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. 071 Rose E. Scala serves students in grade K through grade 8. 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

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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>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to State standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
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<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by State standards and the 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>Proficient</td>
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## School Culture

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<th>To what extent does the school...</th>
<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>
<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>
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## Systems for Improvement

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<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>
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<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 schoolwide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
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<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>
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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 State standards</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Findings

High expectations are consistently communicated to the faculty through methods, such as the weekly Monday Morning Message and the staff handbook, while providing support through professional development (PD). Teachers establish a culture of learning that articulates high expectations to students.

Impact

Mutual accountability for high expectations is attained through professional learning communities, classroom walkthroughs, and other means. Students are prepared for their next steps in their educational journey via high school-based course offerings.

Supporting Evidence

- High expectations for instruction are articulated to staff through the weekly Monday Morning Message memo. The memo cites the importance of data chats, targeted instruction, and strategy groups, necessary to support student academic progress. Moreover, the memo mentioned look fors in lessons to support instruction with pointed questions that referenced, “What is your explicit teaching point?”; “How are you differentiating your lesson?”; “How will you assess your student understanding?” Additionally, the memo notes suggestions to include in lesson plans to ensure that the designing of coherent instruction is delineated. A staff handbook further articulates expectations by noting the workshop model of instruction as the preferred method for instructional delivery, and the expectations for writing conferences and guided reading with students, and ways to differentiate instruction vis-à-vis the lesson, the process, or student work products. Teachers are held accountable for these expectations via the observation process and walkthroughs.

- Expectations for professionalism are delineated through a staff handbook and a PD plan. The staff handbook articulates expectations for student portfolios for promotion. The content and maintenance of the portfolios, such as the common assessment data, performance tasks, conferences notes, and progress-monitoring plans are clearly defined. A PD calendar memorializes professional learning opportunities that are facilitated by lead teachers, content-specific coaches, teachers, and the administration. These sessions are aligned to the school’s instructional focus of increasing student achievement through data-informed, small-group instruction. A teacher facilitated sessions on Civics for All that integrates social-emotional learning for students by utilizing the mood meter in students’ historical discussions. Teacher team leaders facilitated PD on the five mathematical practices and the 10, 10, 10 independent reading strategy. Administrators hold teachers accountable via the observation process, while teachers hold themselves accountable through their professional learning community meetings. One teacher noted that professional learning in the school is responsible for the teacher he is today.

- After completing seventh-grade English Language Arts (ELA) coursework, students who perform well on State ELA tests are invited to apply for the eighth grade ELA Regents course. Through recommendation letters, parent letters, and a placement exam, students are enrolled in an ELA Regents level class. Activities such as Socratic seminars were observed in these classes during the time of the school visit. Similarly, upon completing the seventh-grade State math assessments, students are invited to apply for the Algebra 1 Regents class. 2018-2019 ELA Regents results showed a 100 percent passing and a 95 percent mastery rate. The Algebra 1 Regents results showed a 100 percent passing and mastery rate. Students have opportunities to participate in debate teams, and if in good academic standing, inducted into the National Junior Honor Society serving as peer tutors. Students, including those in subgroups, discussed the expectations and supports from counselors to select high schools that offer programs in their career choices, such as in the sciences, and in the arts, including supports on study skills.
Area of Focus

| Quality Indicator | 5.1 Monitoring and Revising Systems | Rating: | Proficient |

Findings

School leaders and, in some cases, faculty have a process to regularly evaluate and adjust curricula, instruction and the quality of school culture practices.

Impact

Although there are systems in place to evaluate and adjust school practices associated with instruction, curricula, and the quality of school culture, these processes have yet to be transparent, so that all constituents are aware of the system and make purposeful adjustments.

Supporting Evidence

- The administrative team engages in daily walks to observe adherence to the instructional focus and instructional initiatives, such as problem solving in math, and a district reading initiative known as 10, 10, 10. Each day has a specific focus, such as small-group instruction with a focus on Level 1 students, and the problem-solving block with incorporation of the Five Mathematical Practices. A walkthrough conducted in the kindergarten classes gleaned noticings of the classroom environment. The common meeting area, such as the library, was not clearly defined. The administrative team in conjunction with the Instructional Leadership Team (ILT) created a process for articulating recommendations, such as ensuring accessibility of supplies for students and a visible and clearly labeled flow-of-the-day in the classrooms. Action plans include conducting intervisitations to surface best practices and coach support in organizing classroom resources for accessibility. As a result of the transparency and articulation of this system by all constituents, there is alignment in kindergarten classroom environments.

- Teachers use information from common assessments, such as math pre and post-exams, on-demand writing assessments, inquiry team meetings, and reflections to modify curricula. For example, math common assessment data is used to adjust curricula. Refinements include, do-now questions on the topic of place value, the addition of the Five Mathematical Practices that allow for more student discourse during math discussions, all of which are included in curricular documents. During this visit, although it was articulated that, “Grade lead members [ILT] engage in conversations around curriculum and resources to ensure what is happening across grades.”, it was unclear whether this structure is leading to coherence. A schoolwide system that is transparent so that all constituents are purposefully evaluating curricula, with a focus on alignment and coherence between what is taught and how it is taught, has yet to be evidenced.

- School leaders regularly evaluate school culture through regular Multi-tiered System of Supports (MTSS) meetings to discuss chronic absenteeism and school incidences. Although the Positive Behavior and Intervention Supports (PBIS) program rewards students for demonstrating a Positive Attitude, Acting Safely, Working Together (PAWS), incidences persist. As a result of this, Fun Fridays were initiated to support building of relationships between teachers and students to get to know students well; additionally, the MTSS team looks at Online Occurrence Reporting System (OORS) data and academic data to implement tier one, two, and three interventions to support school culture and academics. Students are targeted for support and data is analyzed in three-week inquiry cycles, and inventories are conducted to support progress monitoring of students. However, a purposeful and transparent system known and articulated by all constituents to evaluate and adjust school culture so that all constituents are aware of the system has yet to be evidenced.
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
Curricular documents show alignment to State and content standards with a focus on citing textual evidence and the Five Mathematical Practices. Academic tasks emphasize higher-order thinking skills.

Impact
Consistent alignment to State standards in lesson and unit plans builds coherence and promotes college and career readiness. Rigorous tasks are evident for all learners across all grades and content areas.

Supporting Evidence

- Curricular documents contain elements that demonstrate adherence to State and content standards. A review of lesson plans reveals common elements, such as teaching points, the workshop model for instructional delivery, plans for differentiation of the lesson, structures for small-group instruction, and assessment strategies. Humanities lesson plans include standards that reference citing textual evidence to support analysis of what the text says, determining the central theme of a text, and retelling stories to include key details. A review of math lesson plans shows the incorporation of the Five Mathematical Practices and multistep procedures when carrying out experiments. This is also evident in science and math lesson plans. For example, a seventh-grade math lesson plan tasks students to estimate the probability of an event occurring through experimentation. The plan assigns students to execute a coin toss to determine the probability of getting heads or tails, with instructions to cite evidence. Scaffolds, such as graphic organizers and guided notes, are included, to provide access for diverse learners. The inclusion of the standards cited across content areas in lesson plans build coherence and promotes college and career readiness.

- Curricula and academic tasks consistently emphasize rigorous habits across the grades and subjects. A sixth-grade literacy essay task requires students to reread the text *Fox* and construct a three-to-five paragraph literary essay from the perspective of character. Scaffolds to complete the task include graphic organizers, sentence frames, and paragraph frames. Additionally, scaffolded paragraph frames are written in student's native languages. A second-grade math task requires students to solve a word problem using addition. Students would visually show their work, as well as explain in sentences their strategy for solving the problem. The diverse learners’ problem is scaffolded using a visual strategy so they can line up their numbers accurately, while other students use visual ten-frames in their work.

- A seventh-grade social studies task requires students to write a five-paragraph, document-based essay to analyze how colonization affected Africans and Native Americans in the colonies using primary-source documents. An essay outline for the lead and introduction with prompts are scaffolded, such as, “introduce a compelling fact or statistic”, including exemplars to support the writing. Additional essay scaffolds support the inclusion of the citation and explanation of evidence using the documents. A fourth-grade reading lesson plan requires students to read aloud to one another and convey how the character is feeling in their leveled texts. Questions are scaffolded to enable students to have access to the task, such as, “Tell me what you see in your mind?” “What else can you add to your picture?” A fifth-grade 12:1 lesson plan delineates a station activity that requires students to identify the main ideas in a text, discern the cause and effect of text, and build inferences by viewing a video of the film *Lou*. Scaffolds, such as reference charts on identifying the main idea and visuals for vocabulary, supports the tasks thus, providing access to challenging tasks for diverse learners.
Additional Finding

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

Teaching practices employ the use of scaffolds to provide multiple entry points into the lesson and facilitate student discussions.

Impact

All learners engage in appropriately challenging tasks and demonstrate higher-order thinking and participation that are evident in student work products.

Supporting Evidence

- In a third-grade math class, students were tasked with developing an understanding of fractions as a number in modified math stations. Students in differentiated table groups were working on solving problems, such as finding the equivalent to one-half. A student in the group explained their strategy for finding three equivalent fractions for one-half. The students engaged in a turn-and-talk by responding to whether a shape was split into equivalent parts. A math discussion scaffold was used to support discussion with questions such as, “How did you get started solving this problem?” In a fifth-grade ELA reading marathon class, students read books matched to their reading level. As students read independently, small-group instruction convened in the rear of the class. The teacher modeled a read aloud to students with a specific focus on key vocabulary and asking questions to unpack the text. Students were gradually released to practice their independent reading thus, students had varied methods to access a task, while reflecting high levels of thinking and participation by engaging with the text and using sticky notes.

- In an eighth-grade Living Environment lab, students were tasked with learning that structural differences affect the survival rate of members within a species. Using tools, such as tweezers, clamps, and forceps to symbolize finch beaks, students conducted a simulation on how finch beaks affect their foraging for food. Students used differentiated scaffolds with key language highlighted to support their understanding, as well as discussions in the student’s native language during partnerships to engage in the task. Students in their groups hypothesized which tool would best support feeding as evident in student work products. In a second-grade Integrated Co-teaching (ICT) ELA class, students were tasked with reading dialogues to match their voice to the feeling of the character in their stories. Students tagged their references in the story using a sticky note. A discussion ensued with students providing glows and grows, such as, “Read more fluidly, don’t read choppy.”

- In an eighth-grade ELA class, students engaged in a Socratic seminar to analyze and discuss how an author’s purpose and narrative can affect one’s perspective in the text To Kill a Mockingbird. Students, the day prior, attended the play with the same namesake. To facilitate the discussions, students developed a series of questions, such as, “Characters of color are more developed in the play than they are in the novel; why is this? What impact does this have on you as a reader/viewer?” Students in their discussions mentioned the depth of a character and the level of empathy for people of color in the play, versus in the text. Students formulated their perspectives based on the text and the play. This was demonstrated in their discussions, as well as the note catchers.
Additional Finding

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

Teachers use task-specific rubrics and grading policies aligned to the school’s curricula. Common assessments are used to determine student progress toward goals across grades and content areas.

Impact

Students are provided with actionable feedback regarding their achievement. Making data-informed decisions to adjust curricula and instruction, through data chats, results in student gains in reading levels.

Supporting Evidence

- Teachers across grades use Fountas and Pinnell (F&P) data to inform the small-group instruction for their students. A review of benchmark assessment plans for small-group instruction showed that 44 percent of the students in a first-grade class did not meet grade expectations on a baseline reading assessment. The data informed a range of small-group instruction plans based on learning targets that are specific to each student’s reading levels, such as letter and sound recognition, fluency, and inferencing. A subsequent benchmark assessment showed that 35 percent of the class did not meet grade expectations, a reduction from the baseline data. Similarly, a baseline assessment for a fifth-grade class showed that 47 percent of a class did not meet the grade expectations. A strategy lesson was created on author’s point of view. Visual scaffolds on point of view and perspective accompanied the lesson, as well as a reading passage to assess student’s understanding of point of view and perspective. Students continued to show signs of struggle with this content, based on a follow-up benchmark assessment.

- A review of student work showed assessments with task-specific rubrics with actionable feedback provided to students. A seventh-grade ELA narrative writing task was assessed with a seventh-grade narrative writing rubric. The feedback cited lauded the student for developing their thoughts through narration. The next steps recommended to the student to further develop the story using dialogue. A third-grade writing task required students to write a “baby” literary essay. The student work was assessed by the teacher and student using a Teacher College Reading and Writing Program checklist. The student was commended for stating a claim and supporting it with evidence. The next steps cited the need to elaborate on the evidence using details, using sentence frames like, “This is important…” Also, a fifth-grade problem-of-the-day task was assessed with a checklist. The task required a student to solve the equal distribution of two chocolate bars between two people divided in one-sixths. The student was commended for modeling the problem, but needed to provide a written explanation of all their steps.

- Teachers conduct error analysis on common math assessments, using the data for a reteach. An eight-grade error analysis showed students struggling with solving polynomials. A garnering of misconception from the unit exam ensued; students conducted test corrections; the teacher employed a reteach that included tiered student groups. Problems of the day were assigned with attention to student strategies used when subtracting and multiplying polynomials. Students were reassessed; however, students still showed signs of struggle. Teachers from grades three through five engage in data chats based on F&P data with whole-school results at 50.76 percent. At the time of the school visit, two rounds were administered. Teachers noted that schoolwide benchmark data did not mirror the F&P data. Teachers created action plans based on the data that included: norming the administration of F&P, small-group instruction with goals for students, and use of a schoolwide reading strategy. At the second administration of F&P, whole-school results were 50.7 percent, but students across grades made gains in one or more reading levels.
## Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Well Developed</th>
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### Findings

Teachers meet in professional learning communities in six-to-eight-week inquiry cycles using the Surfacing the Gap protocol to analyze student work. Distributed leadership practices are embedded.

### Impact

Teacher teamwork results in strengthening of teacher practice and mastery of goals for many students, including smart-goal students. Distributed leadership practices ensure that teachers play an integral role in decision making that results in students making gains.

### Supporting Evidence

- Sixth-grade teachers met in the second round of a six-to-eight-week professional learning inquiry cycle utilizing the Surfacing the Gap protocol to analyze student work. The team analyzed a quiz focusing on the ratios and proportional relationships standard. Teachers noted that students should already know how to simplify and identify parts of an expression. Students demonstrated their knowledge of the distributive property; however, students struggled with distributing and combining terms simultaneously. Multilingual Learners (MLLs) and students with disabilities struggled with organizing their work for problem solving. The next steps identified were employing a reteach aligned to the standard, annotating problems for MLLs and students with disabilities, such as color-coding techniques, and use of substitution as an alternative strategy. Targeted students demonstrated mastery for this assessment compared to pre-assessments. Additionally, as this group’s focus is on State standards to drive their work, the team has seen a ten-percentage point decrease in Level 1 students based on State math data. Additionally, the team’s work has strengthened teacher’s instructional practices through the sharing of best practices. The Measures of Teaching Practice (MOTP) at the time of this visit was 93 percent effective.

- A review of inquiry cycle notes revealed a fourth-grade team during cycle one utilized State ELA data to identify targeted students. Additionally, the ELA standard of focus addressed character analysis. The team’s goal forecasted that students would identify character traits with 80 percent accuracy. The team’s action plans included the creation of strategy lessons, such as, but not limited to, “Characters do, characters say”, “Talk like the character”. Targeted students demonstrated increased mastery showing ranges of ten to forty percentage point increases between pre- and post-assessment data. Similarly, during cycle one, the team identified a smart goal, noting that 80 percent of targeted students would be able to solve fraction and mixed number operations. Using pre-assessments, teachers identified their targeted students, employed reteach lesson on fractions and fixed-number word problems while honing in on academic vocabulary. The teamwork showed that 84 percent of the students met the goal, and three classes across the grade showed ranges of 89 percent to 93 percent thus, showing mastery.

- Embedded distributed leadership practices are exemplified through the model and lead teacher, content-specific instructional coaches, a Peer Collaborative Teacher (PCT), and teachers serving on the ILT. A model teacher integrated social studies content into literacy instruction in the lower grades from a historical perspective. PD delivered entailed co-planning and identifying access points into the curricula for seamless integration. Moreover, intervisitations occurred to observe best practices. Instructional coaches collaborate with teacher teams, analyze F&P data for trends and patterns, employ targeted PD, and progress monitor with data chats. The distributive practices employed support students making gains in one or more reading levels.