NYC Department of Education
Dennis M. Walcott, Chancellor

Quality Review
Office of School Quality
Division of Academics, Performance, and Support
2013-2014

Quality Review Report

2013-2014

P.S. 076 A. Philip Randolph

Elementary School 03M076

220 WEST 121 STREET
MANHATTAN
NY,10027

Principal: Charles Deberry

Dates of review: October 29 - 30, 2013
Lead Reviewer: Ilene Altschul

Information about the school

P.S. 076 A. Philip Randolph is a/an Elementary school with 521 students from PK through grade 8. The school population comprises 78% Black, 19% Hispanic, 3% White, and 1% Asian students. The student body includes 7% English language learners and 14% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2012 - 2013 was 89.4%.

Overall Evaluation

This school is Proficient.

Part 2: Overview

What the school does well

- School leaders and faculty strategically adopt DOE Common Core Learning Standards (CCLS) aligned curricula to ensure the integration of the instructional shifts leading to all students having access to the curricula and engaging in high level tasks. (1.1)

  - The school is utilizing Ready Gen and Go Math curriculum for grades kindergarten through five, Code X and Connected Math (CMP3) is used for grades six through eight. The school continues to adjust and enhance the curriculum maps from the previous year, and integrates literacy with science and social studies as well as aligns with the FOSS and Harcourt materials. The English language arts (ELA) curriculum emphasizes close reading of informational texts, high level vocabulary and finding evidence to support their answers. In all five of the ELA classes visited, students were engaged in reading and discussing non-fiction text from Ready Gen or Code X. Despite the delay in receiving the reading and math materials, all teachers have been delving into the curricula, utilizing the on-line resources, attending professional development, and collaborating with their colleagues to identify adjustments that may be necessary to meet the needs of all learners. The middle school humanities team has additionally uncovered the need to increase the amount of instructional time on teaching writing skills, as Code X recommends three periods a week. Furthermore, teachers make purposeful decisions in the school community, for example, the third grade teachers identified a concern that students did not have the necessary pre-requisite skills in the middle of the estimation unit thus requiring them to reteach using manipulatives. As a result of the teachers' intentional and well thought out planning, curricula and tasks are refined to align to the CCLS and support access for all students.

- The school reflectively utilizes resources and makes organizational decisions to address student needs and provide interventions to meet the school's instructional goals supporting increased levels of student achievement. (1.3)

  - School leaders have strategically allocated their budget to improve student achievement and elevate teaching practices. Funds are used to support teachers' professional development from CITE, Center for Integrated Teacher Education consultants, with a focus on developing questioning techniques and curriculum mapping. In addition, teachers attend workshops from the network and participate in Columbia inquiry think tanks. Per session funding is set aside to provide students with additional instruction during afterschool and Saturday programs. The partnership with Harlem Children's Zone (HCZ) supports the students academically. HCZ staff members focus on the needs of the Kindergarten students to ensure that they are acquiring the foundation and reading skills necessary to prepare for the next level. As a result, the number of referrals for Special Education and for Tier III interventions in Kindergarten has declined.

- Administration purposefully hires and assigns teachers to ensure academic success. For example, this year two teachers looped up with their class to ensure continuity of instruction and address the needs of their students. Additionally, after analyzing the state test results, a fifth grade teacher moved up to sixth grade. During the new hire process, new teachers have several rounds of interviews containing staff input and a demonstration lesson prior to being hired. Once hired, the administration assigns novice teachers to experienced teachers on the same grade to provide additional collegial support. Teachers share responsibility, are aware of the students' learning goals and are assigned to provide academic intervention services to the identified students in grades two through eight for extended day. Kindergarten and grade 1 students receive academic support through HCZ afterschool until 5:45 p.m. Learning support groups are developed to address the needs of English language learners and students with disabilities. The ESL teacher and SETSS teacher push-in to the classes and support the students. Orton Gillingham, Max Scholar, and targeted intervention in reading and math are the tier III intervention programs aligned with the students' needs. Teachers provide Fundations in class for the struggling students as well as computer based programs such as English in a flash and Math in a flash, i-ready and accelerated reading. As a result of the school's hiring practices and interventions, students' needs are being addressed leading to progress in achievement.

- The school creates a culture of trust and respect where students are well-known by the staff and targeted supports are provided to align with students' learning needs and experiences. (1.4)

  - Upon entering the building all students and parents feel welcome and respected. Parents state that the administration and teachers are always available to discuss any concerns regarding their children. Students state they feel safe in school and that in addition to their teachers they all have someone that they feel comfortable talking to. The school has a partnership with HCZ to provide academic support in every classroom, an afterschool program for all students, and a Saturday parenting class. The school also has an affiliation with a mentoring program (Friends of Children) and a college preparation program College For Every Student (CFES). In addition, eighth grade students mentor sixth graders in reading, discussing goals and supporting their peers through the transition into middle school. The school also has a middle school leadership program called Prefects, where twenty students are identified as student leaders to support younger students and provide community service in the school. The guidance counselor, SAPIS worker, the social worker, and interns make up a resource team to work with students and address their socio-emotional needs. This supportive environment affords teachers the opportunity to focus on student learning. Additionally, the school's mascot is the tiger thus supporting the schools Positive Behavior Intervention Support (PBIS) program titled "TAILS" which stands for togetherness, accountability, initiative, leadership and safety. Lastly, in an effort to increase student attendance the CHAMPS program for middle school now takes place in the morning encouraging students to arrive in enough time to prepare for their 9:30 a.m. reading schedule. As evidenced by the learning environment survey the respectful and inclusive environment supports student progress and academic success.

- The administration utilizes the Danielson Framework to consistently provide the teachers with effective feedback that influences the professional development to further elevate school-wide instructional practices. (4.1)

    o School leaders have developed a trusting relationship with the staff so that teachers are open to receiving feedback and assistance in reaching their full potential. Teachers fully understand the expectations for instruction as it relates to the Danielson framework. They have received professional development and have participated in norming exercises. The principal or the assistant principals meet with teachers to set professional goals aligned with the Danielson framework, self-evaluation and feedback from last year. In addition, they discuss strategies to address the needs of the students based on the data. There is a mid-year and an end of year meeting to monitor teachers' progress towards their goals as well as student achievement. Teachers state that they have received feedback addressing their questioning and discussion techniques resulting in enhanced practices. Based on student data and teaching experience, a schedule has been developed for observations. After the first cycle of observations the administration consults and discusses the feedback and next steps. The administrators have placed the teachers in tiers of varying needs according to their strengths and weaknesses to align the professional development. For example one group of teachers needs additional support with developing groups using the assessments to challenge all students and another group needs support with monitoring student progress and using conferences to enhance student work products. The professional development plan is regularly reviewed and revised based on data. As a result of using observation data, teachers are receiving focused support aligned to their professional goals to enhance their development and professional growth.

What the school needs to improve

- Strengthen teacher practices so that they consistently provide scaffolds into the curricula to ensure that all learners are engaged in challenging tasks and high levels of thinking and discussions are evident. (1.2)

    o Across classrooms, teaching practices are aligned to curricula and are generally structured using the workshop model with a whole class mini-lesson, discussion opportunities through turn and talk, followed by students working on a task independently or with a partner. In the class visits all students had an opportunity for discussion, requiring students to find the evidence in the text, but there were little supports for students that needed additional assistance. All students were required to complete the same task and were placed in heterogeneous groups for assistance. In the ELA classes, students were reading complex non-fiction texts and were being assigned a task but there were limited supports provided for struggling students or students with disabilities. In a first grade class students were to restate and reread the facts from the informational text. In a math class, the teacher worked with a small group of students re-teaching the lesson and reviewing the steps in the same manner as the whole class lesson resulting in students not achieving mastery. In another class, a teacher provided assistance with close reading to English

language learners while the remainder of the class responded to a text through heterogeneous groups. Consequently, the teaching strategies provided limited supports to ensure that all students, including students with disabilities and English language learners, are engaged in appropriate and challenging tasks.

- Refine the school's assessment practices so that teachers vary the use of ongoing checks and common assessments to make necessary adjustments to the curricula meeting all students' learning needs. (2.2)

    o Across the school, teachers are using common assessments such as running records to identify students' independent reading level, post assessments within the ELA and Math curricula, performance assessments, and Acuity. All data is compiled in teachers' assessment binders including conference notes and are used to track progress. Teachers are questioning students throughout the lesson however there was limited evidence that adjustments were being made as a result. For example: one teacher used an exit slip to assess students understanding but didn't provide adequate time for all students to complete it resulting in limited feedback. Student work is assessed by a rubric providing feedback to the students. Students are able to articulate how their work is evaluated and what their next steps are, however the expectations in the rubric are not clearly aligned to the CCLS. There additionally exist inconsistencies in the scoring, as some rubrics are on a 5 point scale while others are on a 3 point scale thereby lacking school-wide coherence. The humanities team developed a scoring rubric aligned with the CCLS that was shared at the team meeting to assess essay writing. Consequently, adjustments to instruction are not always timely and hinder student progress within lessons.

Part 3: School Quality Criteria 2013-2014

School name:	UD	D	P	WD
Overall QR Score			X	

Instructional Core				
To what extent does the school regularly…	UD	D	P	WD
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?			X	
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?			X	
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?			X	

School Culture				
To what extent does the school …	UD	D	P	WD
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?			X	
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?			X	

Systems for Improvement				
To what extent does the school …	UD	D	P	WD
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?			X	
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?			X	
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?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
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?			X	

Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed