



**Department of  
Education**

*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Francisco Oller**

**Elementary School X061**

**1550 Crotona Park East  
Bronx NY  
10460**

**Principal: Patricia Quigley**

**Date of review: November 14, 2014  
Lead Reviewer: Renee Peart-Zachary**

## The School Context

Francisco Oller is an elementary school with 358 students from pre-kindergarten through grade 5. The school population comprises 22% Black and 78% Hispanic students. The student body includes 6% English language learners and 5% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 93.0%.

## 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>Proficient</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>Developing</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>Additional Findings</b>	<b>Developing</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>Celebration</b>	<b>Proficient</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>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders communicate high expectations to staff, provide professional development on the Danielson Framework for Teaching, and have a clear and transparent system of accountability. Families receive consistent communication on Common Core Learning Standards, curricula and their child's progress.

### Impact

As a result of communicating high expectations, teachers are well informed about the school leaders' instructional and professional expectations. Additionally, the school's ongoing partnership with parents provides them with a clear understanding about how to support their children at home, thus supporting increased student progress.

### Supporting Evidence

- During structured data analysis sessions, teachers meet with administrators to examine specific student assessment results in the Student Assessment Monitoring System (SAMS) and develop academic intervention expectations that are monitored through formal observations with written feedback aligned to Danielson Framework for Teaching Rubric. Teachers shared that instructional expectations are discussed at these meetings followed by ongoing administrator visits to classrooms.
- School leaders' staff handbook and written feedback from teacher observations, coupled with child study meetings and initial planning conferences, reinforce school-wide instructional expectations.
- The school provides opportunities for parents to receive resources in English language arts and math curricula as well as Common Core Learning Standards through venues such as the Very Important Person night where parents visit classes, attend grade-specific workshops, and review curricula materials.
- Recognizing the need to enhance the ten-minute parent/teacher conference, the principal extended conferences to thirty-minutes to ensure parents have sufficient time to review data from the SAMS. Parents, with their child, attend these conferences where teachers discuss student's goals and action plans.
- Fifth grade students are involved in a year-long project where they research careers and colleges, organize a career day, complete a school-wide college survey, fill out a job application, and create a college action plan. This year-long assignment ends with a field trip to a college where families are welcome to attend.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Across classrooms, teachers are becoming aligned to the school's core beliefs about teaching and learning. Additionally, pedagogical practices provide inconsistent multiple entry points into the curricula.

### Impact

As a result of the implementation of the school's core beliefs across grades and subjects, instructional practices are not yet meeting the needs of all learners and affording opportunities for students to engage in higher order thinking questions. Furthermore, teaching strategies provide limited supports to all students, including English Language Learners (ELLs) and students with disabilities, thus producing uneven meaningful student work products.

### Supporting Evidence

- While school leaders and teachers highlighted their core beliefs of utilizing assessment data to adjust curriculum and scaffold instruction to ensure high level of engagement for all students, evidence of these core pedagogy practices was observed in only one fifth grade English language arts class and one first grade science class.
- In three out of seven classes visited, lessons included low-level questions and limited student engagement. For example, in one third grade math class, the teacher asked Depth of Knowledge level one questions and solved basic math problems on the board while students passively observed with no hands-on manipulative experiences, and opportunities for student-to-student conversations. Additionally, in one kindergarten English language arts class, the teacher-directed lesson on blending sounds to make words provided limited opportunities for student discussions.
- School leaders highlighted modification practices to support diverse learners include the ongoing use of hands-on technology. Nonetheless, students' use of technology that was observed was limited to administering an ACHIEVE 3000 assessment in a third grade class and playing a song connected to the fourth grade activity.
- Fourth grade math lesson plans include providing multiple entry points into the curricula and rigorous tasks; yet, the execution of the math lesson on estimating products by rounding provided students with disabilities with limited supports and no use of manipulatives or technology.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and teachers selected curricula that are aligned to Common Core Learning Standards and accentuate the instructional shifts. Furthermore, curricula and academic tasks are planned and refined using student work and assessment results.

### Impact

As a result of the school's curricular decisions across grades and subjects, students have exposure to curricula that promote college and career readiness. Additionally, amended units of study include tasks that allow all students, including ELLs and students with disabilities, to be cognitively engaged.

### Supporting Evidence

- English language arts and math curriculum maps include Common Core Learning Standards and the instructional shifts of academic vocabulary, text-based answers, writing from sources, fluency and dual intensity.
- Units of study, in all subjects, include anchor and support texts, student resources, Common Core Learning Standards, goals, essential questions, big ideas, target standards, college and career writing activities, and formative and summative assessments. These elements included in the units of study allow students to receive instruction that promotes college and career readiness.
- Lesson plans show evidence of teachers refining units of study to support diverse learners, including ELLs and students with disabilities. Tiered lesson plan templates include learning objective, aim, Common Core Learning Standards, tasks, tier grouping, differentiated activities, modifications for selected students, materials, assessments, and exit slips. These elements in the lesson plan templates allow teachers to plan for modifications that support students having access to the task.
- Teacher teams meet weekly to review data from SAMS and refine curricula. Teacher teams' agendas and minutes provide evidence on how teachers review student work and collaborate to refine units of study. For example, a fifth grade team agenda revealed that the teachers discussed how students struggled with citing sufficient evidence from the text. A revised fifth English language arts unit plan included additional tasks where learners cite evidence in their writing.

**Findings**

Teachers create and use assessments, yet students do not always receive actionable feedback across subject areas. Furthermore, teachers inconsistently check for understanding and provide limited opportunities for students to self-assess their work.

**Impact**

As a result of the limited actionable feedback, teachers' instructional approaches to increase student achievement are hindered. Additionally, missed opportunities to adjust lessons based on formative assessment impede diverse learners' awareness of their next learning steps.

**Supporting Evidence**

- Student work displayed on the hallway and classroom bulletin boards includes teacher comments align to the rubrics. However, a review of the English language arts and social studies student portfolios across classrooms reveal some student writing products are missing rubrics and teacher comments with actionable next steps.
- School leaders shared that teacher teams create rubrics specific to tasks and provide students with clear guidance on expectations. However, some students shared rubrics are given after completion of the task. Additionally, many students shared they do not receive rubrics or written feedback in science and social studies.
- All lesson plans reviewed included checks for understanding such as questioning, formative note-taking, observations and exit slips. However, in four out of seven classroom visited, the implementation of checks of understanding, as documented in lesson plans, was not observed. For example, in one math class, the teacher missed an opportunity to address a student's misunderstanding of one key the math vocabulary word and as the teacher circulated the classroom, no formative assessment data was recorded.
- In a fifth grade English language arts class, students worked in groups to analyze character traits and used a rubric to self-asses their work. However, this practice of students taking ownership of their learning was not consistent across classrooms observed.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Grade-level teacher teams analyze student work and assessment data. Furthermore, teachers have opportunities to assume leadership roles and provide input into curricular decisions.

### **Impact**

The structured team collaborations have resulted in opportunities for teachers to share progress of pedagogical practice and improvement in student progress. Additionally, leadership structures build capacity that influence student learning.

### **Supporting Evidence**

- Teacher teams meet weekly to review pre- and post-assessment results, goals and student writing samples that lead to instructional adjustments in future lessons. For example, the fifth grade team noted their students were grappling with multiplication problem solving, which led to re-teaching problem solving skills, providing targeted support, administering another assessment, and noting student progress in minutes that are stored in Google Docs.
- Various teacher team members conveyed that the child study meetings with administrators, where teachers review specific data and students' action plans, allow teachers to have input in instructional decisions. Furthermore, teachers feel their ideas are welcomed.
- Grade leaders' weekly meetings with school leaders provide opportunities for reflective discussions, and vertical and horizontal instructional alignment. These collaborations allow teacher leaders to plan, design, and spearhead teacher-initiated professional development sessions.