



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Adrian Hegeman

Elementary School K092

**601 Parkside Avenue
Brooklyn
NY 11226**

Principal: Diana Rahmaan

**Date of review: May 6, 2015
Lead Reviewer: Clarence G. Ellis**

The School Context

P.S. 92 is an elementary school with 479 students from pre-kindergarten through fifth grade. The school population comprises 78% Black, 15% Hispanic, 1% White, and 6% Asian students. The student body includes 15% English language learners and 6% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-2014 was 91.5%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Proficient
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	Additional Findings	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Celebration	Proficient

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Across the school, horizontal and vertical teams engage in structured, inquiry-based professional collaborations using assessment data and student work.

Impact

Inquiry-based professional collaborations result in improved pedagogy, coherent implementation of the Common Core Learning Standards and instructional shifts, and progress for all students.

Supporting Evidence

- Teacher teams meet weekly, and have developed structures to plan, troubleshoot, and refine teacher practice. Additional structures include using agendas, minutes, and supplemental material, including professional articles to support progress toward Common Core Learning Standards related goals. The focus of the meetings is to develop supports that enhance decoding and phonemic awareness in the early grades, as well as analyzing students writing samples for upper grades related to focus, organization, and descriptive writing. Additionally, the vertical teacher team conducted a gap analysis to uncover issues that have surfaced pertaining to gaps between the students' ability to make accurate text-based responses, and the actual complexity of the texts. The facilitator recorded these gaps and related findings and they discussed next steps to support the students based on their needs.
- The school leader supports and builds capacity by providing weekly professional learning facilitated by the school's assigned Measures of Student Learning (MOSL) specialist, teacher leaders, administrators, and network staff. This has led to increased opportunities for teachers to learn instructional strategies to reteach lessons. The result of the professional learning is an increase in student mastery toward schools goals as observed when reviewing school artifacts including third, fourth, and fifth grade teacher grade books, baseline, and subsequent school year data.
- A review of minutes across the school year, demonstrate how horizontal and vertical teacher teams analyze common assessments to determine areas in which students met the standard or require further support. Additionally, teachers share strategies to improve instructional delivery during lessons. For example, during the teacher team meeting, teachers shared that they engage in inter-visitations, and model best practices for one another to strengthen pedagogy throughout the school. This has resulted in improvement of instruction. A review of teacher observations indicates that the majority of teachers are trending the effective category.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, pedagogy is aligned to the curricula and reflects a school-wide belief about how students learn best that is aligned to the Danielson Framework through high levels of student discussion and engagement.

Impact

There is implementation of multiple entry points, consistent student engagement by all learners, including English language learners and students with disabilities, in appropriately challenging tasks and demonstration of higher-order thinking skills in all student work products. However, discussions do not reflect ownership of their learning.

Supporting Evidence

- School-wide teachers believe students learn best when engaged in tasks which require higher order thinking skills and questions and discussion. In a fourth grade class, the teacher asked students questions including, “What is inference? What is an example of that”? Several students responded to the questions. The teacher asked all students to go back to the text to find evidence. The students were citing from the text *Quake*, by Gail Langer Karwoski. One student stated, “Jacob showed feelings of both fear and bravery in the story”. Other students responded whether or not they agreed citing from the same text.
- During a first grade math lesson, students were engaged in question and discussion with the teacher. The teacher discussed ways to utilize base-ten blocks to represent multi-digit numbers. The teacher asked students to state what the number five means in the number 57. One student responded by saying, “I think it represents 5 tens or 50.” The teacher asked students to review responses from their peers and state whether they agree or disagree and why. The comments shared demonstrated students understanding of the concept.
- During a third grade social studies lesson, students were instructed to turn and talk to their partner to discuss how different types of geography impacts jobs and the economy. The students were observed participating in student led discussions with one another based on their opinions. The teacher circulated throughout the classroom while recording notes on a chart. The teacher then asked students to share their thoughts with the class while citing evidence from the text. However, in a second grade social studies class, the lesson was teacher dominated, and the student discussion did not offer high levels of cognitive engagement.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and teachers effectively align curricula to Common Core Learning Standards and ensure the integration of the instructional shifts. School-wide teachers utilize student work and data to plan and refine curricula and academic tasks.

Impact

The use of curricula has provided coherence across all grades and college and career readiness skills for students. The planning and refinement of units and academic tasks based on the needs of all learners has provided students with access to learning opportunities in which they are cognitively engaged.

Supporting Evidence

- Teachers meet weekly in horizontal and vertical teams to examine Common Core aligned units of study, analyze data, student work, and adjust lesson plans which results in differentiated tasks that provide multiple entry points for all learners. For example, a second grade lesson listed refinements for students who were having difficulty with carrying numbers in addition. Additional differentiated tasks were created to support students; namely the use of a number line, as well as base ten blocks.
- The reading, writing, math, science, and social studies units of study are closely aligned to the Common Core Learning Standards and incorporate instructional shifts. Additionally, the school utilizes the Ready Gen Literacy and Go Math curricula. Examples of student tasks that align to the shifts were evident in teacher's lesson plans, such as responding to questions using text-based evidence, writing opinion responses on topics and texts, and opportunities for students to engage in accountable talk in groups, or in pairs. For example, a fourth grade unit of study indicates writing activities for students includes drawing inferences, then writing corresponding opinion pieces to support their position and completing the activity.
- Lesson plans in all content areas reinforce higher order thinking skills and represent various instructional strategies including turn and talk, citing text-based evidence, and the use of graphic organizers. For example, a third grade teacher's plan reflected that students were required to turn and talk using pre-planned questions and prompts aligned to the lesson focus. The lesson plan also demonstrated evidence of questions that students could have following the mid-lesson interruption. The teacher collected student data and regrouped based on these findings.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Across classrooms, teachers use of create assessments, rubrics, and grading policies that are aligned to the school's curricula. The school uses common assessments to determine student progress toward goals across grades and subject areas.

Impact

The use of assessments has led to actionable next steps so students and teachers are aware off areas in need of improvement, which are used to inform curricula and instructional groupings.

Supporting Evidence

- Across grades and content areas, rubrics are aligned to the school's grading policy. During an interview, one student stated, "When we are close to finishing a writing piece, our teacher creates a rubric so we can where we are and how we need to fix it up." As a result, students are able to plan next steps independently, with peers, or with the teacher which has led to an improvement in the learning process, as well as increasing student ownership. This was evident during the interview, as another student stated, "I know if I'm on target and what my level is. My teacher lets me know what I need to do to improve."
- Teachers use Ready Gen and Go Math, pre and posttests, and end of unit assessments, as well as Fountas and Pinnell running records to demonstrate student growth. During an interview with members of the vertical teacher team, it was stated that assessments take place regularly to ascertain student strengths and areas of need. All teachers and students maintain assessments binders in which student progress is tracked for further supports including, re-teaching, intervention or enrichment. The assessments uncovered that students needed supports with fundamental writing, organizational voice, elaboration and grammar, usage, and mechanics.
- While visiting classrooms and reviewing student work portfolios, actionable, rubric-based feedback with next steps was written on all work samples. It was also observed that feedback is given to students verbally. For example, a student was told that he cited evidence well, however, he needed to provide more specifics next time. Additionally, students engage in individual and peer assessments.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations for teaching and professional development that is aligned to the college and career readiness path. Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students. The school is in the process of expanding a system to engage more parents in the community.

Impact

School leaders have a system for holding staff accountable and staff is fully aware of school-wide instructional expectations. The school ensures that students and families are provided with feedback regarding student progress so they are prepared for the next level.

Supporting Evidence

- During interviews, parents stated that information is communicated to them through Tuesday parent meetings, school calendar, phone master, phone calls, school and class newsletters, and memorandums from the principal and teachers. For example, one parent shared; “I am regularly informed and advised how to help my child at home.”
- School leaders provide ongoing feedback to teachers which detail strengths and areas for growth. The principal stated that she gives one-on-one feedback to teachers along with articles and video resources to help them improve specific areas of instructional delivery. She also encourages the teachers to engage in inter-visitations and learning walks with colleagues utilizing the Danielson Framework for Teaching as the tool which focuses the visit. The principal conducts mini-observations (or snapshots) of teachers practice which allows her to give immediate feedback upon conclusion of the visit. These observation highlight trends of improvement in the areas of student engagement and questioning and discussion techniques.
- Every year, the school leader distributes expectation handbooks to parents, students, and staff. The school community also participates in Curriculum Night and Meet the Teacher Night. The parents stated during the interviews that there are structures in the school which prepare students for the middle school and high school years. Namely Career Day, where students are encouraged to plan for their life after school by being engaged in varied learning opportunities around potential careers, and discuss and explore the concept of going to college.