

**The New York Charter School Dissemination Program  
2015-2016 Interim Progress Report  
Due: January 1, 2016**

**Charter School Information**

School Name:	Community Partnership Charter School
Address:	241 Emerson Place, Brooklyn, NY 11205
Dissemination Lead Name/Email Address:	Jamie Truman, <a href="mailto:jtruman@cpcsschool.org">jtruman@cpcsschool.org</a>
Date Report Completed:	December 17, 2015

**District School Information**

*Should more than one district partner exist, complete the chart below for each partner school.*

School Name:	PS 270
Address:	241 Emerson Place, Brooklyn, NY, 11205
Dissemination Lead Name/Email Address:	<a href="mailto:Swallace4@schools.nyc.gov">Swallace4@schools.nyc.gov</a>

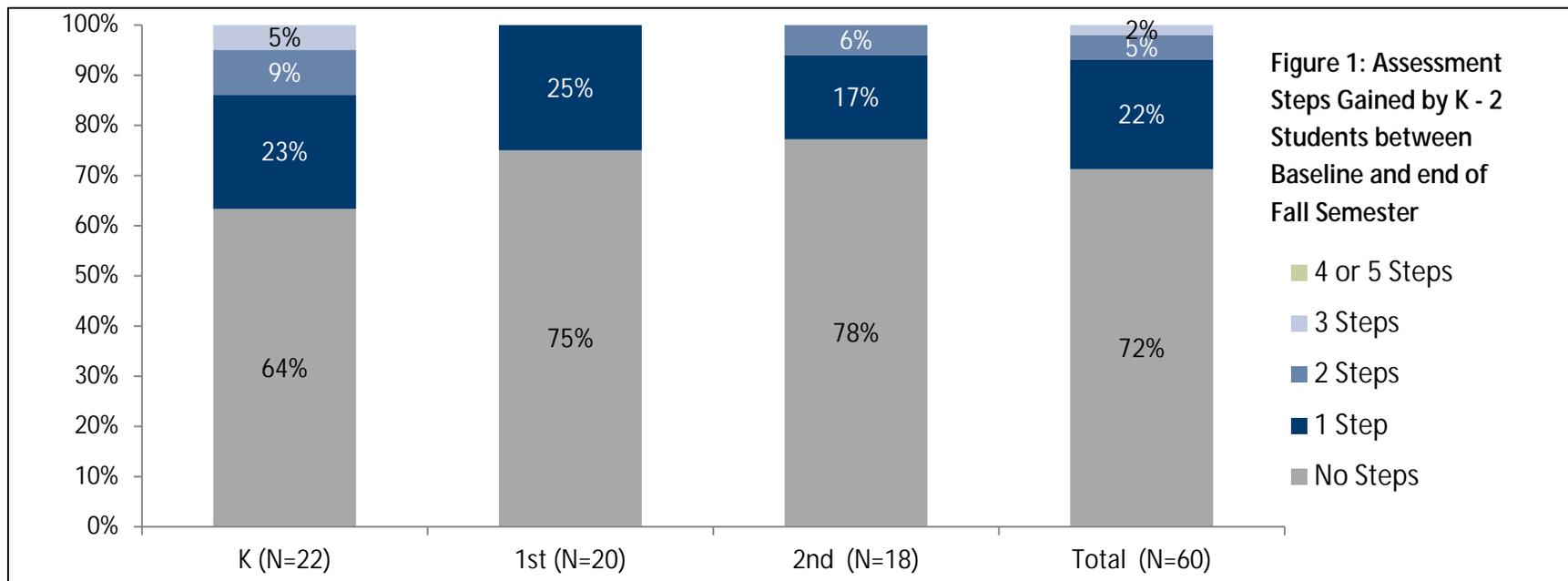
**1. Provide a summary of work accomplished, highlighting early indicators of success. (500 words or less.)**

- The majority of our project stakeholders have returned to their roles in Year Three, enabling them to build upon the knowledge gained over the previous grant years. Our STEP consultant and district principal have been in these roles for three years. This fact, combined with the negligible teacher turnover at P.S. 270, has allowed the same teachers to deepen their understanding of STEP and utilize this data to drive their instruction over time.
- Metis Associates has signed on – for a second year – as our evaluation services provider to continue to ensure the validity of our processes.
- P.S. 270 staff has completed two STEP assessment rounds and utilizes these reports to inform their instructional planning. This is the first year a baseline assessment has been given, creating a fuller data picture and ensuring that their teachers utilize data from the start of the academic year. Each teacher entered all their completed assessments prior to the end of each data round, allowing for the timely analysis of data.
- The P.S. 270 principal has designed her school’s assessment calendar, managed folder review and supported teachers with the test administration independently, applying the lessons learned over the course of the grant.
- The P.S. 270 staff has utilized the resource library created last year to enhance their capacity to administer differentiated, targeted small group guided reading instruction.

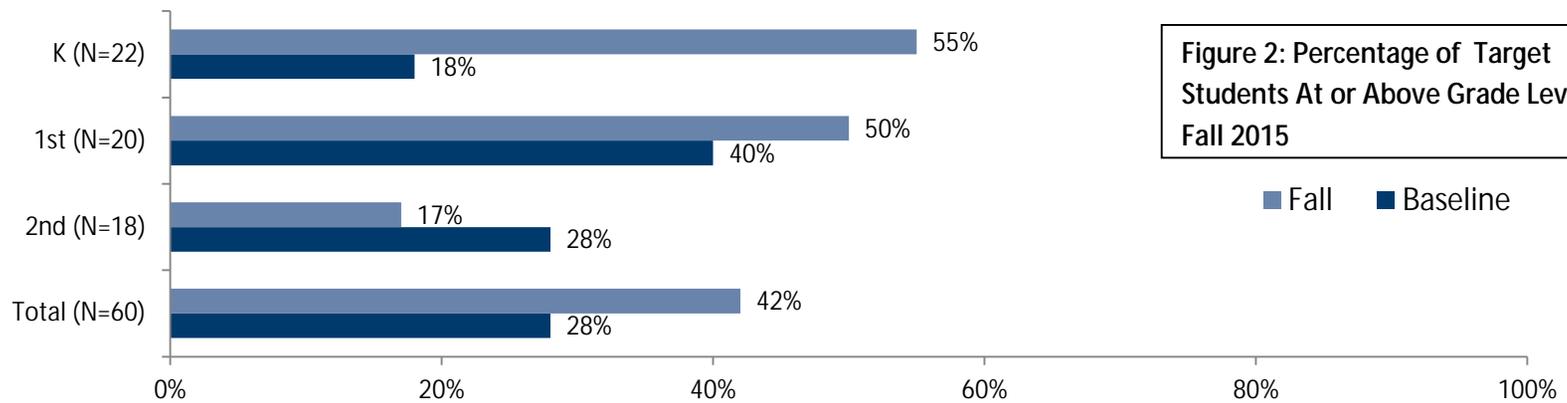
- Participants of the various professional development workshops have provided very positive feedback regarding the quality and relevance of the trainings. In total, 23 feedback forms were completed across the three workshops, yielding the following results (complete results appear in the Appendix):
  - All sessions received the two higher ratings of *much* and *very much* when asked if the training/information was clearly presented, engaging, useful, made the participant feel prepared to apply it, will help improve their students' literacy skills, and that they intend to use the information presented.
  - Most importantly, the vast majority of feedback forms (82%) provided a rating of *very much* when asked if respondents intend to use the information or strategies learned in their teaching, indicating a high degree of buy-in from the teachers.
  - In a separate question, 49% of respondents indicated wanting additional training in the topics presented with a somewhat even proportion across the various topics.
  
- According to STEP assessment data findings, students have made progress from baseline to the fall STEP administrations. As described in Section 2 below, a notable percentage of students in each target grade (especially in Kindergarten) are gaining a notable number of steps for this time of year, and thus far, seven percent of students across all target grades (including 14 percent of those Kindergarten) have reached the annual target of three steps gained on the assessment.

- Complete the chart below. Goals should be copied *directly* from the 2016 joint work plan. Under the “work accomplished” column, list all completed activities pertaining to that particular goal. Under the “progress toward goal” column, indicate whether or not the goal has been met, and include data to support your claim.

	Goal	Work Accomplished	Progress Towards Goal
1.	P.S.270 students in grades K-2 will improve their academic performance in English Language Arts (ELA). One year’s worth of progress will be measured annually in student ELA skills by STEP (Strategic Teaching and Evaluation of Progress) assessment.	STEP Assessment progress will be measured through four assessment cycles – September 9 – 30, 2015; November 2 – 20, 2015; January 25 – February 12, 2016 and May 9 – 27, 2016.	<i>In Process</i> – This goal indicates that by the end of the school year, students will have made one year’s worth of progress, which equates to three step gains on the STEP assessment. However, by the end of the fall semester (i.e., between Baseline and Round 1), STEP determines that students are only expected to gain one step in Grade 2, but none in Grade K or 1. Thus far, as of the end-of-fall assessment, 29% of K-2 students have gained at least one step (37% in K, 25% in 1 <sup>st</sup> , and 23% in 2 <sup>nd</sup> ) (see Figure 1), showing that students are well on their way to meeting the target. Some students have even gained two and three steps. The next STEP assessment administration will begin January 25, 2016.



	Goal	Work Accomplished	Progress Towards Goal
2.	P.S. 270 teachers will improve their data based decision making skills and improve the quality of their instruction. As a result, P.S. 270 students' ELA proficiency will improve and individual students will show growth in targeted areas.	On November 30, Cara Farber, STEP Consultant, led a series of teacher workshops focused on investigating individual student's performance through the STEP Data Management Tool. P.S. 270 teachers utilized this system to create more data-driven lesson plans and meaningful student groupings.	<p>In Progress - In our November professional development, teachers were able to independently identify the findings of the STEP assessment and its instructional implications. The staff demonstrated their understanding of the data management system and how to utilize this tool to gain information about their students.</p> <p>Over year three, the P.S. 270 staff will continue to pull the data to determine whole and small group instruction and resources that target specific skills. For example, teachers identified the assessment finding that some students need additional support to identify when they need to double consonants when adding -ed and word solving strategies. Teachers will continue to build lesson plans around these skills.</p> <p>Teachers are expected to improve their data-based decision making skills, resulting in student growth over the course of the school year that leads to an increase in the percentage of students that are performing at grade level. The data presented in the table below indicates the percentage of students that are considered to be testing at least at the target grade level, according to the STEP assessment completed in November. Thus far, across all target grades (see Total in Fig. 2), a notably larger percentage of students tested at grade level during the fall assessment than they did at baseline. Kindergarten has shown the greatest growth thus far (+37 percentage point increase).</p>



	<b>Goal</b>	<b>Work Accomplished</b>	<b>Progress Towards Goal</b>
3.	Targeted P.S. 270 teachers will become experts in conducting STEP and deliver turn-key training for their colleagues beginning six months after grant start date.	All P.S. 270 teachers are returning staff members and were previously trained on STEP administration during the first two program years.	<p>Met – During the November 30 sessions, Cara observed the ways veteran teachers have become experts and are turn-keying lessons learned through the PD sessions and daily practice.</p> <p>Ms. Clarke received specific training as a teacher leader last year through the dissemination grant. Two other teachers have received leadership training as part of their professional development, outside of the dissemination grant. Cara shared that these teachers did an excellent job leading their teams in data analysis conversations as evidence of this goal's achievement.</p>
4.	Community Partnership Charter School (CPCS) will successfully share STEP expertise with P.S. 270 and disseminate expertise across the education community. Annually, CPCS, will issue a dissemination report, organize and host a conference and maintain a website to disseminate best practices knowledge and expertise to the education community.	See our website for more details.	<p>Met – Documents from our successful June 2015 conference and other reports are available on our website:  <a href="http://www.cpcsschool.org/dissemination-grant/">http://www.cpcsschool.org/dissemination-grant/</a></p>

## Appendix: Annotated Professional Development Feedback Form

### PS 270/Community Partnership Charter School – NYSED Dissemination Grant Staff Development Feedback Form (2015-2016)

Note: There were 23 feedback forms completed across three workshops on November 30, 2015.

Please circle your preferred rating:	Respondent Ns	Not at all	Somewhat	Much	Very Much
1. The information was clearly presented.	23	--	5%	27%	68%
2. The session was engaging.	23	--	--	30%	70%
3. The information presented was useful.	23	--	4%	26%	70%
4. This training covered the topics I expected.	23	--	4%	26%	70%
5. My knowledge of reading and literacy has increased as a result of this session.	23	--	9%	36%	55%
6. As a result of my participation in this training, I feel prepared to implement the literacy instructional strategies in my classroom.	23	--	4%	52%	43%
7. The strategies presented today will improve my students' reading and literacy skills.	23	--	--	39%	61%
8. There were sufficient opportunities to ask questions and express ideas.	23	--	--	26%	74%
9. I intend to use the information or strategies that I learned in my teaching.	23	--	--	27%	73%

10. Do you feel you need or would like additional training in the topic presented at this training session?  
 53% Yes  
 47% No

11. What types of obstacles do you think you might encounter in implementing the information presented as it relates to teaching reading and literacy? (only relevant and common responses shared below)

- Accessing data
- No obstacle. Just challenge of how well the students will receive it.
- Having the time and materials that are relevant to teaching reading and literacy
- Planning each group might need different lessons.
- Effective planning to address individual students' needs.
- Instructional planning
- Students resistance to going over information already taught (i.e. want idea & details)
- Instructional planning time. Some resistance in re-teaching components
- Time/technology
- Students will be reluctant to go over info already taught.