

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability - School Quality Review (SQR)

SCHOOL QUALITY REVIEW REPORT

DBN:	07X154
District Name:	District 7
School Name:	PS 154 - Jonathan D. Hyatt
School Address:	333 East 135 th Street, Bronx New York
Principal:	Alison Coviello, Interim Acting
Accountability Phase/Category:	Improvement (year-1) - Comprehensive
Area of Identification:	English Language Arts - All Students; African American Students; Hispanic Students; Students with Disabilities; English Language Learners; And Economically Disadvantaged Students
Dates of On-site Review:	May 15-16, 2012

PART 1: MISSION STATEMENT

“P. S. 154 is a school where a highly committed staff, student, and parent community work together to ensure the maximum intellectual, social and emotional growth of each child in order to empower the students to be successful lifelong learners in a changing and highly technological world.”

PART 2: SCHOOL STRENGTH

The school has developed several partnerships with community based organizations (CBOs) that make positive contributions to students’ learning and educational experiences.

PART 3: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school collects various forms of summative and formative data, including using the New York City Department of Education’s (NYCDOE) Achievement Reporting and Innovation System (ARIS), Automate the Schools (ATS), and the New York State Testing and Accountability Reporting Tool (NYSTART). However, schoolwide instructional decisions are not consistently based on the analysis of the data available.

- The school collects New York State English as a Second Language Achievement Test (NYSESLAT) data, but this data is not analyzed and disseminated to teachers to effectively inform instruction for English language learners (ELL) in every classroom.
- There is evidence that data has not been reviewed for all student subgroups to identify performance patterns and trends in order to develop, plan, and strengthen goals within the Comprehensive Educational Plan (CEP) to address the specific needs of students within all identified accountability subgroups.
- Review team interviews with the Child Study Team and the Inquiry Team indicated that they review student work. However, there is limited evidence that these teams strategically use student data to assess students' academic needs and monitor students' growth or progress in ELA.

RECOMMENDATIONS:

- School leaders should create a schoolwide policy for the collection, analysis, and utilization of data to inform school improvement. This policy should include setting success criteria when introducing new programs and initiatives so that school leaders are able to evaluate the impact of the changes being made
- Professional Development (PD) should be provided on the components of the NYSESLAT in order to establish a thorough understanding of the test and how to analyze the data to inform instruction for classroom teachers. Subsequently, school leaders should provide on-going support to classroom teachers on using data to meet the needs of ELL students. In addition, school leaders should monitor the use of the data through classroom observations and walkthroughs.
- School leaders should collect data on an ongoing basis for all accountability subgroups and analyze the data to identify performance trends throughout the school year. In addition, school leaders should collaboratively develop a plan to share the information with teachers and provide PD to create classroom goals and plan lessons based on the data.
- School leaders should provide PD for the Inquiry and Child Study Teams on the strategic use of student data to assess students' academic needs and monitor growth and progress in ELA. School leaders should then monitor the work of these groups to ensure that the collection and analysis of data informs instruction.

II. TEACHING AND LEARNING

FINDINGS:

- A review of documents and observations by the review team found that during the Child Study Team process, classroom teachers are informed of the services to be provided for students. However, feedback is not always given to teachers by the team to help them develop academic and behavior strategies to improve student learning. This practice does not increase the teachers' skills in meeting similar needs for other students.

- A review of documents by the review team showed that Individual Education Program (IEP) goals are set for students with disabilities who are English Language Learners (ELLs). However, there is evidence that some teachers create separate goals for these students that are not always aligned to the goals in the IEPs. As a result, the additional support provided for these students is not aligned consistently with their identified needs.
- While school leaders have the expectation that teachers plan what students will learn and how they will learn it, in some of the lessons observed by the review team, teachers did not communicate the learning objectives to students. Consequently, students were not always sure about what they were supposed to be doing or why they were doing it, resulting in their lack of engagement in the lesson.
- The review team observed some effective modeling by teachers, including the use of “think alouds” to demonstrate the thought processes underpinning the activity. However, in many classrooms, including most of the self-contained and Integrated Co-Teaching (ICT) classrooms, this practice was not routinely observed by the review team.
- Classroom observations made by the review team confirmed that some teachers in ICT classrooms work well together and students receive instruction and support from both equally. However, in some observed ICT classrooms, the partnership was predominantly ‘one teach; one assist.’ In most classrooms where paraprofessionals were present, they were not used effectively to support student learning by the class teacher. As a result, the skills and expertise of both adults were not being used to maximize student progress.
- School leaders have created a lesson planning template for teachers’ use to plan how they will meet the diverse learning needs of students. However, classroom observations by the review team showed that many teachers are not meeting this expectation through the implementation of their lessons.
- Writing rubrics aligned with the CCLS have been developed. However, many teachers do not routinely use rubrics to inform students of what is expected of them and how to achieve high quality work.
- There is limited evidence that instruction was appropriately challenging and relevant for students in some of the classes, including self-contained and ICT classrooms visited by the review team. In some of these classrooms, no modifications were seen to address the academic and/or physical needs of students as stated in their IEPs.

RECOMMENDATIONS:

- School leaders should establish expectations and protocols for the Child Study Team to ensure that their expertise is used to provide feedback to teachers that includes specific, proven, research based strategies to implement in the classroom to support student growth.
- School leaders should provide PD to all special education teachers on the alignment of learning objectives to the students’ IEPs. In addition, school leaders should monitor the impact of the alignment through regular classroom observations.

- School leaders, through regular classroom visits, should ensure that all teachers communicate the learning objectives to students in a way that is meaningful to them and review progress towards the objective throughout and at the end of the class. School leaders should provide differentiated PD for those teachers who need additional support establishing and monitoring learning intentions.
- School leaders should work with teachers to ensure that they understand the proven benefits of explicit modeling, especially in supporting ELLs and students with disabilities. PD should be provided, including inter-visitations with other staff members who have effectively integrated this technique into their practice, to increase the use of this strategy.
- School leaders should provide teachers and paraprofessionals with PD on developing effective partnerships, including the different models of co-teaching. In addition, school leaders should monitor and evaluate the effectiveness of adult partnerships through classroom observation and provide teachers and paraprofessionals with scheduled common planning time.
- School leaders should monitor the quality of teachers' planning to meet the diverse needs of learners in their class, together with classroom visits to observe the effectiveness of implementation. With Network support, school leaders should offer PD for all teachers on how to plan and implement differentiated instruction in order to engage students in building upon their identified literacy needs.
- School leaders should monitor the use of rubrics through regular classroom observations and the review of students' work. In addition, school leaders should provide differentiated support for those teachers struggling to implement this schoolwide expectation. A schoolwide rubric template should be developed by school leaders. The template should include criteria that can be modified according to the specific task.
- Through regular classroom visits, school leaders should ensure that students are appropriately challenged and instruction is designed to meet their academic needs. In addition, school leaders should provide PD in utilizing effective modification strategies to ensure teachers are addressing the goals within the IEP.

III. SCHOOL LEADERSHIP

FINDINGS:

- School leaders have a protocol for classroom observations and providing feedback to teachers. This protocol contains next steps and deadlines for completion. However, next steps often focus upon systems and structures within the classroom, without emphasizing the impact on learning. In addition, next steps identified for some teachers early in the school year have not yet been addressed.
- The review team found evidence that parent representatives on the SLT have not been briefed and supported in understanding the purpose of the SLT and their role within it, including how to contribute to agenda items. In addition, parent representatives have not been provided with

guidance outlining the New York State (NYS) assessment process that resulted in the school's NYS accountability status.

- Interviews by the review team show there is evidence that the School Leadership Team (SLT) has not been systematically included in reviewing and analyzing school data or involved in making important decisions about changes in the school, including moving from the use of ACUITY to Develop Your Own (DYO) systems for periodic assessments. In addition, the SLT has not engaged in the monitoring and in review of the CEP to ensure that the school is on track to meet its goals.
- Interviews of staff by the review team indicated that the school has changed ELA programs several times over the last five years without evaluation and analysis of the effectiveness of each program. Teachers identify this regular change of focus and direction as disrupting continuity and coherence in the ELA curriculum.

RECOMMENDATIONS:

- School leaders should review the impact of classroom observations to ensure that they align with the school's goals and link directly with individualized PD for teachers. School leaders should participate in PD on using classroom observations to bring about improvement in learning.
- School leaders should identify the PD needs of the SLT, both individually and collectively, and develop a plan to meet the needs. The school should enlist support from the NYCDOE Office of Family and Community Engagement (FACE) and review guidelines and protocols for the work of the SLT. School leaders should review, with the SLT, expectations for both the team and individual members.
- School leaders should ensure that the SLT reviews both internal and external accountability and performance data throughout the school year. These data should form the basis of a needs assessment that will be used to develop the CEP. The SLT should monitor the school's progress towards meeting these goals.
- School leaders should systematically monitor the implementation and impact of the ELA curriculum on student achievement and use student work and achievement data to review and modify the program as required over time. School leaders should use a "plan-assess-adjust" cycle to provide stability to the ELA curriculum.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Observations by the review team indicate that majority of students were supported and encouraged by positive relationships with adults. However, all adults did not consistently recognize and reinforce positive behavior according to standardized guidelines. Some staff members did not consistently address or follow through in a consistent manner when minor incidents occurred, which allowed some situations to escalate. Interviews and observations by the review team show that when large numbers of students are together, such as in the lunch room or auditorium, maintaining

appropriate behavior is challenging. There was limited evidence that teachers had established routines and protocols for transitions between lessons. Transitions often went on for several minutes and resulted in students engaging in off task behavior while waiting for the next activity to begin. In addition, students were frequently observed together in hallways and going to the bathroom in groups.

- The school has a core of supportive and dedicated parents. Interviews by the review team showed there is evidence of regular communication with parents, including Spanish translations. However, engagement with many parents to support student learning is limited, and some teachers do not consistently engage parents to support the home/school partnership.

RECOMMENDATIONS:

- School leaders should develop schoolwide behavioral and academic expectations for all staff and students. These expectations should result in the implementation of schoolwide guidelines, practices and protocols for conduct. These expectations should be used for all school activities, including larger group gatherings, such as the cafeteria and auditorium. These guidelines should be written, monitored, and shared with all stakeholders including parents, staff, and students. School leaders should ensure that teachers are planning for and implementing transitions between lessons. School leaders should monitor these transitions, as well as those between classrooms, to ensure that they are smooth. In addition, school leaders should review the bathroom use policy and monitor its implementation.
- School leaders should identify schools with similar populations that have effectively developed partnerships with parents to support learning at home. School leaders should implement these practices in the school. School leaders should ensure that teachers have regular contact with families. When communicating with parents, teachers should focus on academic and social-emotional needs along with positive student outcomes.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- A review of documentation by the review team indicated a wide range of PD opportunities for staff this year. However, the offerings were mostly optional and not all teachers have taken advantage of the opportunities offered. Furthermore, there is little evidence that PD for teachers has been differentiated based on their needs.
- There is evidence that school leaders have provided PD opportunities for teachers to develop their understanding and skills in working with students with disabilities and ELLs. However, classroom observations by the review team showed that instruction is not reflective of the PD that was provided.
- It is evident that some teachers have benefited from the training in positive behavior intervention supports (PBIS), and there is an evident impact in their classrooms. However many teachers have not participated in this training.

RECOMMENDATIONS:

- School leaders should ensure that PD is differentiated and attended by the teachers that are in need of that specific PD. In addition, school leaders should monitor the impact of the PD provided to ensure improvement in teachers' pedagogy. The integration of these practices should be noted and incorporated into teachers' observations with feedback that includes next steps for improvement.
- School leaders should identify and provide PD that would enable all teachers to meet the diverse learning needs of students in their classroom, including students in the identified subgroups. School leaders should ensure that all teachers participate in these PD activities, which should include observing effective colleagues and peer coaching with modeling and feedback.
- School leaders should provide PD to all staff to support the introduction of a positive behavior system. In addition, school leaders should monitor the impact of the PD on student engagement. School leaders should also monitor Online Occurrence Reporting System (OORS) data, evaluate the impact of these supports, and ensure that there is an improvement in school culture.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Observations by the review team showed there is evidence that some curricular resources, such as the Wilson program, which provides additional supports for students with disabilities and ELLs, are limited.
- A review of documentations by the review team indicated that the school is a recipient of a grant that will provide SMART Boards in every homeroom and a computer lab. Presently, the school has some technology resources, including computers in most classrooms, SMART Boards in literacy and mathematics/science resource rooms, and some laptops. However, technology is not routinely infused to support learning. There is limited use of technology as a tool to make modifications for students with disabilities.
- Interviews and observations by the review team indicated that the school has limited native language materials and resources. As a result, teachers have restricted opportunities to use appropriate materials to scaffold understanding and learning for ELLs.
- There is evidence that school leaders have set expectations for classroom libraries. Classroom observations by the review team revealed that many classroom libraries were disorganized and contained outdated books. Some libraries were limited and had books of different levels intermingled. Nonfiction materials were often limited. As a result, students had limited choices and were not always able to find suitable independent reading materials to use in class or to take home.

RECOMMENDATIONS:

- School leaders should review the resources available, including those to support students with disabilities and ELLs, to enable the ELA curriculum to be fully implemented. School leaders should identify funding streams, including partnerships with external agencies, to ensure that resources targeting ELA curricular needs are adequate. In addition, school leaders should provide PD where necessary to ensure that teachers and paraprofessionals are all able to use these resources.
- School leaders should ensure that a needs assessment is conducted to inform the development of a comprehensive technology plan that includes PD to support teachers in using new technology. In addition, school leaders, should seek additional funding, including grants to acquire technology that will aid students' literacy development and provide modifications to accommodate the varied learning modalities of all students.
- School leaders should seek ways to supplement the quantity and range of reading materials and other resources that are in students' native language. In addition, school leaders should provide guidance for all teachers, and where required, PD, to support them in using these resources effectively. School leaders should monitor the use and impact of resources through classroom observations.
- School leaders should review the guidelines regarding and expectations for classroom libraries with teachers and regularly monitor implementation of these guidelines through classroom visits. In addition, school leaders should identify additional funding opportunities to extend the resources available in each library to include materials that are reflective of students' interests and instructional levels. The school should enlist the support of the NYCDOE's Office of Library Services for additional support.

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 Core Learning Standards, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.