Department of Education
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2015-2016

P.S. 287 Bailey K. Ashford

Elementary School K287

50 Navy Street
Brooklyn
NY 11201

Principal: Michele Rawlins

Date of review: November 19, 2015
Lead Reviewer: Jennifer Eusanio

The School Context

P.S. 287 Bailey K. Ashford is an elementary school with 199 students from grade pre-kindergarten through grade 5. In 2015-2016, the school population comprises 5% Asian, 69% Black, 22% Hispanic, and 1% White students. The student body includes 3% English Language Learners and 17% students with disabilities. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2014-2015 was 87.6%.

School Quality Criteria

Instructional Core		
To what extent does the school…	**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**	**Developing**
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**	**Developing**
School Culture		
To what extent does the school…	**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	**Celebration**	**Proficient**
Systems for Improvement		
To what extent does the school…	**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	**Additional Findings**	**Proficient**

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient

Findings
Structures and systems are in place to provide staff with training to communicate and understand high, school-wide expectations in support of their initiatives. The school leader and staff communicate and offer feedback to help families understand their child's progress towards the national educational standards.

Impact
Ongoing structures hold staff accountable for school-wide expectations. Parents understand their child's progress towards college and career readiness.

Supporting Evidence

- Weekly professional development allows the school leader and hosting teachers to share the expectations on data driven classroom practices. There are small and large group training sessions based on teachers' areas of focus and the school-wide initiative of using technology for increasing student engagement. A small group professional development session on the Danielson *Framework for Teaching* on the topic, "How can we integrate technology and interactive activities in our lessons?" allows teachers to reflect on their current methods using technology in all content areas and provide opportunities to discuss online tutorial and assessment programs in English Language Arts (ELA) and math.

- A review of professional development agendas and materials reflects topics and such as "Increasing Rigor throughout the Lesson: Data-Driven Classroom Best Practices" and understanding, "The Lexile Level for Reading." Additionally, the school leader uses debrief sessions after conducting observations to discuss teachers' progress towards meeting the expectations in the Danielson *Framework for Teaching* and use of technology. Teachers state that they discuss topics such as the use of rubrics as a means of formative assessment and ways to incorporate rigor in lessons. A review of written feedback reflects next steps towards increasing the use of rubrics and student discussion.

- The school offers opportunities in the form of workshops and an open door policy during parent engagement time on Tuesdays to provide families with information on their child's progress and school expectations. Online tutorial training tool workshops share information for parents on how to determine their children's progress in ELA and math. Parents report that the workshops were helpful. One parent reported that using the information from the workshop on how to read the online tool, she notices improvement in her child's reading level. Another parent shared that as a result of a testing workshop, she understands the expectations of what her child will need to be successful towards the standards.

- Parents reported that teachers are willing to share information via email. They report that the teachers share students' progress in emails and provide strategies to help them understand how to help their child at home, especially in math. One parent reported that she emailed a teacher who reviewed how to solve a math problem, which was given for homework over email.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Developing

Findings
Teacher practices include questioning and other scaffolds, but have yet to provide students with explicit multiple entry points or to elicit high levels of thinking in student discussion and work products.

Impact
Teaching strategies are inconsistent in leading students to higher-ordering thinking in student discussions and work products, and in high levels of engagement.

Supporting Evidence

- Graphic organizers, technology and questions were used to elicit responses for tasks. In an Integrated Co-Teaching (ICT) grade 2 class, the teachers posed questions about the character's feelings and whether students agreed with each others' statements using *Alexander, Who Used To Be Rich Last Sunday*. One student responded, "I disagree with her because he is feeling disappointed because they keep taking his money each time." However, during a turn and talk, although students used their copies of the book as a reference, responses were literal where they either were recalling facts or sharing low inference statements.

- In a grade 5 class, the teacher taught a lesson on using text features in writing. Using a turn and talk activity, students were prompted to determine and discuss which text features they would choose to make their informational writing better. In one partnership, one student stated he would choose a heading, "so people know what I am talking about." The other student stated he would choose illustrations, "so others know what it is." Other student responses reflected either one to two word responses providing little rationale for their choices such as, "I would draw pictures" or "maybe captions."

- In a grade 3 science class, the teacher used a video to provide information on potential energy, kinetic energy and chemical energy. Then, the teacher prompted students to think of situations where a particular type of energy would apply, such as "What kind of energy is used when water moves?" or "What type of energy do you use when you eat food?" Most of the students provided correct responses. After, students were expected to use this information to engage in a task where they collected data from an experiment and explain whether the ball hit the paper harder from one height versus another. However, due to the limited pacing and management of the lesson, student verbal responses were limited to Depth of Knowledge (DoK) levels 1 and 2, "It broke the paper." "It is higher" or incomplete answers.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient

Findings
Curricula are aligned to the Common Core Learning Standards, integrate instructional shifts and reflect the use of student data to refine tasks for target groups.

Impact
School-wide decisions to integrate the instructional shifts and to use student data lead to tasks that promote cognitive engagement to foster college and career readiness.

Supporting Evidence

- The school uses *ReadyGen* and *Go Math!* for ELA and math which align with the Common Core Learning Standards. For science, the use of citywide scope and sequence units along with the *FOSS* supplemental materials that are provided and are aligned to the content standards. Online programs in ELA and math are used as supportive supplements. A review of professional development agendas reflects the schools' efforts to incorporate technology as part of the curricula.

- Unit plans and tasks reflect instructional shifts to expose students to informational texts, using academic vocabulary, and use details to support ideas and claims. In a grade 3 ELA unit plan, essential questions such as, "How can readers determine the main idea of a text; recount details and explain how they support the main idea?" are listed. The plan includes vocabulary words such as "interconnected, heritage and landmarks." In a grade 3 math unit plan, the tasks require students to use fluency with multiplication and division and to determine multiple strategies for solving a word problem. Similar shifts are reflected in the tasks for other grades.

- Lesson plans reflect the use of student data from online assessment tools and Lexile and provide specific tasks for group students. A grade 2 lesson plan reflected three groups based on data from an online tool. The plan showed one student group using a graphic organizer for the main task with an additional journal activity while another one showed the use of an iPad with another template and additional texts high-level texts. Both groups had to answer the same question for the task. In a grade 1 lesson plan, students were grouped based on the online assessment tool and each group used different graphic organizers yet answered the same question, "How do you model taking from a group?"

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

Findings
The majority of teachers engage in professional collaborations using inquiry aligned to the Common Core Learning Standards and school goals. Distributive leadership structures are in place to allow teachers to have a voice on school-wide instructional decisions.

Impact
Teacher teams lead to building instructional and leadership capacity which affect student learning needs.

Supporting Evidence

- All teachers, including out of classroom personnel, are involved in the inquiry process on grade-level teams. Teachers meet regularly to discuss student outcomes on particular tasks using key strategies discussed from previous meetings. Teachers shared that they review trends in student data and formulate small groups based on particular areas of focus. In math, teachers shared how they grouped students based on their work and provided teacher-created specific reteach materials to support at-risk students and to assist with fluency in multiplication and division.

- During a grade 2 ELA meeting, teachers reviewed student work products to determine students' level of understanding character motivation, the development of a claim and the use of text-based evidence. Teachers shared strategies to support at-risk students such as revising the graphic organizer to include visuals to ensure students understand the differences between actions and feelings when responding to questions. Teachers decided to review the grade 3 standards for students who demonstrated understanding and to use higher Lexile level texts to engage this group of students in the same ELA standard of describing how characters in a story respond to major events and challenges.

- The Teacher Effectiveness Network (TEN) team consists of grade-level and out of classroom personnel and is responsible for determining and holding professional development sessions for teachers. The TEN team meets with the principal to discuss areas of focus for teachers. In collaboration with the school's principal, the team makes instructional decisions collectively. Decisions have included providing professional development in the form of workshops and inter-visitations on technology and formative assessment practices.

Quality Indicator:	2.2 Assessment	Rating:	Developing

Findings
There are school-wide assessments, including rubrics and exit slips, used as ongoing checks for understanding, and student self-assessments which are all related to the curricula, yet students' understanding of next steps is uneven.

Impact
Effective, in-the moment adjustments are inconsistent which leads to limited feedback to meet student-learning needs.

Supporting Evidence

- Across classrooms, bulletin boards consisted of some student work graded using rubrics, and exit slips aligned to essential questions within unit plans. The school assessment plan reflects monthly assessments in the form of *ReadyGen* and *Go Math!* end of unit and benchmark tasks, Lexile reading running records, *I-Ready* and *C8Sciences* online assessments across the school year. The school is in the process of integrating student portfolios to collect and reflect on work products with students in all subject areas.

- Across classrooms, feedback on some student work products reflects next steps in ELA, yet in other subjects, was not evident at all or provided responses such as, "Great example" and "Great explanations." During a meeting, most of the students shared that they knew what rubrics were. One student was able to share feedback from her essay which stated clear steps on how to improve her writing. The statement included, "You used good punctuation. You must give more information to the reader about Mr. Einstein and explain using more details. Add two or three sentences in each paragraph which would add details and explain this." However, feedback responses in other work folders and subject areas were limited to, "Stay organized. Add details" and "Add more information about the story" without clear next steps for students to use.

- Across classrooms, teachers were viewed questioning students about the task. In a pre-kindergarten science lesson, the teacher asked students to place vocabulary cards on a chart and reviewed their choices to determine their understanding. When a student showed a misunderstanding, the teacher asked other students to assist him and then required the child to redo the activity to ensure he understood. Lesson plans reflect that teachers use conferences to assess student understanding of skills. However, only some conferences included the teaching of strategies to support student understanding. In a grade 3 class, the teacher walked around to gauge student understanding of an ELA task. With one group, the teacher stated, "He's alone. Explain what happens in your own words," yet did not provide a strategy to assist the student with the explanation. Additionally, in a grade 5 lesson, the teacher worked with a small group on brainstorming. Although the teacher used questioning to determine their level of understanding, the teacher only prompted the students on what to do to complete the task without explicitly providing a strategy to inform them on how to brainstorm on their own for future tasks.