



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2015-2016

P.S. 092 Bronx

Elementary School X092

**700 East 179 Street
Bronx
NY 10457**

Principal: Yasmin Lugo

**Date of review: May 24, 2016
Lead Reviewer: Buffie Simmons**

The School Context

P.S. 092 Bronx is an elementary school with 456 students from pre-kindergarten through grade 5. In 2015-2016, the school population comprises 1% Asian, 19% Black, 77% Hispanic, and 1% White students. The student body includes 19% English Language Learners and 18% students with disabilities. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014-2015 was 89.7%.

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	Developing
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	Additional Findings	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	Focus	Developing
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	Celebration	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	Additional Findings	Developing

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders have created structures and use feedback to communicate high expectations to staff. The school consistently communicates expectations and offers feedback to families to help parents understand their child's progress.

Impact

Schoolwide systems of accountability and ongoing feedback to all constituents positively impact student progress toward instructional expectations.

Supporting Evidence

- Professional learning sessions as noted on the professional development schedule are based on the school's identified area of focus. These cyclical areas of foci incorporate the Danielson *Framework for Teaching*, such as, planning and preparation, engaging students in learning, and questioning and discussion to push oral language development. A professional development plan was created collaboratively with the professional development team. The plan is an outgrowth of administration's observations and administrative mandated workshops. The plan includes schoolwide initiatives aligned to the updated instructional focus on using text-based evidence to produce and support arguments in writing. The plan outlines dates, activities, objectives, and the role of the supervisors. The document is public for all stakeholders to view and delineates everyone's responsibilities. School leaders ensure that staff are adhering to expectations and structures to support student achievement through new teacher mentor support and orientation, as well as formal and informal observations, and reinforces these expectations through weekly emails, the school website, and social media.
- Teachers and school leaders communicate their expectations to families through letters and memos in Spanish and English. In addition, the school provides a series of workshops to keep parents and families informed about a variety of monthly topics aligned to college and career readiness. Topics are chosen by parental needs, scheduled based on parent requests, and are facilitated using a variety of modalities. For example, workshops were given in the area of preparing for the state tests to familiarize parents with the expectations and help them support their students at home.
- The school issues progress reports and parents are aware of ongoing feedback. During a parent meeting, parents spoke about how the school keeps them informed about their children's progress. Progress reports are distributed and teachers communicate regularly with parents. One parent stated, "The school finds a way together with me to help my child." Another parent commented, "The school shows me how to assist my child with homework."

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Developing

Findings

Assessments and grading policies are aligned to the school's curricula; however, assessments provide limited actionable feedback to students and teachers regarding student achievement. Teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact

As a result, there are missed opportunities to make effective adjustments to instruction and curricula that meet student need.

Supporting Evidence

- In some classrooms, students were using rubrics to guide their work and received verbal and written feedback for their next steps. Most students could identify a skill or rubric trait that they were trying to improve. However, some student responses indicated the feedback was not prescriptive in nature. Specifically, one student stated that the teacher told them that they are progressing. Another student indicated that they know they have some strong areas but was unable to indicate the strength. Lastly, students struggled to explain how they would progress to the next level. The feedback on student work posted on bulletin boards, provided during the student meeting, and viewed in notebooks and portfolios across the school was not consistently clear or actionable.
- Teacher teams are beginning to develop rubrics across subjects and grades to make high expectations visible for all student work. Some of the expectations around student work, however, remain uneven. As an example, in the samples of student work reviewed, there were final versions that had numerous academic and stylistic errors without the appropriate actionable feedback from the teacher.
- In some classrooms visited, teachers were observed conferring with students and noting their answers. For example, in a math class, while students were working in groups, the teacher circulated around the room to interact with students and note their responses. However, this practice of assessing to inform instruction is yet to be implemented across all classrooms.
- A review of student work folders reflects actionable feedback in English Language Arts (ELA). However, this level of feedback was not reflected consistently across other subject areas in all grades. During a student meeting, all students were able to share that they use rubrics or checklists to determine their grade, though some student work was ungraded. When reviewing their feedback and determining how to improve their grade, only some students were able to provide focused responses. Students were unable to read feedback and did not know how to improve their piece. A few students stated they could improve their grade by correcting the problem or by practicing the problem.

Additional Findings

Quality Indicator:	1.2 Pedagogy	Rating:	Developing
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Findings

Across classrooms, teaching strategies reflect inconsistencies in demonstrating the school's core beliefs on how students learn best as informed by the Danielson *Framework for Teaching*. Levels of student work products and discussion are uneven.

Impact

As a result, work products and student responses do not yet reflect high levels of critical thinking and engagement.

Supporting Evidence

- Across classrooms, Webb's *Depth of Knowledge* questions were Level one and in some classes improperly phrased. For example, in a grade 4 class, students were to describe the environment of Muhammad. The teacher asked multiple questions such as, "What empire is it?" and "What do they refer to in chapter two?" Responses to the questions were teacher-student-teacher. Although students were prompted to answer questions and seated in groups, participation was low.
- In some classrooms, student discussions reflected uneven opportunities for reasoning and thought. In a grade 2 class, the teacher asked, "Why do you think someone would leave the home they knew and travel in uncomfortable or dangerous conditions to move to a completely new country?" Students called out their responses to the teacher. In a third grade ELA lesson, students were working in small groups to answer questions. The questions posed were, "What is the name of the horse?" and "Just like yesterday, he thought the merchants were what?"
- Across classes, there were opportunities for students to turn and talk to their tablemates and work in groups. For example, in a grade 5 class, students worked together to write about the nitrogen cycle. However, across classes, partner or small group discussion to contemplate a higher-order question, think through an answer, and engage in sustained discussion was inconsistently demonstrated. For example, in a math class, students completed a worksheet about how many students drink milk, water and juice. However, a number of students turned to the teacher rather than trying to work through their thinking collaboratively.

Quality Indicator:	1.1 Curriculum	Rating:	Developing
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Findings

Curricula and academic tasks reflect planning to provide students access to curricula and tasks. However, rigorous habits and higher-order skills are inconsistently emphasized across classrooms for diverse of learners.

Impact

Students are not yet consistently challenged with high-level tasks that extend student thinking and emphasize rigorous habits for all learners.

Supporting Evidence

- The principal has established a key instructional goal of engaging students in peer-to-peer discussion, with planning for group work evident in some lesson plans. In some lesson plans, teachers included notes regarding student pairings or groupings. However, lesson plans did not clearly indicate how these groupings would support individual student need, or how the English Language Learners (ELLs) and students with disabilities would have access to the tasks. For example, an Integrated Co-Teaching math lesson plan did not indicate how students will be able to access the curriculum or how grouping would support the needs of the diverse learners in each group.
- To ensure alignment to the Common Core Learning Standards, the school's curriculum for literacy incorporates *Core Knowledge*, Teachers College Reading and Writing Project, Carnegie Learning, and *GO Math!*. Yet, the school is still in the process of ensuring a rigorous curriculum that meets the needs of all students. A review of curriculum documents revealed the inconsistent use of higher-order questions and tasks as defined by Webb's *Depth of Knowledge* to ensure standards-level rigor in all tasks and units. Although the school has selected curricula in literacy, teachers are still in the process of reviewing and revising reading and writing units so that units pulled from outside sources and all rubrics are aligned and form a rigorous, fully integrated, and coherent curriculum.
- Academic tasks do not always emphasize rigorous habits and higher-order skills. For example, a grade 5 task was unclear and did not provide clear or tailored instructions but simply asked students to use their knowledge of the food chain to write about how energy travels along a food chain and to provide an example. Similarly, an ELA lesson plan asked students to provide evidence or details from a text and to make sure that students apply all they have learned about writing. During the student interview, some students stated the work is not challenging. The lack of clarity and rigor in the tasks hinders cognitive development.
- Some lesson plans reviewed subscribe to a workshop model approach that includes an "I do" teacher modeling component, "we do" practice, and "you do" independent or group work. However, many plans lacked tailored supports to address the specific needs of student subgroups within the class.

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

School leaders ensure that teachers across grade levels engage in structured professional collaborations. A distributive leadership structure is strengthening and leadership capacity is being built in grade and content leads.

Impact

The emerging use of an inquiry approach across the grade level teams is beginning to result in improved instructional practices and increased teacher leadership capacity.

Supporting Evidence

- Distributed leadership is developing and teacher leads have articulated that they feel empowered to be included on decisions towards the development and support of their peers. Teachers have coaches that assist with curriculum development, lesson design, and in-class implementation of techniques. Teachers shared that they are in the process of working on extensions and scaffolds to include in the curriculum.
- The majority of teachers are engaged in structured professional collaborations and an inquiry approach is developing across the teams. The school began using the protocol focused on selecting a lens to look at student and teacher work and to create or revise lesson or strategies. A teacher stated, “Based on my colleagues’ feedback, I have incorporated graphic organizers into my lessons, and my students were better able to understand the content.” Another teacher stated that because she is using the team’s protocol, particularly the feedback from peers, she is integrating fewer recall questions and more comprehension questions into her lessons. As a result, teachers are measuring the effectiveness of the strategies and the revisions of lessons.
- Teacher teams are moving away from agendas that only capture attendance and notes. Teachers are beginning to utilize Google Docs to work collaboratively. These practices are helping to build a collaborative community and identify best practices gained from inquiry team work across the school to close student learning gaps. Teacher team meetings are structured to include changes to lessons or strategies to improve teaching and learning based on student work. However, the systematic data-based refinement of curriculum that builds towards rigorous habits that cognitively engage all students including struggling students, ELLs, and students with disabilities is still evolving.