

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	01M015
District Name:	District 01
School Name:	PS 15 Roberto Clemente
School Address:	333 East 4 th Street New York, NY 10009
Principal:	Irene Sanchez
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Area of Identification:	English Language Arts: All Students; Hispanic Students; and Economically Disadvantaged Students
Dates of On-site Review:	March 27-28, 2012

PART 1: MISSION STATEMENT

“The P.S. 15 community will provide a nurturing and intellectually stimulating environment that will create lifelong learners who are productive members of society. A foundation built on the strengths and individual learning styles of its students will enable P.S. 15 to foster a strong sense of community, a commitment to learning, and a respect for cultural diversity.”

PART 2: SCHOOL STRENGTHS

- The Principal and literacy coach provide leadership and instructional support in English language arts (ELA) through coaching and modeling, as well as by developing faculty expertise.
- Students are enthusiastic about the Independent Reading Level Assessment (IRLA) program and respond positively to incentives to increase reading stamina.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school analyzes a variety of formative and summative data, such as the New York City Department of Education’s Achievement Reporting and Innovation System (ARIS), New York State English as a Second Language Achievement Test (NYSESLAT), and the Acuity Periodic Assessment, to determine trends and analyze student performance. In addition, teachers acquire formative data from the IRLA program, which includes measuring the progression of students from one literacy

level to another, and regularly scheduled conferences between teacher and student on literacy progress and goals. IRLA, the school's literacy program, is in its first year of implementation; however, it is unclear if the data collected from this program will effectively predict and assess student progress.

- As part of the school's plan to support ELA instruction, teachers are instructed by the Principal and literacy coach to follow procedures outlined in the IRLA, as well as in reading and writing workshops. Teachers use data from a variety of sources in order to analyze student progress and guide differentiation of instruction in both ELA and the content areas. However, differentiated instruction is inconsistent in most classrooms observed by the review team.

RECOMMENDATIONS:

- The school leaders should analyze the recent New York State assessment results and compare it to other existing school data from the IRLA to determine the degree of alignment, accuracy, and predictive ability of the programs and procedures currently in use to chart student progress and growth in ELA.
- School leaders should provide professional development (PD) for all teachers on the use of data to inform and differentiate classroom instruction in ELA and all content areas for all students, and especially for subgroups not making AYP. A plan to monitor differentiation in the classroom should be implemented.

II. TEACHING AND LEARNING

FINDINGS:

- The IRLA, also referred to as *the One-hundred Book Challenge*, forms the basis for incorporating new instructional strategies in ELA. There is evidence that students are building reading stamina by reading an increased number of fiction and non-fiction books at independent reading levels. A component of the IRLA framework requires teachers to regularly conference with students about their reading level, sight word acquisition, phonemic awareness and comprehension; however, the conferencing interactions observed by the review team indicate that guidance as to the next steps for students is inconsistent. Self-assessment by students was not observed by the review team.
- There is evidence that students have limited access to rubrics to help guide their work. The principal has identified that teachers and students need a more specific focus on developing high quality rubrics to support teacher formative assessment, student self-assessment, and next steps for improvement.
- There is some evidence of teachers using higher order questioning techniques in classes that were visited. However, few teachers ask students to think critically about a portion of text or a topic, provide appropriate wait time, and pose follow-up questions. The degree to which high level thinking is embedded in instruction varies and lacks consistent application.
- Lesson plans consist of weekly charts that include topics. There is limited evidence that lesson plans consistently include modifications for subgroups or directly relate to the New York State Learning Standards.

- There is inconsistent evidence that a variety of differentiated instructional strategies and materials are used to meet the diverse learning needs of students. Although students are placed at instructional reading levels in the IRLA process with individual conferencing, there is limited evidence of differentiation in related assignments.

RECOMMENDATIONS:

- The Principal should evaluate the existing PD for the IRLA program to ensure consistent adherence to effective conferencing with students, including self-assessment by students, and assess the IRLA program regularly to ensure it is supporting measurable student progress in ELA.
- School leaders and the literacy coach should provide teachers with PD on developing rubrics that support improvement of instruction and provide next steps through assessment for both teachers and students.
- School leaders should offer PD on the use and incorporation of higher-order thinking skills into daily lessons. School leaders should regularly monitor and evaluate both the quantity and quality of questioning strategies in the classroom.
- School leaders should re-evaluate lesson plan development to ensure that it supports differentiation for individual students and groups, and is aligned with the new P-12 New York State Common Core Learning Standards (CCLS). The principal should ensure that all teachers are clear on the expectations for lesson planning and that plans are monitored for fidelity and effectiveness through formal and informal observations.
- School leaders should review lesson plans and monitor instruction for differentiation to ensure that the content with which students engage and the assignments correspond with the instructional reading levels of students as defined by IRLA and other pertinent data. School leaders should provide PD on differentiation to those teachers who need additional support.

III. SCHOOL LEADERSHIP

FINDING:

- Teacher observation reports do not consistently address the goals of the school's PD plan. There is limited evidence that the school leaders have evaluated the impact or effectiveness of PD when conducting walkthroughs.

RECOMMENDATION:

- The Principal should prepare written teacher observation reports that are fully aligned with the schoolwide PD plan and individual teacher goals. This should result in a system of instructional monitoring to determine if PD participation aligned to teacher goals and school needs yields improved instruction and student achievement.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The school's student population has a wide range of socio-economic needs, such as transience and students in crisis. There is inconsistent evidence that the school has an updated, clearly articulated and coordinated plan to support the social-emotional needs of its students.
- The school continues to address issues regarding student attendance; however, the current system for involvement of parents in improving attendance and working with parents to get students to attend regularly is ineffective.
- An Academic Intervention Services (AIS) teacher position was eliminated and the service replaced by teacher-student conferencing during independent reading periods. However, due to the short time the IRLA program has been in place, it is uncertain whether the current conferencing structure effectively meets the diverse needs of at-risk students and whether previous AIS services or their equivalent should be reinstated.
- The Principal, teachers, guidance counselor and the parent coordinator collaborate to support students and families in the school community. However, due to the number of at-risk students, the level of support to meet the students' social, emotional, and academic development is inconsistent.

RECOMMENDATIONS:

- School leadership should analyze existing procedures to support the social and emotional needs of students in crisis and of students who are transient. School Leaders should also update protocols for working with students, teachers, and families to promote social-emotional health and academic success. This plan should include school collaboration with community based organizations (CBOs), the monitoring of student attendance and a pupil personnel team with established procedures.
- The school leader should seek to involve parents and the community in a continued effort to ensure that students attend school consistently. Strategies and best practices from other similar schools should be investigated and replicated, if applicable.
- School leadership should re-evaluate the current structure for providing AIS services to at-risk students to determine if additional supports via AIS are needed or if the IRLA conferencing process should be enhanced or modified to further compensate for the elimination of AIS.
- The Principal should continue to assess the support services needs of students, align and supplement existing resources for maximum effect, and seek out additional resources, such as CBO's, to address concerns.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- A wide variety of PD is offered. However, few PD offerings support the needs of teachers in their efforts to meet the special academic needs of the identified subgroups and at-risk students.

- Interviews conducted by the review team affirm that PD in the area of social/emotional development was emphasized in the past; however, teachers are currently receiving limited training in these areas.

RECOMMENDATIONS:

- A comprehensive PD plan that focuses on the needs of teachers and student subgroups not making AYP should be developed. School leaders should monitor the effects of PD on classroom instruction and student achievement.
- The Principal should develop an overall PD plan for teachers and support staff on how to assist students with social/emotional issues while at the same time focusing on improving student achievement. These PD activities should also be evaluated regularly for their effectiveness in dealing with student social/emotional needs to promote high student achievement.

VI. FACILITIES AND RESOURCES

FINDING:

- The IRLA program requires a large supply of books that match student interest and proficiency in order to motivate students. The school leader and literacy coach, who oversee the acquisition of books at a range of reading levels, have implemented a book rotation system, and place books in reading baskets to be easily accessed by students. However, there are an insufficient number of books to support the IRLA program; books are not consistently coded with the IRLA system; and many classrooms have inadequate numbers of books at leveled reading levels, resulting in an inability to fully implement the IRLA initiative.

RECOMMENDATION:

- The Principal, in consultation with the literacy coach, should allocate and seek funding to provide adequate numbers of books to ensure that all students have access to appropriate books, especially students in the identified subgroups, with both new and existing materials coded to correspond with the IRLA framework.

PART 4: CONCLUDING STATEMENT

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 Common Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.