



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**The New York City College Partnership Elementary  
School  
P.S. 247**

**7000 – 21<sup>st</sup> Avenue  
Brooklyn  
NY 11204**

**Principal: Christopher Ogno**

**Date of review: November 18, 2014  
Lead Reviewer: Heidi Pierovich**

## The School Context

The New York City College Partnership is an elementary school with 796 students from grade PK through grade 5. The school population comprises 0.8% Black, 14% Hispanic, 38% White, and 47% Asian students. The student body includes 19% English language learners and 13% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2013-2014 was 95.30%.

## School Quality Criteria

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

## Area of Celebration

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Well Developed**

### Findings

Across the vast majority of classrooms, teachers use and create assessments and rubrics that are aligned with the school's curricula and offer a clear portrait of student mastery. Schoolwide, staff uses common assessments to create a clear portrait of student progress toward goals and use multiple measures to check for understanding and record the results.

### Impact

As a result of the assessments, teachers provide actionable feedback to students such that teachers and students track progress toward goals and teachers adjust curricular and instructional decisions so all students demonstrate increased mastery. Staff makes effective adjustments to curricula and tasks based on student needs and students self-assess and reflect on their work.

### Supporting Evidence

- All students have a conference notebook, which is divided into reading and writing goals. For example on the inside front cover of this spiral notebook, in a table, students write their reading goal, action plan (In order to be successful, I will...), and the data of when the goal was met. Similarly on the inside of the back cover is a table for writing goals. Further, each student has a set of goals to achieve for the year. In this conference notebook, the teacher discusses students' achievement, data, provides actionable feedback, and tips for writing in specific genres. Students were able to explain their goals in their own words, stating how they are working to achieve them, and reflecting on progress to date with next steps. Schoolwide, staff uses common assessments to create a clear portrait of student progress toward goals and uses multiple measures to check for understanding and record the results.
- In mathematics, students self-assess exemplars rubric with levels of achievement being novice, apprentice, practitioner, and expert. The criteria are problem solving, reasoning and proof, communication, connections, and representation, which incorporate the instructional shifts. At the top of student tasks and assessments is a small version of the rubric with space for the teacher to rate the student on these criteria. Students spoke to using this feedback to reflect on what level they are and where they need to move next.
- Staff uses the results of common assessments to track student progress and adjust instruction to target at-risk students. For example in mathematics, teachers compile the data results by class, student, subgroup, level and analyze the data to determine areas of growth and need. From this analysis, teachers determine students' needs and compile a short list of students who scored at the novice level for problem solving and who require Academic Intervention Services (AIS). Further, in a second grade class reading levels for all students, show a decrease of levels 1/2 and an increase of levels 3/4. Staff stated and parents concurred, that they contact families communicating the results and action plan to support student acceleration and achievement.
- Across a vast majority of classes, teachers and para-professionals noted on a paper attached to a clipboard their various on-going checks for understanding, student responses, needs, and recorded data during the lesson. Various methods are used, including turn and talk, think-pair-share, and questioning. Most teachers demonstrated point-of-service support for students in the moment based on student need.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Well Developed**

### Findings

Across a vast majority of classrooms, teaching practices are aligned to the curricula, demonstrating a coherent set of beliefs about how students learn best. Teaching strategies strategically provide multiple entry points and high-quality supports for all students.

### Impact

As a result, the Danielson Framework for Teaching informs teaching practices and teacher teams demonstrate discussions of how students learn best. Students are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products.

### Supporting Evidence

- Across a vast majority of classes, students used accountable talk in a student-to-student discussion with accountable talk stem posters supporting students. For example, in a third grade Integrated Collaborative Teaching (ICT) class with a large population of English language learners (ELLs), the students were divided into groups. Students who worked with the reading specialist were provided scaffolds, including a leveled version of the fable, props to demonstrate, and a small group atmosphere. Both groups determined the problem, solution, and moral of the fable using annotation, discussion, and cite-based evidence.
- Through discussions at the team and school level, leaders and faculty believe students learn best through multiple entry points for students while working in small groups and choosing activities, manipulatives, and solution methods. For example, in a fourth grade mathematics class, students were divided into three groups, with the general education teacher, special education teacher, or the para-professional and had available a basket of manipulatives, posters of solution methods, and leveled tasks with scaffolded questions. Students self-selected manipulatives and methods of solution to best fit their own needs, thus demonstrating engagement in appropriately challenging tasks.
- Administration stated that questioning and providing multiple entry points are areas of focus. Although a vast majority of classes used multiple entry points, a couple demonstrated missed opportunities for deeper student engagement and scaffolds. For example, in a fifth grade class students sat whole group during a read aloud and some answered questions using accountable talk stems and yet had neither text nor paper with them, resulting in a missed opportunity to engage more students.
- Additionally students in a fourth and fifth grade classroom also conducted citation-based discussions using accountable talk. In a third, fourth, and fifth grade class students were engaged in close reading activities of read alouds. Teachers asked higher-order questions to engaged students in discussions, whether whole group or in pairs, and to cite text to support their opinions. For example, students had stickie notes and pencil to write notes as they sat whole group discussing the answer to questions and then in pairs during a think-pair-share. In another class students joined the whole class discussion demonstrating accountable talk. For example, one student answered the question stating that her father said to Fern that it is not fair. Another student said, "Yes, I agree, and would like to add more. Fern said it was a terrible injustice." Students conducted a discussion citing text from the novel.

## Additional Findings

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Well Developed**

### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards (CCLS) and strategically incorporate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

### Impact

As a result, school leaders and staff have created a coherent curriculum that promotes college and career readiness for all students, providing access for all students to be cognitively challenged.

### Supporting Evidence

- Lesson plans and curricula maps demonstrate alignment to CCLS. For example the second, fourth and fifth grade curriculum maps demonstrate a balance of nonfiction and fiction texts including historical fiction, nonfiction persuasive articles for debates, and realistic fictional narratives as well as response to literature, myths, folktales, poetry, and author studies. High text complexity and Lexile levels are coupled with a variety of high interest texts, which strategically interweave the instructional shifts.
- Curriculum maps have been planned and refined using student work and data. The revised curriculum map in fifth grade, whereby the nonfiction writing task results show an improvement from 18% to 67% meeting or exceeding standards as determined by New York City Performance Assessment Common Rubric.
- Lesson plans also show grouping based on data and multiple access points for all students. For example, in a fourth grade ICT read aloud lesson plan, the plan determined students to be grouped heterogeneously with mixed levels of learners in small group instruction using a parallel teaching strategy so all students fully understand the content. Possible planned questions are listed and students will have their own copies of the text. All students will have slates, markers, and erasers to participate in the lesson. The teacher will chart the results of the discussion of similarity and differences between folk tales and legends, and Greek myths, as well as keep a guided reading observation sheet to note each student's responses and abilities or lack thereof.
- In a lesson plan from a fourth grade mathematics class has students working in data-determined groups to complete an exemplar to divide paper with remainders, the two teachers and the paraprofessional, each has their version of the lesson plan, with scaffolds or extensions for the students in their groups. The task provides students with the decision of which word problem is appropriate for them and to also select the manipulatives of choice—cubes, cups, and paper. The students receive leveled questions with appropriate scaffolds or extensions. Teacher plans include a guided observation sheet to note each student's responses and abilities or lack thereof.
- In a third grade AIS reading lesson, the teacher plans to provide the motivation of the main character in an Aesop Fable, pre-determined questions, and modeling how to determine the central message of a text. Scaffolds include large text, leveled student texts, props, and graphic organizers. Teacher plans include a guided reading observation sheet to note each student's responses and abilities or lack thereof to determine the gist of a text, and using results for the next day's groups.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	------------------------------	----------------	-----------------------

### **Findings**

School leaders and staff effectively communicate expectations connected to a path to college and career readiness. Teacher teams and staff establish a culture for learning that systemically communicates a unified set of high expectations for all students that provides clear, focused and actionable feedback.

### **Impact**

As a result, the school leaders and staff partner with families to support progress toward these high expectations. Additionally effective actionable feedback and supports prepare students to own their educational experiences resulting in preparing them for the next level.

### **Supporting Evidence**

- The school has partnered with twenty-two colleges and universities, such that a memorandum of understanding (MOU) guides the partnership. Colleges and universities adopt classes, school visits to guide students to understanding colleges and universities, conduct college trips or even conduct Skype-visits when the school is geographically inconvenient.
- Students learn how to select coursework and their “majors” as well as attend college night and college celebration day with their parents. Parents partner with the school in the collaborative topics of various trainings and workshops about transitioning to middle school, high school and college. Some workshops provide parents information about the cost of college and methods of saving and paying for it, applying for college, and types of colleges, as well as supporting their children with test anxiety. From these workshops, parents stated that they support their children’s growth in college and career readiness skills such as persistence, positive attitudes, and productive struggle. When asked about college, students said it was expected that they will go to college and it is a matter of selecting which college to attend.
- Students receive clear, focused, and effective actionable feedback in class and it is documented on assignments and in every student’s conference notebooks. Goals for reading, writing and mathematics are also listed here. When discussing their assignments, students were able to reflect on what they did well, how they knew it, on what they had to improve, and how to do it. Students also were able to discuss these areas of strength and growth based upon their individual goals. For alumni, the middle school adjusted core course pass rate is 98.5%. In short, students own their educational experience and are prepared for the next level.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	---	----------------	-----------------------

### **Findings**

The vast majority of teachers are engaged in inquiry-based structured professional collaborations that promote improved teacher pedagogical capacity while promoting CCLS. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work.

### **Impact**

As a result, there is schoolwide instructional coherence and increased student achievement for all learners. Additionally, there are shared improvements in teacher practice and mastery of goals for groups of students.

### **Supporting Evidence**

- Teacher teams meet three to four times a week to engage in inquiry-based structured professional collaborations that include grade level teams (K-5), professional development team, literacy team, mathematics leads team, ICT team, AIS team, and other intervention teams. Practices include team agendas and notes, individual monitoring for results data folders, administrative classroom observations, and student conference notebooks. Additionally, the teams collaborate on the data analysis of assessments and student work as compiled into the monitoring for results data folder, where student, class, and grade level data and trends reside to determine next steps in refined curricula and pedagogy. Administration monitors for implementation of the team agendas, notes and data folders, and actionable feedback in students' conference notebooks and during lessons in point of service applications to support student learning and achievement.
- School wide results, as of this report, demonstrate a 22.2% increase in English language arts (ELA) for special education students scoring 75 or higher and a 21.7% increase in mathematics for ELL students scoring 75 or higher as compared to last year. Teacher teams attribute this growth to their collaborative inquiry-based meetings where they analyze the data of student assessments and work to revising curricula and pedagogy.
- Several inquiry studies are concurrently occurring, such as close reading and problem solving. Staff works to revise CCLS-aligned curricula based on data and student work. For example, fifth grade classes monitoring results of reading levels, moving those who are on or exceeding standards to forty-eight percent. Students who are at-risk, English language learners, or in special education classes, are monitored for services in the intervention team meetings as noted in teacher monitoring for results data folders and team meeting notes and agendas.
- During an intervention teacher team meeting, teachers discussed providing academic support for a small number of students who are not responding to the current action plan of support. This intervention team consists of a focused group of specialists including the speech therapist, special education teacher, two academic intervention support providers, literacy coach, special education teacher support service (SETSS), and guidance counselor, who work together. This meeting focused on one student in particular and determined the results of actions taken and next steps to support this student's academic achievement. As a result, the student increased in reading level and comprehension, and now has additional goals as well as receiving additional supports.