



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

17X

X017

**778 Forest Avenue
Bronx
NY 10456**

Principal: Marlin Hoggard

**Dates of review: April 8-10, 2014
Lead Reviewer: Sheryl L. Watkins**

Part 1: The school context

Information about the school

17X is an elementary/middle school with 370 students from kindergarten through grade 8. The school population comprises 35% Black, 55% Hispanic, 4% White, 2% Asian, and 4% American Indian students. The student body includes 20% English language learners and 100% special education students. Boys account for 83% of the students enrolled and girls account for 17%. The average attendance rate for the school year 2012 - 2013 was 86.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Student's personal and academic growth is the result of a supportive and mutually respectful learning environment. (1.4)
 - The strong Emotional Literacy and positive behavior intervention support programs (PBIS) that are applied across all sites and disability categories ensures the consistently safe and calm learning environment. A pupil personnel team meets regularly to support students' personal needs and develops and implements plans, such as for students with low attendance to ensure improvement. In addition, a student government is in place, whereby students share their voice in recommendations for extracurricular activities that can be earned, such as trips outside the school. Developmentally appropriate lessons are mapped directly onto the core curriculum and align with the Common Core State Standards. Students hone their emotional intelligence skills, enhance their writing and critical thinking skills, and develop the creativity, empathy, and advanced perspective-taking abilities they need to build mutually supportive relationships and make healthy decisions. Students earn "Bulldog" bucks for engagement in class and demonstrating exemplars of the emotional literacy program. Students purchase items such as snacks in the school store with these rewards. Recently, students earning a high number of Bulldog bucks participated in a trip they lobbied for to Sony Wonder. Students report that while they never lose bucks earned, they must continue to demonstrate appropriate behaviors, or run the risk of losing their chance to purchase rewards at the store. There are multiple adults who know the students well, such as the classroom teacher, guidance counselor, service providers, school psychologist, social worker and the administration, Thus, allowing them to seek out adult support rather than engage in inappropriate behaviors. As a result, the online reporting system of the Department of Education identifies a 50% reduction in reportable incidents, ensuring that students are able to focus on their learning, in a safe environment.
- Coherent implementation of standards-based Common Core aligned/connected curricula, offers opportunities to engage in learning activities that is beginning to promote progress for students. (1.1)
 - Newly implemented curricula in math across all grade levels, and the creation of English language arts units of study that are aligned or connected to the Common Core Learning Standards (CCLS) for students who participate in standardized or alternate assessments are in place in grades K-8. There is a strong focus on reading informational text, as well as providing opportunities for students to learn to cite evidence from texts. Some student learning tasks are beginning to reflect modifications to meet the different ability levels of students within classrooms and demonstrate efforts to begin to ensure cognitive engagement for a diversity of learners in both standardized and alternate curricular programs. Lesson plans created by teachers at the elementary school level include Depth of Knowledge (DOK) higher order questions in an effort to promote higher order thinking for students. An outside consultant

from Generation Ready supports teachers at the middle school level by offering suggestions for strategies to implement to bolster student performance. These practices demonstrate that teachers are in the process of preparing to engage students in learning experiences that emphasize higher order thinking and to prime them for higher levels of learning and career or college readiness.

- Organizational decisions regarding the allocation of resources and time connect to school's instructional goals and are beginning to increase teacher and student outcomes. (1.3)
 - Teachers' schedules reflect the planning of dedicated time for teacher teams to meet where teachers are beginning to focus on looking at student work samples in order to support the school's goals. Some teams are supported by outside consultants and district based staff so that the teams can focus on instructional work. A school- based coach supports teams in building strategies to support student learning. For example, one team is supported by a consultant and is in the process of determining if the ACE strategy, whereby students approach their writing by A-answering the question, C- citing 2 details, and E- explaining their answer, is improving student work products, connecting to the school's goal of improving performance in literacy. Currently, during time structured to focus on improving instructional work, teachers are beginning to notice improvements in the quality of students' written responses to supporting responses with evidence from texts. In addition, the purchasing of technology such as SMARTboards and projectors ensures increasing levels of student engagement for some students through varied entry points so that learning experiences prepare students for more challenging academic tasks.

What the school needs to improve

- Develop a schoolwide system to analyze assessment results to adjust curricula and instruction, and provide consistent checks for understanding that clearly convey students' strengths/challenges resulting in improved achievement. (2.2)
 - The school administers common formative and summative assessments such as the Early Childhood Assessment in Math (ECAM) and running records in literacy. The on-line Performance Series assessment measures student progress in literacy and math for students who participate in standardized assessments. In addition, unit or chapter tests from curricula are administered to assess student performance. School created curricula include a weekly task so that students may produce a work product to demonstrate their learning. Report card policies from the Department of Education are in place for students in elementary grades, and appropriately differ for middle school students. Glow and Grow comments and feedback is attached to most student work products. The majority of student work is assessed using leveled rubrics that are modified to meet student's cognitive levels. At the elementary level, data collection related to independence and accuracy is ongoing. Teachers maintain information from baseline and curriculum based assessments within student binders. The school is developing analysis of these assessments and the information gleaned is beginning to be used for classroom level or curricular modifications within teams to improve

student outcomes. For example, the use of Fountas and Pinnell data collection and analysis to determine implications for grouping, differentiation and instruction. However, this beginning analysis is happening mostly in the elementary levels, leaving the upper grades with inconsistent feedback to students and teachers regarding student achievement. In addition, the school provides training and demonstrates initial implementation of checking for understanding using whiteboard slates, the “turn-and-talk” strategy, and student self-assessment. However, there is little evidence of implementation across grades and subjects as well as how checking for understanding is used to make effective adjustments to meet all students’ learning needs. As a result, there is a lack actionable feedback to students and teachers and a lack of consistent adjustments to increase student achievement.

- Develop systems with which to coherently evaluate school, grade and class level decisions and practices in order to make adjustments to instruction and monitor student progress towards curricular and individual goals. (5.1)
 - Teachers maintain individual student information related to performance on curricular based assessments. Administration maintains binders where agendas and minutes from teacher team meetings are stored. Teachers report that assistant principals sometimes sit in on their meetings, and at times offer feedback and suggestions for furthering their work. Dedicated teacher team time is sometimes used for administrators to provide professional development or support school-wide initiatives such as understanding and implementing components of the Danielson framework for teaching. However, the school does not conduct interim checks for student progress towards individual or school-wide goals, thus school leaders are not able to evaluate the effectiveness of teaching practices, teacher team work, or progress of students towards meeting Individualized Education Plan (IEP) or standards-based goals for achievement. In addition, while administration reviews teacher team minutes and agendas, there is no system in place to determine whether the collaborative work is meeting individual student needs or impacting on student performance and increasing outcomes, thus preventing adjustments to curriculum, pedagogy or the quality of teacher team work to increase coherent practices that promote both student and professional learning.
- Build upon pedagogical practices that demonstrate the school’s beliefs about student learning, and ensure that all students are presented with the means with which to engage in learning tasks that promote high levels of thinking. (1.2)
 - The administration clearly articulates their beliefs related to student learning; collaboration is meaningful, multiple entry points are provided, reciprocal respectful practices are in place, supplemental resources support learning, and tasks are varied to meet student learning needs. There is a strong focus on supporting teachers in component 3b of the Danielson Framework, questioning and discussion within lessons. However, student work products displayed on bulletin boards and within individual work folders were primarily curriculum or teacher developed worksheets, mostly at the same level for all students. While professional development related to building questioning and discussion within lessons is ongoing, classroom visits identified students often sitting in groups to engage in partner work with their peers. During the majority of

instructional periods observed, teachers provided students with the same task. Most were in the form of completing worksheets. Although SMARTboard usage within some classrooms led to high levels of student engagement there was limited opportunity for all students to be challenged in their learning, or tasks did not consistently offer high levels of challenge for varied levels of student performance. In addition, questions posed, despite a focus on including DOK level questions in lesson plans at the elementary school level, seldom required more than responses that asked for recall of information. For example, teachers questions focused on the “who” or the “what”, rather than the “why”. At the middle school level, students were seldom asked to explain or extend their thinking. These practices do not demonstrate evidence aligned to the school’s articulated beliefs around how students learn best,, thus hindering students’ ability to engage in rigorous learning experiences that push or extend their thinking aligned to their instructional levels as evidenced in questions, limited student participation and student work folders with worksheet that do not reflect differentiation.

Part 3: School Quality Criteria 2013-2014

School name: P 17X	UD	D	P	WD			
Overall QR Score		X					
Instructional Core							
<i>To what extent does the school regularly...</i>	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							
<i>To what extent does the school ...</i>	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							
<i>To what extent does the school ...</i>	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