



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report 2013-2014

Edward Collins

08X146

**968 Cauldwell Avenue
Bronx
NY 10456**

Principal: Janet Sanderson

Dates of review: February 11-12, 2014

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Edward Collins is an elementary school with 460 students from pre-k through grade 5. The school population comprises 44% Black, 52% Hispanic, .05% White, 1% Asian, 1% American Indian or Alaskan Native, 1% Native Hawaiian/other Pacific Islander, and less than 1% Multi Racial. The student body includes 12% English language learners and 13% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2012 - 2013 was 90.3%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal has strategically aligned the use of resources to school wide goals in order to ensure instruction that addresses the needs of students and builds teacher capacity to maximize learning for all students. (1.3)
 - In response to qualitative and quantitative data, including the School Survey, the principal used the school's Title I Priority/Focus monies to support after-school programs and Saturday school for students. This decision ensures that the school acts on its goal of monitoring student performance and progress to allow for focused instructional support outside the classroom. The school is also using its Title I Priority/Focus Parent engagement money to support professional development activities for pre K, kindergarten and 5th grade parents, with the result that these activities provide parents with access to information related to school structures and student learning. Monies for students in temporary housing is used to help pay for a full time guidance counselor who provides at risk and social services for students and their families, while consultants assist with roll out of English language arts and math curricula. New York State Textbook Law monies were used to purchase the Ready Gen Curriculum for grades K-5, and curriculum maps were revised, with supplemental materials purchased to ensure alignment with the Common Core Learning Standards (CCLS in English language arts. These decisions are in congruence with the school's goals of improving pedagogy, designing and implementing curriculum units in all content areas, and enhancing parental involvement. As a result, all constituents are informed of next steps which provide focused support for instructional and organizational goals.
 - Student groupings and teacher assignments support students' learning needs and accountable collaboration among faculty. For example, there is departmentalization in the third grade, which allows teachers to hold themselves accountable for students' progress since they are working with the same population. An experienced math teacher, who is adept at tailoring math instruction, serves as a math staff developer so that her colleagues may gain support and professional development to enhance their craft, especially in regard to incorporating academic vocabulary into lessons as well as improving students speed and accuracy in basic computation. There is a push-in Response to Intervention teacher for English language learners and students with disabilities, to provide targeted instruction and improve student stamina. A full time counselor supports parents with the middle school application process, leading to students making informed decisions about middle school choice options, and contributing to the majority of students submitting their application to middle school, on time. These decisions have improved communication for all constituents, ensuring interventions that are timely, leading to increased student learning, as evidenced by summative assessments in English language arts and math.

- The school uses the Danielson Framework to monitor the effectiveness of teacher pedagogy, with a distinct focus on deepening adult learning in order to improve the delivery of instruction throughout the school. (4.1)
 - The district and school wide focus of enhancing students use of academic vocabulary (orally and in writing) is supported through targeted professional development which is supported by the network. The principal plans ongoing professional development, which supports teachers in improving their ability to incorporate vocabulary activities as well as questioning techniques. Teacher observation reports show effective feedback aligned to the school wide goal of improving students' vocabulary skills. Ongoing oral and written feedback informs the teachers of the quality of their pedagogy, with the principal ensuring that all teachers receive feedback within 24 hours of their observation by meeting with them to discuss domain ratings and next steps, in alignment to the Danielson Framework for Effective Teaching. . A consultant provides additional support to improve pedagogical practices based on feedback about teachers' needs. In addition, the network provides professional learning opportunities, with tiered supports to address the specific needs of teachers. These practices allow teachers to learn from one another, promote collaboration and collegiality and enhance teachers' delivery of instruction, as evidenced by student work products and observation data.

- The administration and staff have created a learning community that focuses on strategies and initiatives to meet school's goals linked to student performance, with emphasis on accelerating learning for all students. (3.1)
 - High leverage school goals, such as supporting staff to improve pedagogy in addressing the instructional shifts, the implementation of rigorous tasks across content areas, improving the performance of English language learners, and improving attendance and School Survey results, are embedded in instructional plans and aligned to the school's Comprehensive Education Plan. Analysis of last year's Progress Report led the principal and staff to develop these targeted instructional and organizational objectives to ensure progress in improving student achievement schoolwide. Goals are tracked via the Achievement Improvement Monitoring System which enables universal screening of students' performance in English language arts and math. The school also uses Fountas and Pinnell assessments to track students' independent reading progress. At teacher team meetings the teachers review results to inform extended day and Saturday curricula, as well as instructional adjustments. The principal communicates with the school community during professional development, faculty conferences, student assemblies and parent meetings, to create a broad base of support for the school's goals and improvement plans. Data from summative assessments is shared routinely, leading to the identification of next steps. Thus there is a shared understanding of where the school is and next steps to attain overarching goals, including improving student outcomes, particularly in writing, vocabulary, and numerical fluency.

What the school needs to improve

- Further enhance CCLS aligned curricula across content areas to consistently incorporate rigorous tasks that meet the varied needs of all students. (1.1)

- The school selected the Ready Gen curriculum as its Common Core aligned English language arts curriculum but the principal decided not to implement the program this year, due to delivery obstacles. Instead the school uses a plethora of texts, including *Making Meaning*, *Read for Real*, and *Rally*, as its key English language arts curriculum components. These materials are supplemented with resources from guided reading books, Success Maker, Engage NY and the Common Core Library. Foundation is used for the school's Early Childhood program. The school uses the Envision Math program which is aligned to the Common Core. There are curriculum calendars for social studies (Houghton Mifflin) and science (Harcourt) which are in congruence with the Common Core. However, the instructional shifts were not integrated into instructional plans across all grades and content areas, as the majority of tasks observed did not push students to use text based evidence, nor was there much evidence of emphasis on academic vocabulary in all areas or tasks requiring students to solve multiple step word problems to demonstrate application of numerical fluency. In addition, although assessment data indicated deficits in students' research skills, with an emphasis on writing to argue, inform and explain, the school has not prioritized these content area strands, as evidenced by lesson plans and teacher team work. Hence, curricula are not yet fully aligned to CCLS and other relevant standards and do not reflect purposeful decisions to advance students towards college and career readiness goals.
- All display boards throughout the school evidenced student work with an explanation of the assignment, a rubric, commendations and recommendations. However, the majority of portfolios across grades and classes, contained minimal evidence of rigorous tasks. Further, lesson and unit plans showed minimal evidence of students' access to rigorous tasks, including extension and enrichment activities for students in all grades and across core content areas. In most classes, tasks did not consistently reflect opportunities for students to cite evidence while reading to inform and reinforce learning. In addition, curriculum maps do not show much evidence of consistent attention to questions and tasks that foster higher order thinking by all learners. As a result, all students do not have access to demanding curricula with tasks that help them to develop rigorous habits and deepen their thinking.
- Promote greater consistency in teaching practices so that lesson planning reflects targeted questioning and multiple entry points, to maximize student thinking and participation in learning activities. (1.2)
 - Teachers were able to cite the general needs of students based on the most recent results of the Achievement Improvement Monitoring System universal screening tests. However, it was observed that teachers are not currently utilizing these results to consistently plan the instructional moves needed for varied students during classroom lessons. The majority of teachers' questions began with "what" and provided minimal opportunity for students to build understanding and engage in reflection. Although a teacher reviewed a K/W/L chart (what I know, what I want to learn and what I learned) students sat passively, offering little feedback so there were minimal opportunities to hear student voices throughout classes and grades. Students exhibited uneven levels of involvement, with minimal evidence of the application of learned skills and no evidence of the ability to organize important information. Although a fourth grade

English language arts class had students citing text based evidence, tasks observed during several lessons inconsistently required students to cite evidence while reading or completing a writing activity. Further, students, especially English language learners, manifested uneven levels of engagement. For example, in a fourth/fifth grade English language learners class, students were not engaged. The teacher did not model the activity so most students were not able to complete the independent activity. In addition, there was minimal evidence of strategies to build access through multiple entry points for these students and little evidence of the use of effective questioning to evoke higher order thinking by students. Hence, student learning is not maximized, as evidenced by student work and data reviewed, including the most recent New York State English language arts and math test results which show the vast majority of students scoring below proficiency in these core areas.

- Strengthen assessment practices to ensure students' understanding of their next steps and provide all teachers with feedback that informs effective adjustments to instruction, in alignment to students' needs. (2.2)
 - Although there was no reference to or use of rubrics in classrooms visited during the two days of this review, there was evidence of the use of rubrics on bulletin board displays. However, student portfolios contained minimal work and little evidence of the use of rubrics or teacher comments on student work. For example, the majority of math work products across grades were Envision Math rexo sheets which were graded with a check mark and showed no comments to guide students' self-assessment of their learning. There were minimal writing samples to review and most did not have a rubric attached to assist students in moving to the next performance level. In relation to other assessments, the Measures of Student Learning Committee selected the growth model as its State Measurement, in order to carefully monitor student progress. The school uses Achievement Improvement Monitoring System as its primary universal pre and posttest screening tool in English language arts and math for grades kindergarten through five, to evaluate student performance. However, there was inconsistent evidence that these results are used to adjust lesson plans. Further, teacher teams are currently analyzing the data from the second administration of AIMS web, to determine which students are moving from Tiers 1, 2, and 3. However, it is not clear how these results are informing classroom instruction for all groups of students, as there was little evidence that this information is informing daily classroom instruction. There was also inconsistent evidence of ongoing checks for understanding. Students did not engage in activities such as writing exit steps, verbally summarizing what they learned or consistently applying learned concepts to complete an activity. As a result, assessment practices do not yet consistently support data driven adjustments to curriculum and instruction that accelerate learning for all students.

Part 3: School Quality Criteria 2013-2014

School name: Edward Collins	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