numbers read to them in sequential order. When asked how the groups were formed, the teacher stated that one student’s IEP goal was that the students would be able to, “Solve single digit addition with manipulatives.” Another IEP goal was for a student to identify the quantity of objects, and another goal was for a student to have numbers read to them while they listened. Differentiated instruction was seen in classes; however, not in the vast majority of classes.
Findings
Curricula are strategically aligned to Common Core Learning standards and instructional shifts. Rigor and higher-order thinking skills are embedded in a coherent way across grades and subjects.

Impact
Coherent curricula across grades and subjects are designed to promote college and career readiness for all students. All learners, including English Language Learners (ELLs) and students with disabilities, must demonstrate their thinking.

Supporting Evidence

- To ensure that curricula are coherent across all grades and subjects all sites collaborate with a curriculum committee that works in conjunction with the schoolwide data committee. The role of the curriculum committee is to strategically select Common Core-aligned curricula and instructional shifts that cognitively engage all learners. One of the tasks of the committee was to create thinking maps that strategically integrate instructional shifts across all grades and subjects. This was evident in a kindergarten *GO Math!* unit. Thinking maps that were included circle maps which required students to show everything they know and brainstorm; tree maps which help students with main idea and key details. Also, in a grade-seven writing lesson, teachers used a bubble map to outline characters of an editorial. The template has a center circle (bubble) that represents the topic and smaller bubbles around it that represent the writer’s opinion, the claim, evidence and solutions to the problem. Every lesson plan reviewed uses various bubble maps that are designed so that students could demonstrate their thinking.

- All lesson plans reviewed reflect Depth of Knowledge questions and tasks that engage students in higher-order thinking skills and are coherent for standardized assessment students and alternative assessment students across grades and subjects. An example was evident in an alternative assessment class. DOK questions included, level one, “What words make readers feel?” level three, “Can you show me in the text where it says that?” level four, “How would this change if he used different words?” The use of the DOK tool was also evident in a standardized assessment student lesson plan that included, “Students will look at examples of real-world editorials and explain their claims and counter claims.” As such, all documents challenged students to demonstrate their thinking and expand on their knowledge.

- The curriculum supports college and career readiness across all grades and subjects by using Career Development and Occupational Standards, (CDOS) and expanding on writing skills. A writing lesson plan for an alternative assessment class included having ELLs use writing supports such as annotated text and text in the students’ native language; CDOS standards included accomplishing basic skills of tying in reading, writing and speaking. In another alternative assessment lesson plan, CDOS standards included: select and communicate information in an appropriate format; Common Core Learning Standards included writing arguments to support claims. In a writing unit, Individualized Education Plan (IEP) goals for standardized assessment students included, “increase writing skills in the area of content development by providing well-chosen facts, details and examples.” Also, support for college and career readiness was evident as one student stated, “We learn to prepare for careers by working on topics like what methods do advertisers use to get people to buy their product.”
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

High quality assessment practices are embedded across all subjects and grades and on display in hallways and on classroom walls as well as on student work, offering a clear portrait of student mastery. In addition, in-class assessment practices consistently reflect the varied use of ongoing checks and student self-assessment.

**Impact**

Assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Teachers’ assessment practices result in effective adjustments that enable students to be aware of their next learning steps.

**Supporting Evidence**

- In all classes visited, examples of student self-assessment were evident. Examples included an English Language Arts checklist. The checklist included, what the student liked while writing, what was challenging and what to improve on for the next time. The student wrote, “I like how I used transition words when moving to new paragraphs.” And, “Next time I will add more details.” Another assessment, a snapshot rubric, rated students from one to four: rewrite, developing, meeting standards and exceeding standards. A student checked off that he understood the topic and idea, he was organized, used descriptive language and used transitions and paragraphing. An additional example was seen in a math class for alternative assessment students on directions of movements of boundaries. One student self-assessment noted was, “I need to support the examples with more evidence.”

- Checks for understanding lead to adjustments to instruction that enable students to be aware of their progress and next steps. In a writing class, students were working on creating argumentative text with strong evidence to support a claim. During the lesson, the teacher checked for understanding by reading a passage from the text. The passage included, “some people think otherwise.” She asked the students what the term meant. Not one could define it. The teacher provided an example, stating, “If someone thinks you are not smart and I think otherwise that means I think differently.” Next learning steps for students were to annotate and define vocabulary words. An additional example was evident in an eight-to-one ELA class. The teacher asked the class to find the ethos in a John F. Kennedy speech. No one responded, the teacher asked, “What does ethos mean?” the teacher stopped the lesson and directed students to the word wall. After one student defined the word, the teacher asked by show of hands how many people understood the word, everyone did. The teacher instructed students to use the word wall when reading the passages.

- Student work reflects teacher assessments that include actionable and meaningful feedback so students can expand their learning. Teachers used a glow and grow format. Feedback included, “Good job identifying biotechnology’s impact on our world, next time expand on your answers with more details.” An additional example included, “Good job identifying techniques, next time write sentences to demonstrate the persuasive writing technique. During an interview, students stated that feedback helps them improve on all subjects. A student stated, “I know my teachers’ comments will help me in all of my subjects not just the class that the comment came from.” Rubrics have demonstrated a portrait of mastery for standardized testing students and alternate assessment students over the course of the year.
Findings

School leaders consistently communicate high expectations to staff. Additionally, school leaders and staff effectively communicate expectations connected to a path to college and career readiness.

Impact

Ongoing communication and support by school leaders, coaches and teacher leaders have increased teachers’ understanding and awareness of school leaders’ expectations around teaching and learning resulting in mutual accountability. School leaders and staff partner with families to help them support student progress toward meeting standards.

Supporting Evidence

- The principal's high expectations include incorporating the Danielson *Framework for Teaching* components into instruction. Teachers and leaders share mutual accountability for these expectations. A professional learning agenda on components included teachers sharing responsibility for training teachers on using assessments in instruction and was conducted by the assistant principal, teachers and the instructional coach. The principal has stated that assessments during instruction are part of the high expectations for this school year. Thus, assessments during instruction were evident in all classes visited. During a teacher interview, one teacher stated, “We share the principal's expectations by helping to create the expectations and providing training for them as well.” Also, in a memo, the principal stated that all classes use thinking maps. Students were observed using maps in all classes. Teachers stated that they create their own maps according to the needs of their students.

- Communication with families of expectations for college and career readiness is effective. Parents participate in college trips and receive training from the school counselor on the high school application process. A parent newsletter listed dates for parent open house. The school documents that eighty percent of parents attended the open houses. Each school newsletter lists parent trainings that take place during Saturday academy. They include, parent workshops on dealing with challenging behaviors, college applications and financial aid procedures. Ninety four percent of parents have stated in a survey that teachers are in constant contact with them regarding their child's academic performance. Opportunities are also provided for parents to visit classrooms to support student learning.

- The principal communicates high expectations to staff by distributing a monthly newsletter entitled *Assessment News*. The publication is a mutual collaboration with the principal and the assessment/testing coordinator. The newsletter articulates expectations for completing beginning-of-the-year assessments and the use of Essential Elements (EE). Teachers are required to use these grade-level specific expectations as a guide for what students with cognitive abilities should know and be able to do. The assessment/testing coordinator collaborates with the principal to ensure that the guidelines are adhered to. For example, this was evident in all unit plans observed as they referenced EE.
Findings
The vast 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 strengthens instructional capacity and school-wide instructional coherence, and increases student achievement for all learners. Systematic analysis of student data and work products results in mastery of goals for groups of students.

Supporting Evidence

- All teachers participate in inquiry-based structured team meetings. Professional Learning Communities (PLC) and each team meet five days per week. PLC meeting protocol comes from the PLC handbook which includes using the Tuning protocol that enables teachers to provide structured feedback when planning instruction. Minutes of a kindergarten-grade two, PLC writing meeting were reviewed. The process began with a teacher sharing a student’s writing piece; the student chose to write about a continent. Questions and comments from colleagues included, “Was visual prompting given to the student?”; “It was a great idea to use the bubble map to express their ideas.” One teacher stated that they will use picture banks to extend their students’ writing. An additional example was seen in a science PLC. The team was looking at student work to determine how students achieved on a quiz on scientific notation. They determined that students who showed their work did better. They looked at question one, which students struggled with, and decided to use more differentiated strategies and include extended time for students who struggled. Every teacher followed the same PLC meeting protocol across grades and subjects that has led to increased student mastery.

- The analysis of student data by teacher teams is resulting in continued mastery of goals for students. Observation of student work is reviewed in cycles. In the minutes from a Data Wise inquiry team, the professional learning goal was, “Using IEPs to design instruction to specific student needs, including ELLs.” The focus inquiry was, “How do we bridge the skill gap from K-2 to 3-5.” Next steps included building assessment literacy. Data from school assessments showed that they found that students need more support summarizing, making inferences and main idea and details. Due to the data team collaborating with the PLC teams on item analysis and instructional practices, standardized testing students experienced a five percent increase in student growth on classroom work and curriculum assessments.

- Teacher capacity is strengthened by teacher collaborating on the implementation of instructional shifts and student supports. Each cycle of teacher collaboration has a focus on a particular standard. A review of teacher team minutes showed that during week six of cycle four, teachers worked on deepening student thinking and also using visuals to enhance learning. During a teacher team meeting a teacher stated, “As a new teacher it (team work) has helped extremely; seeing how visuals are used, I’m allowed to present my work and get really good feedback. I’m teaching third grade and we collaborate on all instructional practices.”