

**New York Charter Dissemination Program
Final Report: Project Period One
July 1, 2013-July 31, 2014**

Charter School Name: Community Partnership Charter School (CPCS)	District of Location: New York City District 13
District School Name: Public School 270 (P.S. 270)	District of Location: New York City District 13

Complete one report for each district school partner. If project activities are identical for multiple partner district schools, one report will suffice. Please refer to the best practices and activities mentioned in your joint work plan when completing this report.

Section 1: Project Progress

For each best practice best practice shared, complete the following chart.

1. Best practice disseminated/replicated:
Narrative summary of completion of goals and objectives related to this specific best practice:
<p>Through New York Charter Dissemination Program funding CPCS shared its expertise in conducting a research based, nationally proven early literacy assessment and professional development program developed by Urban Education Institute – The University of Chicago (UEI) Strategic Teaching and Evaluation of Progress (STEP) at PS. 270 that fostered teachers’ data-based decision making skills led to improved instruction and increased student English Language Arts (ELA) proficiency in grades K-4. The four specific goals of the grant, along with the activities undertaken to accomplish the goals are detailed below.</p> <p><u>Goal 1:</u> P.S.270 students in grades K-4 will improve their academic performance in ELA. One year’s worth of</p>

progress will be measured annually in student ELA skills by STEP assessment.

PS 270 staff administered two rounds of STEP assessments throughout year one. All students were given a baseline assessment in January to determine their STEP level and once more at the end of the year in June. Students in Kindergarten, first grade and second grade were also assessed in April to gather more data. As a result, students only had one, and at the most two, opportunities to show growth on STEP over the half of a school year that STEP was used at PS270.

On average, PS270 students achieved or exceeded 1.5 STEP levels of growth between January and June of this school year. This is, on average, one half of a year of reading growth. This is consistent with the fact that STEP was implemented in the second half of the school year. As a school, 83 of 113 students (76% of students) progressed one or more STEP levels from January to June. Breakdown of results by level of growth are as follows: 37 of 113 students (33% of students) grew more than one STEP level; 55 of 113 students (49% of students) grew exactly one STEP level; and 21 of 113 students (19% of students) grew zero STEP level.

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.

As a result of STEP professional development program PS 270 teachers implemented a consistent guided reading template for planning and delivery of instruction. The guided reading template is a lesson planning graphic organizer for teachers to use in planning for guided reading sessions. The teachers of PS 270 had not used a graphic organizer in this way previously. The document afforded the teachers the opportunity to gather data and use the data in a systematic format to plan for instruction. The document provided teachers with direct experience in using data to inform instruction and track progress.

According to the PS 270 Principal, the most significant change in students' literacy skills can be attributed to

the professional development in guided reading and the higher level of implementation of guided reading in select classes. Prior to the professional development, guided reading was not a high priority. After the targeted STEP professional development, PS 270 teachers began to target their instruction on the skills that posed a challenge for students. Through the guided reading sessions the teachers were able to target the instruction and improve students' literacy skills.

Goal 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.

PS 270 teachers demonstrated significant improvement in administering STEP assessment. In the first round of assessment, PS 270 teachers had many errors and worked with the STEP consultant to correct these errors. For example, in the first round, teachers did not assess for an achieved and not achieved level. Two weeks after, the second round of assessments were administered and teachers administered the assessment with fewer errors and students already demonstrated growth in literacy skills. In the final assessment, teachers minimized errors and correctly administered the assessment. However, although PS 270 teachers and leaders have begun to emerge as leaders at the close of year one, they were not yet ready to deliver turn-key training. This goal will be accomplished in grant period two.

Goal 4: 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.

Due to delayed start of the program, CPCS could not hire an external evaluator who would spearhead the development of a dissemination report. Additionally, CPCS Director left at the end of the school year. Consequently, a dissemination conference could not be organized and delivered. These activities will be undertaken in year two. However, through the program funding, CPCS created a website with a page dedicated to the dissemination grant: <http://www.cpcsschool.org/dissemination-grant/>

Narrative summary of evidence of impact/effectiveness of best practice (attach any supporting documentation):

A key evidence of impact /effectiveness of the STEP assessment and professional development program at PS 270 is the increase of PS 270 students' literacy skills: PS 270 students achieved or exceeded 1.5 STEP levels of growth between January and June of this school year. This is, on average, one half of a year of reading growth.

P.S. 270 teachers improved their data based decision making skills and improved the quality of their instruction. Teachers' analysis and reports on student performance and subsequent action plans for recommended instructional modification are evidence of impact. Additionally, teachers implemented a consistent guided reading template for planning and delivery of instruction.

PS 270 teacher exit slips after completion of STEP administration training in January are enclosed in Attachment 1.

Continued next steps (if any) for next project period:

In the year ahead following steps will be undertaken by CPCS and PS 270: 1) PS 270 will administer three to four rounds of STEP assessments and set goal to achieve minimum of one year's worth of growth in average per classroom and per student; 2) The baseline assessment will be given in the beginning of the year; 3) PS 270 leadership team will begin to lead data analysis sessions; 4) PS 270 teachers who are emerging as leaders in STEP implementation will begin offering turn-key training for their colleagues; 5) STEP professional development program's focus will be broadened to include deepening PS 270 staff's content knowledge regarding literacy instruction including balanced literacy and data driven instruction; 6) PS 270 staff will increase their ownership of STEP protocols and processes; 7) PS 270 will use the data to drive whole class and guided reading instruction; and 8) A program manager will be hired in the next few weeks to drive the implementation of grant activities in year two.

Section 2: Reflection.

Greatest successes this project period:

STEP professional development program, disseminated through CPCS's guidance at P.S 270, had a significant impact on instruction at P.S. 270, and contributed to a very positive change in culture. PS 270 students achieved success by improving their literacy skills, PS 270 teachers achieved success in learning the new assessment system, administering the assessment, improved their instructional practice in terms of guided reading, and their students' literacy skills improved because of their learning.

As a result of the Dissemination Program, for the first time, P.S. 270 started to deliver data driven instruction this year. P.S. 270 leadership and teachers attended meetings with CPCS leadership and expert teachers subsequent to STEP baseline assessment, analyzed results and made instructional modifications to meet student needs. For example, PS 270 incorporated "Reading Workshop" model of literacy instruction by implementing "Guided Reading". Although the system is still quite new to teachers, it already had a substantial impact on student learning.

As a result of STEP professional development they received, P.S. 270 teachers improved their abilities to differentiate instruction; they can now address a broad range of student performance levels and identify individual as well as collective student strengths and areas of need. Furthermore, they improved how they focus instruction and group students depending on their skill mastery level.

Eight P.S. 270 teachers and two P.S. 270 administrators were trained in STEP for a minimum of two hours per week and have emerged as leaders in STEP. All of the teachers and administrators trained are able to input student data in the web-based data management tool, navigate the reporting capabilities of the tool at K-4, grade and individual student levels, manage classroom and K-4 data and use evidence to inform instruction.

Additionally, they are able to analyze STEP assessment results, create action plans for instructional modification in literacy. Furthermore, they implemented a consistent guided reading template for planning and delivery of instruction. P.S. 270 teachers progressed well and are on track to deliver STEP turn-key training for their colleagues in the school year ahead.

Areas for improvement next project period:

Scheduling between the two schools and coverage for teachers for professional development were challenges. The daily schedules at PS270 and CPCS are different. It was sometimes challenging to find substitute teachers at PS270, especially for the times that matched with the CPCS schedule. Challenges with scheduling also made coordinating trainings between STEP trainer visits infrequent. As a result, the plans (trainings, shared meetings, etc.) that school leaders and the STEP team created for the two schools to work together were often not accomplished. In the year ahead, common planning time for teachers across the two schools will be created and built into the schedule of the two schools.