



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. K077

K-12 School K077

**2424 Batchelder Street
Brooklyn
NY 11235**

Principal: Ebony Russell

**Date of review: May 17, 2016
Lead Reviewer: Tracie Benjamin-Van Lierop**

The School Context

P.S. K077 is a K-12 school with 289 students from grade kindergarten through grade 12. In 2015-2016, the school population comprises 12% Asian, 46% Black, 21% Hispanic, and 21% White students. The student body includes 19% English Language Learners and 100% students with disabilities. Boys account for 84% of the students enrolled and girls account for 16%. The average attendance rate for the school year 2014-2015 was 91.1%.

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	Well Developed
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 <i>Framework for Teaching</i> , 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	Well Developed
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	Well Developed
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	Well Developed

Area of Celebration

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that strengthen teacher instructional capacity and promote the implementation of Common Core Learning Standards. Teacher teams systematically analyze key elements of teacher work, including classroom practice, assessment data, and student work for students they share or on whom they are focused.

Impact

School-wide instructional coherence results in increased student achievement for all learners. Shared improvements in teacher practice result in mastery of goals for groups of students.

Supporting Evidence

- The focus for teacher teams has centered on utilizing strategic work protocols, assessment data, student work samples, and collaborative inquiry through the lens of the Framework for Great Schools, Individualized Education Programs (IEPs), and college and career readiness benchmarks. A review of teacher team minutes indicate areas of focus that include assessing the effectiveness of an exit ticket activity, identifying which teacher will present student work at an upcoming meeting, and review of teacher comments related to adjusting assessment criteria in an English Language Arts (ELA) unit.
- High school team meeting minutes for teachers working with students in 8:1:1 and 12:1:1 settings indicate that each teacher had one student work sample, which was analyzed using the student work protocol, a rigor continuum, and Quality Review rubric. The administration participated in the meeting to observe inquiry work and ensure Student Annual Needs Determination Inventory (SANDI) data was used to inform teachers' next steps. These included updating curriculum maps to change the culminating activity and identifying the specific skill leading to the closing activity, and returning to their next meeting prepared to discuss the over-arching skills that students are expected to master by the end of the unit.
- During the kindergarten to grade two team meeting, teachers discussed the impact they have had on each other's practice including knowing the appropriate levels of rigor to introduce to students. For example, one teacher stated, "We are grouping our students according to mastery levels." The team designed activities based on low, middle, and high levels for a non-fiction lesson on transportation that included students knowing the different modes of transportation, providing opportunities for students at all levels to increase their achievement and learning.
- "Our assessment and analysis practices allow us to have a clear picture of where a student is academically and behaviorally when they arrive, which informs what we need to do to move them forward. If six of my eight students show that they're not increasing in mastery levels, it is my job to figure out how to help them understand", expressed a teacher.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson *Framework for Teaching* and the instructional shifts.

Impact

Opportunities for discourse are built into lessons. While student work products and discussions reflect high levels of student thinking and participation, student ownership is not yet evident.

Supporting Evidence

- The leadership team and faculty believe students learn best when they are engaged in a variety of ways, including but not limited to the use of technology, especially for their non-verbal students. Students learn best when they are in small groups and their various learning styles are addressed to include kinesthetic, visual, auditory, and tactile learners.
- During a reading class, the lesson's objective focused on students using story details, prior knowledge, and logical thinking to draw conclusions about characters and story events. The essential question asked, "What is a fable?" Teachers grouped students according to behavioral and academic independence levels; however, there was minimal peer-to-peer and teacher-to-student interaction. Some students used their communication devices to share their responses, particularly those working on *The Tortoise and the Hare*. Other students had difficulty with the task either due to a behavioral challenge from another student in the class or because they were not able to access the material, which limited their participation. While in an ELA class, all students, including one who was behaviorally challenged in another class, were fully engaged and participated in the lesson that centered on researching topics related to China. Students supported each other when the teacher encouraged them to build on their thoughts connected to lanterns and dragons. The students used iPads, computers, books, and a film clip to inform their research on China as the teacher facilitated the lesson.
- A social studies lesson tasked students with explaining Lyndon B. Johnson's Great Society and evaluating the effects the plan had on American society. A video clip of the former president at Ohio University was shown and most students took notes as the video played and the teacher highlighted important takeaways. Student-to-teacher discussion connected to programs that were created from the Great Society, such as public housing and Medicaid. While the teacher made an effort to make real-world connections for students, some of the questions such as, "Does anyone have a Medicaid card?" and "Does anyone here live in public housing?" were ineffective. As students worked collaboratively in leveled groups, they used a protocol to guide their work and conversations.
- Students in a work-study preparation class participated in a carousel group learning activity that targeted how to identify stress and possible stressors at work and their personal lives. Student groups worked collaboratively to share ideas about each topic on an interactive white board as it related to the meaning of stress, how stress looks and feels, and possible conditions that could stress a person. Some groups had hint cards with pictures to guide their thinking and at the end of the lesson; all groups shared their different work products.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

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

Impact

Coherence to promote college and career readiness is evident for all students. Individual and groups of students, including the lowest and highest achieving students, have access to the curricula and tasks and are cognitively engaged.

Supporting Evidence

- The instructional cabinet consists of teachers and school administrators who work to ensure that the curricula are rigorous and appropriate for all student levels across four sites that service students with disabilities from grade kindergarten to grade twelve in different settings. They ensure that the curricula meet the needs of their diverse student population and prepare them for successful post-secondary outcomes while adhering to their IEPs. Teachers use a rigor continuum to guide their lesson planning, which ranges from teacher centered to student centered with accompanying criteria using the Frayer Model, think-pair-share, and Know, Want to know, Learn (KWL) charts. As a result of the increased rigor in lesson planning, teachers and school leadership have noted that they are seeing more students working at their respective independence levels and moving from needing full prompting to partial prompting. Additionally, teachers have experienced fewer behavioral incidents in classrooms.
- The school's curricula maps emphasize process, content, and skill progress for each learning outcome and are based upon data and collaboration across the organization. For example, the school's Common Core Standards and Career Development and Occupational Studies (CDOS) aligned curriculum is leveled using Webb's *Depth of Knowledge* questions, activities, and job readiness competencies. It also emphasizes the development of an awareness of the world of work, exploration of career options, and related personal skills, aptitudes and abilities to make future career decisions.
- Based on student work and data, the middle school social studies Civil War unit was revised to increase differentiation by varying the degrees of challenge and independence for all students. Student outcomes ranged from choosing images presented by the teacher to demonstrating understanding of the impact of the Civil War and using the internet to research and demonstrate how families were affected by the war. A review of a science unit map on using informational texts to present information and understanding of different weather types and the variables that effect weather included a range of activities such as having students label three types of clouds, categorize the different types of clouds, and predict weather by comparing cloud formations to develop a forecast.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula. The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions.

Impact

Actionable and meaningful feedback is provided to students and teachers regarding student achievement. All students demonstrate increased mastery.

Supporting Evidence

- Teachers and school leadership use SANDI, New York State Alternate Assessment (NYSAA) data, and IEP progress reports to inform their support of students. The school's SANDI results have increased from the 2014-15 school-year to the present. Students performing at level three in reading for information standards increased from 25% to 32% and in math, for operation and algebra standards, students increased from 19% to 25%.
- The school's grading policy includes homework, 15%, assessments, 25%, classwork and participation, 30%, and attendance, 30%. Teachers and school leadership monitor student performance utilizing the grading policy for all sites and use the data to identify students who are struggling and those who are able to transition to a less restrictive environment. The school has five students who will be going from a 6:1:1 placement to a 12:1:1 placement and one student transitioning from a 6:1:1 setting to a Special Education Teacher Support Services (SETTS) program.
- The leadership team has encouraged the faculty to think differently and expect more from their students based on the results of the SANDI assessment data. "We realized our students understand a lot more than we give them credit for at times", stated the principal, which has resulted in increasing rigorous tasks for students at varying levels. Additionally, according to the faculty, students are attempting to answer higher-level questions, and the curricula are engaging them.
- A review of student work across settings evidenced appropriate feedback connected to their IEP goals for the students. Teachers provide feedback to students in some classes using track changes as well as through one-to-one conferencing. Students also receive monthly vocational assessment feedback from their teachers and job coaches based on a rubric that assesses attendance, timeliness, communication, teamwork, and ability to accept constructive criticism.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff and provide training. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of expectations for all students and provide clear, focused, and effective feedback and guidance supports.

Impact

A culture of mutual accountability exists that ensures students own their educational experience and are prepared for the next level.

Supporting Evidence

- The school leadership team expects the staff to meet the needs of all students everyday while also holding themselves accountable for meeting the needs of their staff through training and support. “The message is consistent throughout all of our sites and there is one voice”, stated an assistant principal. During faculty conferences, instructional expectations are discussed that focus on “What are you teaching?”, “Why are you teaching the skill or concept?”, “What is the impact on student learning?”, and “What evidence do you have to show student progress?”
- Teachers receive support, which is memorialized in a support log that captures the Danielson *Framework for Teaching* component being addressed along with teacher needs and supports being provided. For example, a review of a teacher log noted the teacher’s request for support in planning for instruction. The teacher was also provided with a Danielson aligned lesson plan template to use as a resource.
- Training provided to faculty is aligned to domains 1 to 4 of the Danielson *Framework for Teaching* and is teacher facilitated. Some of the workshop titles this school-year have included a Crafting Quality IEP series, Developing Common Core Standards Aligned Annual Goals, Monitoring Student Progress Towards Student IEP Goals, Having Fun with Social Studies, Using Readers Theater to Enhance Students’ Understanding of Historical Context, and Robotics in the Classroom.
- Students believe they are ready for their upcoming Regents exams, especially in global history, as reported by a student, “I thought it would be a good idea to use the spring vacation to come to school and get extra support on writing thematic essays for the exam, so I asked my teacher and she said yes. She gave up her time to come in and work with students on our writing and it helped.” Another student stated, “I used to have trouble stating my opinions and supporting them with evidence. Now I can state my opinions correctly and clearly present them so others can understand me because of the teachers in my school.”