



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

**Public School 138
760 Prospect Place
Brooklyn
NY 11216**

Principal: Ms Marie Chauvet-Monchik

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Reviewer: Trevor Yates

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Part 1: The school context

Information about the school

Public School 138 is a pre-kindergarten to grade 8 school located in Crown Heights. It serves a population of 1,038 students from culturally diverse backgrounds. The vast majority (92.5%) of its students are Black; 5.3% are Hispanic, 4.6% are Asian, and 0.8% are White. Eighty eight percent of students have Title 1 eligibility. Special education students comprise approximately 10% of the school population. The number of English language learners is rising, with 70 students, approximately 7% of the total.

During the past two years, the school has been restructuring. It has developed a specialty in mathematics, science and technology and has four distinctive academies: *The School of Early Acquisition and Exploration*, pre-kindergarten - grade 2; *The School of Aspiring Achievers for Academic Excellence*, grades 3 - 5; *The School of Urban Studies for Social Justice*, grades 6 – 8, and the Acceleration Program: *The Dr. Jean Pierre-Louis (JPL) Institute of Math, Science, and Technology*. These four academies are designed to create a learning environment where students' academic needs are addressed in smaller communities.

The school works in collaboration with a wide range of institutions within the locality including the Brooklyn Museum, the Brooklyn Botanical Gardens and the Brooklyn Law School. In addition The Beacon Program, operated within the school by Medgar Evers Community College, provides after-school, homework help and additional instruction to over 400 students.

Part 2: Overview

What the school does well

- The principal is a highly respected leader who takes a personal interest in each student.
- She has created a caring community of learners and her collaborative approach motivates, supports and celebrates achievement.
- The school is committed to implementing data-driven instruction and it makes excellent use of data for a wide range of purposes.
- Teachers, paraprofessionals and members of the school community demonstrate a dedicated approach to their work with students.
- Collaborative planning and professional development are integral features of the daily life in school with a very strong commitment to improvement.
- The school is well managed by the principal and her cabinet.
- The students are courteous and well-behaved, and move sensibly around the building.
- The JPL academy has made a very significant impact on the life of the school in a very short amount of time by promoting accelerated learning and transforming the attitude of a significant number of students.
- The principal has developed excellent networks and grant-writing skills, which have enabled the school to benefit from extra resources to promote learning.
- The school engages with the local community, and makes good use of outside community based organizations and agencies.

What the school needs to improve

- Review and revise, as a matter of urgency, the quality of instruction and the education provided for special education students.
- Ensure that all teachers fully understand the purpose and use of data to plan for differentiated work in their lessons and to encourage students to be actively engaged in group work.
- Enhance technological facilities, to provide the staff with the resources to enable them to enrich the quality of the learning experiences for all students.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

The principal has a very good knowledge and understanding of the strengths and weaknesses of the school, demonstrated in the school's self-evaluation. She shows outstanding leadership. With strong organizational support from the assistant principal, she has created a school culture that values individuals, encourages collaboration and achieves commitment from students and staff. The vast majority of staff have high expectations of what their students can attain and what they can become. Many students respond with a unique level of appreciation of what they can contribute to the school and to the wider community.

In 2002 and 2003, the school was recognized for its good reading and mathematics scores. However, since this time due to a number of factors, in particular the number of students transferring out of the school at the end of grade 5, the overall levels of achievement in the school have declined. This has led to the restructuring of the school into four academies which has created a caring environment where the academic, social and personal needs of all students are very well addressed in small learning communities. The introduction of the JPL academy in particular has had a transformational impact on students, parents and staff. They are all extremely supportive of the school and, in particular, of the principal who is highly respected as a visionary leader who takes a personal interest in each student and every member of staff. The energy of the school community is strongly directed towards providing a wealth of opportunities for students to grow and develop academically and socially.

The fact that these developments have taken place within facilities that are over 100 years old, and beginning to show their age, is further testament to the dedication and commitment of the staff. The challenge the school faces is to provide the additional resources required to refurbish key elements of the school and to ensure that students and staff have access to the modern technology in order to enhance learning in subjects across the curriculum.

The administration is very effective in identifying the right areas for improvement and in acting collaboratively to address these. There is a clear recognition of what has been achieved and also what remains to be done to bring achievement back to its previous high level.

How well the school meets New York City's evaluation criteria

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.

This area of the school's work is well developed.

The school makes very effective use of a wide range of available data and generates its own data to form a clear and accurate picture of student achievement. This encompasses analysis by grade and individual classes. Teachers use a wide range of assessment measures to establish a benchmark performance level for each student at the start of the

academic year, or upon registration for students arriving during the year. The school also analyzes students' achievement through a variety of assessment tools, including State examinations, quarterly benchmarks, interim assessments such as Princeton Review and Grow Reports, and on-going weekly teacher assessments. The results of these analyses are shared with all staff. This information is used effectively as an identification tool for academic intervention and enrichment purposes.

The school places a significant focus on providing teachers with the right support to meet the needs of students. As the teachers have become more proficient at reading and analyzing data, the principal and her cabinet are conducting more and more detailed conversations with staff, which encourage the continued monitoring of students' progress, the use of a wide range of assessment data to accelerate learning, and the regrouping of students within classrooms to enable the teachers to cater for the individual needs of each student.

Quality Statement 2: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.

This area of the school's work is well developed.

Teachers have a good knowledge of what individual students know and are able to do. They also have a good understanding of what needs to be done to enable students to progress to the next level of proficiency in individual subjects.

Teachers are aware of the need to provide feedback to students on specific areas for improvement. In the best practice, teachers communicate through written advice on students' work, including the use of 'post-its' attached to students' displayed work, reinforced through personal dialogue and attention to the understanding of subject rubrics. Students benefit enormously from the use of performance-based assessments which require evidence of learning in a variety of styles.

Teachers make good use of a portfolio approach for addressing individual needs. Students maintain journals, undertake oral presentations and complete project work so that teachers can use the feedback from these various assessments to improve the quality of their teaching. There is much collaborative planning, by grade and academy, and frequent assessment, including on-going weekly teacher assessment, which ensures consistency of expectations between teachers, and confidence in the outcomes recorded.

The outcomes of this commitment to collaborative planning are very apparent across all general education and inclusion classes. Teachers produce detailed lesson plans and all lessons have a clear and transparent learning objective, which is shared with all students. In addition, they present a coordinated curriculum, an author of the week and a common theme for the month across grades and academies. This enables staff to ensure that students receive similar quality of instruction and content, and allows direct comparisons between students and classes on the skills learned.

The one area of the school where this commitment to collaborative planning does not have a sufficiently positive impact is in the self-contained special education classes, where there is evidence that low teacher expectations are having a detrimental impact on the progress made by students who are in the greatest need of improvement.

Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.

This area of the school's work is well developed.

The school places a great deal of emphasis on aligning instruction. The principal and the cabinet visit classes on a daily basis and undertake a planned schedule of walkthroughs. They meet on a weekly basis to debrief on instructional practices and to deliberate on students' success, after which they share their findings and provide specific feedback to all staff.

Common planning time is very effectively used. Teachers meet on a daily basis, around a weekly schedule; for example the mathematics and literacy coaches meet weekly with every member of staff, in groups of five at a time, with the relevant assistant principal, to introduce topics and to ensure that all teachers clearly understand the concepts, skills and activities to be covered during the week ahead. They introduce the resources available and clearly identify the negotiable and non-negotiable elements of the week's work.

The curriculum is synchronized across classes. The school also makes good use of topics to integrate the curriculum across subject areas. For example, the study of Egypt integrates mathematics and art purposefully in work on the pyramids and teachers liaise successfully with each other and with the subject area specialists to make it a meaningful and productive learning experience.

While these strategies are proving to be highly effective in the vast majority of classrooms, some teachers do not fully understand the purpose and use of data. They are less confident in planning for students of different achievement and, consequently, deliver lessons which have too great a focus on whole class instruction rather than on more individualized and small group work.

The school has put in place a range of strategies to accelerate learning for all students, such as the increased use of inclusion classes, after-school clubs, Saturday academy and summer school. Individual students are targeted for this additional support and are encouraged to make effective use of these additional resources. The administration is aware of the low expectations in the self-contained special education classes. In response the school adopted a policy of inclusion which shows signs of promoting better progress among students.

The principal has been very effective in gaining much needed additional resources and curriculum enrichment programs for the school. For example, the school has recently been awarded a grant to assist with the refurbishment of the gymnasium in addition to a social emotional learning grant, which will enable the school to develop mentoring support.

Quality Statement 4: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The school has created an effective culture for learning. As a result of a common focus on the quality of experiences offered to students, much of the instruction is of very high quality. Teachers have high expectations and respect their students' contributions.

There is a very strong commitment to the professional development of staff. In addition to traditional activities, including Saturday workshops, the principal has introduced 'lunch and learn' sessions for teachers and support staff. There is much collaborative work among the staff, which contributes, in particular, to consistency in teaching and in assessing students' work.

The school is well run, procedures operate effectively, and all members of the school community understand their roles and responsibilities. Parents are also involved effectively in the school leadership team. They believe that they have a meaningful voice in the affairs of the school, both in relation to the progress of individual students and in the development of policy and goal-setting.

Quality Statement 5: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is well developed.

The school is developing increasingly sophisticated ways of recording and evaluating data about students' performance. It operates from a strong base of knowledge of individual students, which is used appropriately to direct resources and to address perceived weaknesses in the curriculum. The senior staff monitor and review the Comprehensive Education Plan regularly, amending and adjusting the strategies to increase students' achievement, educational equity and the most efficient use of resources. Key priorities are supported effectively with planned arrangements for staff development.

Secure systems for the continuous assessment of students' performance have been established in the school. Planning and development proceed from a sound awareness of areas in which new opportunities should be offered or existing activities enhanced.

The reorganization which the principal has led during the past two years has been targeted on meeting the school's goals for creating a learning community where students' academic needs are addressed in smaller communities. *The Dr. Jean Pierre-Louis (JPL) Institute of Math, Science, and Technology*, for instance, is specifically designed to provide accelerated learning.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 138 (PS/MS 138)	∅	✓	+
Quality Score			X

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.			X
Overall score for Quality Statement 1			X

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.			X
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.			X
Overall score for Quality Statement 2			X

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.			X
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.			X
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.			X
Overall score for Quality Statement 5			X