Quality Review Report

2017-2018

P.S. X188
K-12 75X188
770 Grote Street
Bronx
NY 10460

Principal: Shanie Johnson

Dates of Review:
November 2, 2017 - November 3, 2017

Lead Reviewer: Robin Posner
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. X188 serves students in grade PK through grade 12. 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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<tbody>
<tr>
<td>To what extent does the school...</td>
<td></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>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>Additional Finding</td>
<td>Proficient</td>
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<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>Well Developed</td>
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</table>
## School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

**Area of Celebration**

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations

## Systems for Improvement

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Focus</td>
</tr>
</tbody>
</table>

**Additional Finding**

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

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

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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

**Additional Finding**
Area of Celebration

Quality Indicator: 3.4 High Expectations
Rating: Well Developed

Findings

School leaders consistently communicate high expectations and provide training to the entire staff. Teacher teams and staff establish a culture for learning based on a unified set of high expectations.

Impact

Communication and professional development (PD) around high expectations results in a culture of mutual accountability. Additionally, through consistent support programs and activities such as student internships, students are inspired to own their preparation for college and career readiness.

Supporting Evidence

- High expectations are shared with faculty through a handbook, emails, and staff meetings. The principal provides a Charge to the Staff that shares expectations around assisting students in meeting their goals, writing great Individualized Education Program’s (IEPs), creating a great classroom environment and tracking data. Teachers shared that their use of an online Live Binder for sharing the vertical and horizontal scope and sequence, along with all other needed forms and documents, has created a culture of self and mutual accountability that enables everyone to do their job more effectively. A teacher stated, “We know everything we need will be made available to us in the Live Binder by administration. Because of this, administration expects us to get things done the way they need to be done and in a timely fashion, which we do.” High expectations around professionalism and responsibilities including working with colleagues in a professional manner, information around student discipline procedures, and Positive Behavior Interventions and Support (PBIS) are also shared via the Live Binder.

- The school provides PD for teachers around high expectations. Teachers were provided with PD on using the Live Binder. Teachers reported that they feel their professional development needs are consistently met. One teacher reported that the recent PD on looking at data helped her. She stated, “I was really struggling with understanding how to disaggregate, analyze, and then use data to individualize my lessons and this got me to finally understand how to do it.” Other teachers concurred and said that with their instruction being more targeted from disaggregating the data, they are starting to see increased growth in the quality of students’ use of language as evidenced on work samples.

- Supports and programs ensure that students are prepared for the next level and own their educational experiences. At the close of the 2016-2017 school year, 36 percent of students transitioned to a Least Restrictive Environment (LRE). Additionally, of the six students graduating from high school, two received a Regents diploma, one an Advanced Regents diploma, and two secured employment through the school’s Learn to Work (LtW) program resulting from partnerships with Community Based Organizations (CBOs). Students reported that the school has high expectations and prepares them for the next level of education by taking them to visit schools and attend college fairs. All students expressed their desire to go to college when they graduated and were able to discuss a plan of action created with their counselor designed to help them meet their goal. Students also reported on the school’s work in preparing them for their next career steps through pre-vocational training via their partnerships with CBOs, and in-school job placements at the school’s in-house café or in the school’s garden.
### Findings

Alignment of resources and organizational decisions like the purchase of web-based core curricular supplies help support the school’s instructional goals. School leaders consider appropriate student groups and interventions when programming to provide student access to learning opportunities.

### Impact

The use of resources like strategic class placements, revamped spaces and targeted PD results in meaningful student work products and learning opportunities leading to college and career readiness for students.

### Supporting Evidence

- Resources such as internet-based core curricular supplies, an improved website that is updated daily, curriculum-based websites for parents to use with their children at home, targeted PD and coaching for teachers, along with strategic deployment of staff between schools are targeted to the school’s short list of goals that include closing the achievement gap in both ELA and math. Increased parental involvement and more time for targeted PD for teachers. Teachers stated that the strategies they learn in PD not only support the short list of goals, but also help them provide targeted instruction to students that has resulted in improved student work products. However, leadership shared that alignment to long-range action plans has not yet occurred but is an initiative planned for the near future as they continue refining the Live Binder.

- The school utilizes every available space to meet students’ needs. For example, funding was dedicated to purchasing enough computers and printers so that the library could also serve as a media center for an entire class. In addition, science lab materials were purchased and an old computer room was repurposed into a classroom in which instruction could occur and students could perform hands-on experiments. The gym was divided and half is used for special area teachers such as drama or dance. Teachers stated that it was important to give students opportunities to experience what their peers in non-district 75 schools experience so this was done to provide self-contained students with an opportunity to transition from their classrooms into other areas, rather than teachers always coming to them.

- School leadership considers students’ learning styles, subgroup achievement data, and behavioral patterns when forming classes and assigning teachers. The administrative and grade-band teams meet regularly to monitor student program groupings so that effective program changes can be made either immediately if necessary or at the mid-year semester change if it is in the best interest of the student. School leadership also looks at data to determine which teachers have a positive impact on increasing students’ academic achievement. Teachers’ programs are adjusted accordingly so that their impact on students can be maximized, and teachers can serve as models and leaders for colleagues. Teachers often remain with their grade band and move with their class to provide stability and support if school leadership determines that will have the most impact for students to have access to learning that supports them toward becoming ready for college and career. Although there are collaborations among faculty members, there is not yet evidence that groups of teachers hold themselves accountable for students’ progress.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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**Findings**

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and that the instructional shifts are strategically integrated. Curricula and academic tasks are planned and refined using student work and data.

**Impact**

Coherence around the use of text-based evidence in literacy-based tasks and deepening understanding through application of multiple perspectives in math problems is evident in curricula across grade-bands and subject areas. The cognitive engagement of all learners is ensured through planning so that students of all levels have access to the curricula.

**Supporting Evidence**

- In a general-science lesson plan, students are expected to write about the leveled experiments they perform, using text-based evidence to support their predictions and findings. A social studies lesson plan includes a task in which students are to write a paragraph using text-based details and academic vocabulary words posted on the classroom wall. Additionally, the integration of these instructional shifts is evident across grade bands and content areas. The math instructional shift focused on deepening students’ understanding of math through the use of multiple perspectives is evident across grades. A kindergarten-grade 2 unit plan includes an activity in which students will poll classmates and collect data on classroom jobs and leadership positions. Students will then organize the collected data into different graphs for other classmates to analyze. In a grade 3-5 unit plan, students are to construct various charts and graphs that will reveal data gathered through a student survey on community issues and work with classmates to draw conclusions based on that data. In a grades 9-12 unit plan, students are to collect and organize data in multiple ways as well as write an article in which they describe the processes they take and understandings they develop.

- Curricula and academic tasks are planned and refined using student work so that individuals and groups of students, including the lowest and highest achieving students, have access to the curricula. In an early-childhood-band lesson plan about community helpers, students are assigned to use differentiated materials including adapted books and worksheet. In addition, scaffolded supports such as pictures that accompany stories and sentence starters. In a grade three-through-four math lesson plan on graphs, students are provided with differentiated graphs, questions, dictionaries, and manipulatives. Students are to use a scaffolded graphic organizer designed so that students could express their learning through pictures, words, sentences, or verbally to a teacher using an assistive technology device. A review of the lesson plans and the Live Binder shows evidence of revision based on review of student work by individuals and by inquiry groups.

- Differentiated planning for students with disabilities is evidenced in each submitted lesson plan. In a kindergarten lesson plan on community helpers, students are divided into three groups. Each group is tasked with reading a book chosen as per the group members’ common reading level and to complete worksheets that included similarly differentiated questions. In an elementary math lesson plan on bar graphs, students are broken up into three groups and assigned differentiated tasks. One group is to write questions for other students to answer, another group to answer teacher-written questions about a bar graph, while a third group is to count data and complete a bar graph. Manipulatives such as counting cubes would be available as additional supporting tools for students in need of them. In an upper-grades math lesson plan on place value, independent practice is differentiated for student groups based on assessment data. While one small group is to work on place value to the thousands, another is tasked with hundreds, and a third group with tens and ones. Additionally, a small student group is identified in the lesson plan as receiving a targeted reteach session and additional support.
Findings
Across classrooms, teaching strategies consistently provide multiple entry points into the curricula. In addition, students were engaged in creating meaningful work products.

Impact
The consistent use of differentiated scaffolds and Augmentative and Alternative (AAC) devices result in students’ demonstrating higher order thinking in work products as well as high levels of participation during classroom discussions.

Supporting Evidence

- Across classrooms, teachers used modeling, visuals, and graphics to provide multiple entry points for students. In a grade-one phonemic awareness lesson, the teacher made use of an owl puppet, named Echo, to get students with limited verbal abilities to repeat sounds. In this same lesson, the teachers had students come up to the white board and model the activity for other students. There were multiple anchor charts posted across the room detailing the Fundations activity and in one student group when asked what they do if they don’t know what to do, all three students to the appropriate anchor chart that they were able to utilize for support during that lesson. In an elementary-banded math lesson, the teacher used colorful, oversized posters of bar graphs, along with manipulatives in the same colors and sizes for some groups of students. The amount of questions students had to answer or create was differentiated based upon the group and some contained pictures instead of words. The large number of adults in the room were used strategically to provide support to individual or groups of students as needed. In a kindergarten social studies lesson, the teacher made use of adapted books, worksheets, and vocabulary cards to support students. Academic vocabulary charts with pictures were posted around the classroom at student eye level.

- In a high school reading lesson, use of AAC devices such as the Picture Exchange Communication System (PECs) ensured that several limited- or non-verbal students were active participants during class discussion. During the small-group reading instruction, the teacher and para each took a group and facilitated student-teacher and student-student conversations using whatever limited language the students had or their AAC devices. In a middle school science lesson on force and motion, the teacher prepared differentiated activity sheets based on the students’ Individualized Education Plan (IEP) goals. The teacher modeled the activity for the students and each student had a chance to complete the experiment and model it for peers.

- During a middle school social studies lesson, students were engaged in a class discussion about the upcoming election. Students were seated in ability-based groups and discussed the laws that determine voter eligibility in our country. Teachers encouraged students to look back into their notes and build on each other’s ideas. Students then were provided with scaffolded supports to read an article and either write a two-paragraph response to a prompt with five details from the article, write a single paragraph with three details from the article, or write four sentences about the article. Students engaged in a high-level discussion to determine if their teacher could be president and concluded that since she was not a citizen she would not be qualified. “You’re not too old or too young, but you weren’t born in this country!” In a grade 3-5 class, students engaged in a discussion on how to solve problems using a graph as well as the purpose of a graph. One student commented, “Graphs help you analyze data since everything is gathered in one place.” During a social studies lesson on teamwork in an early-childhood bilingual class, students were tasked with looking at pictures of the school community engaged in various activities and determining which had evidence of leadership and which did not. Students spoke to each other, or to the adult assigned to their group, about the pictures and why they were or were not showing leadership. One student commented, “This is my friend. He is sharing. He is a leader!”
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

Across the vast majority of classrooms, teachers create and use assessments and rubrics that are aligned with the school's curricula. The school also uses common assessment such as the New York State Alternate Assessment (NYSSAA), Formative Assessment of Standards Task (SANDI-FAST), and Measures of Student Learning (MOSL), to create a clear picture of student progress towards meeting goals.

Impact

High quality assessment practices provide actionable and meaningful feedback to students and teachers regarding student achievement. Analysis of common assessments drive curricular and instructional decisions at the team and classroom level resulting in all students demonstrating increased mastery.

Supporting Evidence

- Across the school, teachers consistently use rubrics and checklists that are aligned with the curricula and modified for student use, to provide students with written feedback on what they did well, need to focus on, and actionable next steps in order to improve. Evidence of students’ use of these tools is posted on classroom walls, in work folders, and reported by the students themselves. One student commented that feedback has helped him “use critical thinking and work with integrity” while another student spoke about how teachers’ feedback focused his “thinking about next steps.” Other examples include an early-childhood student who was given feedback on skipping lines to help with neatness while another was given feedback on using appropriate colors. In the upper elementary and middle school grades, students were given feedback on their use of academic vocabulary, text-based evidence, and organization. A student work sample evidenced how a student made meaning from actionable feedback he was given on using a number line as a strategy to solve subtraction problems. Later work from that student shows his use of a number line as advised by the teacher. A non-verbal student was given feedback on pointing to answers when working one-to-one. Later feedback includes the teacher praising the student for utilizing this strategy. A grade-two student’s writing included feedback indicating he needed to write in complete sentences. A later draft shows the student’s continued use of this feedback.

- Middle school and high school students reported that their groups often change based on their performance on classwork and on assessments. Teachers use data from common assessments and rubrics to form, and appropriately adjust, student groupings. Leadership shared that common planning and full day professional developments were used to review disaggregated data to determine areas of strength and weakness for student grade bands, as well as for individual and groups of students. Once these were determined, teachers and leadership worked on curriculum maps with specific targeted skills for groups of students, targeted classroom groupings, academic supports, and teaching aligned to individual student needs. A review of the school's assessment data shows an increase in mastery for all student groups from 2016 to 2017. In ELA, mastery has gone from 87 percent to 94 percent and in math from 81 percent to 90 percent.

- Grade band teams meet weekly to analyze data from teacher-created common assessments. Analysis at the end of the 2016-17 school year revealed the need for more rigorous, purposeful classroom discussions. As a result, all teachers are now using a rigor meter that is aligned to Webb’s Depth of Knowledge, Bloom’s Taxonomy, and the Hess Cognitive Rigor Matrix. Evidence of the rigor meter was visible in every classroom. Review of grade band teacher team agendas and minutes reveals that they regularly meet to review the data that results from common assessments to make purposeful decisions about student instruction.
Findings

Most teachers are involved in structured inquiry that analyzes student work that reveal areas of student need. Teacher teams consistently analyze and review data and student work for shared students.

Impact

These collaborations have strengthened teachers’ instructional capacity. Teacher team work also typically results in progress towards goals for groups of students.

Supporting Evidence

- Teachers and school leaders report that because of collaborations within teacher teams, their instructional practices are strengthening. One pre-kindergarten teacher reported that because of the work she did with her team, she learned many new strategies to use for teaching language, self-help, and motor skills, which strengthened her instructional practices. She spoke specifically to the use of individualized academic vocabulary cards used during literacy lessons and commented, “It was exciting and motivating to see the results for my students and in my ratings in classroom observations.” Another teacher reported that the practice of informal observations within her team or within other grade bands has helped her to understand how to effectively plan for a diverse group of learners and effectively use UDL to design her lessons.

- Special education service providers are now included in teacher team inquiry so that their input on student needs, entry points and resources are included in lesson and unit planning. Teachers report that this collaboration helps them better integrate and implement strategies that will support all of the learners within their classrooms.

- Based on a review of year-end data including assessments and student work samples, a literacy-based vertical inquiry team was formed to work on increasing academic vocabulary for students needing a specific set of supports. In order to determine if the quality and usage of academic vocabulary has increased, the team examines 2017-18 baseline data and new student work products. Strategies for increasing academic vocabulary are shared and implemented in each cycle and added to the curriculum maps if they are determined to be effective based on an increase in student mastery. A review of the data provided proved that current work samples show an increased use of academic vocabulary and increased mastery as per the rubrics used to assess students’ work. Data and work products will continue to be examined by this team in continuing its inquiry cycle.