



The New York City Department of Education



Quality Review Report

The Warwick School

Public School 158

**400 Ashford Street
Brooklyn
NY 11207**

Principal: Audrey Wilson

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Reviewer: Maureen Gonzalez

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Part 1: The school context

Information about the school

This school is a pre-kindergarten through grade 5 elementary school. Currently, there are 564 children enrolled. The ethnic background of the student population is 60% Black, 38% Hispanic, 2% Asian and other groups, with less than 1% White. The proportion of English language learners enrolled is 8% and the main language other than English is Spanish. The proportion of special education students is 9%. All students are Title I eligible which represents a position significantly above similar and City schools. Attendance this year is 91% and below attendance figures for similar and City schools. For the past two years, the physical plant has been shared with a charter school, impacting on the school's flexibility in the use of space.

Part 2: Overview

What the school does well

- The visionary principal is well respected and together with the assistant principal communicates high expectations for student achievement.
- Teamwork and collaboration are strong features of the school.
- The school gathers a wide range of useful data that identifies both the strengths and weaknesses in student learning and guides teaching.
- Staffing and scheduling decisions are driven by student data.
- Financial resources are used effectively to meet the learning needs of all students and improve student outcomes.
- The academic intervention services program is extensive and used effectively to support a large group of students.
- Professional development is relevant, valued and has a positive impact on effecting change.
- The outcomes arising from the administration's monitoring of teaching quality are analyzed and used well to ensure student improvement.
- The school provides a safe and stimulating learning environment enlivened through numerous displays of student academic work and artistic achievements.
- Parents and students are highly supportive of their school.

What the school needs to improve

- Improve the quality of differentiation in teachers' planning and assess it regularly, so it is in evidence in instruction cross the school.
- Improve teachers' understanding of data analysis to further broaden their use of such information.
- Extend the administration's program of evaluation of goals to include several interim checkpoints through the year.
- Broaden the use of school improvement planning by directly involving teachers in the process of accurate goal setting for their classes.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well-developed features.

The principal is well respected by the school community and is effective in coordinating all efforts towards improving student achievement. The principal and assistant principal communicate a clear vision and high expectations of both staff and students. Teamwork is a strong feature of the school culture and includes all constituents of the school community. The administration skillfully taps into the skills and talents of the staff through consistent needs-assessment practices. The administration has established an annual program of evaluation of school goals, but goal setting is not sufficiently established at classroom level. Professional development opportunities are purposeful and differentiated.

A wide range of student data is collected on a consistent basis. The staff have successfully coordinated the use of various assessments to identify the needs of students and align resources to meet those needs. As a result, there is a comprehensive program of academic intervention services provided by out-of-classroom providers that addresses the needs of students. At the classroom level, the use of data to guide planning for differentiated instruction is evident in some classrooms. The staffing, scheduling and monetary resource decisions are driven by student data and aligned to the mission to improve student outcomes.

The mandated, standards-based instructional program is enriched by a wealth of both academic and arts-related intervention programs. There is a high level of engagement of students through the quality instruction. At classroom level, the use of differentiated materials during small-group instruction is evident in some classrooms. Students are encouraged to monitor their efforts and outcomes through a comprehensive behavior management program that is clearly working. The school building is rich with displays of students' current academic work and artistic achievements. A strong sense of community is evident between parents, students and staff, who all share high expectations. The school community participates in regular celebrations of student achievements through individual student, classroom, grades and school-wide events. The parents support the school wholeheartedly and view it as a safe haven where their children are respected in an environment where learning is a priority.

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

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.

This area of the school's work is proficient.

The school frequently gathers data on students in a comprehensive manner. A selection of commercially purchased systems in addition to conference notes, running records, classroom assessments and student portfolios are utilized to collate data on both the strengths and weaknesses of each student. Data is gathered by both the classroom teachers and the out-of-classroom academic intervention service providers. There is a high

level of consistency in the collection of student data with each staff member managing their records in an organized manner.

The assessment of English language learners and special education students is well organized and appropriate services are provided. Specific lesson components of the commercially purchased programs are used school-wide for instruction as well as generating additional assessment data specifically for these students. Clear systems are in place for identifying students at risk of not meeting promotion standards and consistently used by out-of-classroom service providers to monitor their progress in the academic intervention services programs. Data analysis to identify patterns and trends in performance of other groups of students is not well established. A small group of female students has been identified this year and data gathering, including the use of this information to raise achievement, is in its preliminary phase.

The school looks at data to track the overall school performance from year to year in order to assess the progress it has made. The administrative cabinet assesses data by grade level in literacy and mathematics, in useful graphical formats to assess the performance and progress over time. The formal comparison of student performance across classrooms or across grades is limited. While data gathering is comprehensive at the classroom level some teachers are more confident than others in their knowledge of how to use the information. The school-wide community does not systemically look in detail at patterns or trends in school data over time in comparison with similar schools.

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.

This area of the school is well developed.

The administration sets annual goals for the school by grade as outlined in the Comprehensive Education Plan that drives the school’s focus on improved student achievement. The principal is effective in conveying the aims of the school and coordinating the efforts of all members of the school community towards improved student achievement based on these annual goals. Clear channels of communication integrate the collaborative input of students, parents and staff. Well-constructed schedules mean that teams meet frequently to assess student data in forums such as study groups, grade conferences, common planning periods and small group faculty sessions. This process is valued highly by the staff.

This efficient coordination of staff efforts and resources is a strong feature that enables the administration’s program of goal setting to include several checkpoints through the year. The setting of annual goals is established based on information from the academic intervention services program and the performance data. Classroom teachers do not set benchmark goals for their classrooms as interim checkpoints of measurement towards meeting the annual school goal. However, the use of benchmarking data is evident in the strong collaboration among classroom teachers and out-of-classroom academic intervention service providers in setting interim goals. For example, the Reading First program teachers in the kindergarten through grade 3 gather data on a frequent basis as benchmarks for progress against mid-year and end-of-year goals.

Planning occurs for specific areas of improvement at both school and individual student levels. The school knows how well the students are doing in literacy and mathematics. The

staff use student data very well to schedule services, adapt programs and explore new initiatives on an as-needed basis. In the assessment, Strategic professional development sessions and instructional packets are compiled to address the needs of students who are performing above standard. A wide range of academic intervention programs includes morning, school-day, extended-weekday and Saturday programs. In addition to a school-day arts program, there is an extended-day arts enrichment program for students not functioning below grade level. A physical education program is offered in the mornings to expand opportunities for students. The multiplicity of programs offered is appreciated by students and parents.

The high expectations of students are woven into the culture of the school. Each crevice of the building is welcoming and student oriented. The open-door policy at the school welcomes parents through a diverse range of activities. Parent activities that are regularly scheduled include workshops, trips, celebratory events, parent-teacher association meetings and parent-teacher conferences. Parents of students identified as student of the month participate in monthly events. The school acknowledges the need to increase the number of parents involved in the parent volunteer program for learning leaders. School curricular plans are shared with parents through opportunities such as publishing parties, school-to-home writing process packets, holiday packets and content area mini-lessons.

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

This area of the school is well developed

The school provides a rich curriculum which meets mandated requirements with an emphasis on developing the basic skills of English language arts and mathematics. Teachers recognize that they are accountable for the quality of their teaching and subsequent performance outcomes of their students. Data is used well to identify skill areas in need of development and to provide focused instruction for English language learners. To aid their planning, teachers use a wide range of assessment data arising from running records on student performance in many curriculum areas, interim assessments, student portfolios and conference notes. These all inform teachers of students' individual strengths and weaknesses. Some teachers successfully plan to meet their students' needs using materials at different levels and varied student groupings. Differentiated instruction is evident, therefore, but not across all classrooms.

Budgeting and staffing decisions are consistently driven by the school's mission to improve student outcomes. An additional kindergarten class was opened in January as a response to an increase in the number of new students, helping to keep overall class sizes low in the early grades. Extensive professional development activities are sustained throughout the school year providing opportunities for teachers to collaborate before school, after school and during the school day. Monetary resources are aligned to implement targeted programs to enrich students in both academics and the arts such as the extended day, morning, afternoon and Saturday programs. Funds are well utilized to support activities that celebrate student achievements such as the students of the month recipients who are recognized for their academic achievements and attend Broadway shows with their parents. Scheduling decisions reflect an assessment of student needs, good examples being the inclusion of daily 90-minute blocks for literacy and mathematics instruction, lunch and learn sessions as well as the wealth of intervention programs throughout the school day and extended day.

School-based programs create a 'fun' learning environment in this school. The principal has linked fun-filled events with academic achievements as well as the appropriate behavior of students. For example, a school-wide pep rally is held to celebrate the participation of students in the New York State annual tests. Students are consistently attentive and well behaved. Self-confidence and independent work are encouraged, as seen when students in self monitor themselves through a color-coded system relative to learning centers, literacy and behavior management. Students are fully engaged in their learning because the school ensures that their work and activities are fun. The teachers know their students very well and students say the teachers help them any time if they have a problem.

Attendance is a priority in this school. One of the strategies that impacts positively on attendance figures is the implementation of morning programs that accommodate students who arrive early as well as motivate students to get to school on time. These include enrichment for the arts funded through project arts, academic intervention services and a physical education program. Staff members coordinate parental outreach and support services to meet the needs of parents and their children relative to punctuality and attendance. Efforts have included ensuring students have walking buddies during arrival and dismissal and accommodating siblings during extended day programs which has increased overall punctuality as well as participation in extended day programs.

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.

This area of the school is well developed

The principal and her assistant have built up a team of enthusiastic staff dedicated to raising student achievement by improved instruction as well as fostering community involvement. Procedures for the selection of teachers to the school are based on the identified needs of the school. Teachers are expected to support the mission of the school and its aim to raise student achievement. The principal meets individually with each teacher to assess their needs and identify their talents. She skillfully coordinates their talents and skills as a resource pool for the staff and students. For example, the internal review of the Comprehensive Education Plan's annual goal in literacy led to the implementation of Reading First in classes from kindergarten through grade 3 and Making Meaning in grades 4 and 5. Teamwork and collaboration are strong features of this school. Each grade has more than one common preparation period weekly because scheduling is exemplary. These grade meetings are highly effective in providing opportunities for teachers to discuss issues to improve the programs taught to students and as a result, programs are revised on an as-needed basis.

Professional development is of a good quality as it is relevant, valued and has a positive impact on effecting change. For example, in technology, online weekly literacy courses are available and smart boards have been integrated into the instructional program. The principal and assistant principal regularly give constructive feedback to teachers during daily classroom visits as well as through the lesson observation process. Teachers take the opportunities available to them to visit each other's classrooms to share expertise and good practices. Professional development is differentiated for teachers and as a result is purposeful. The literacy and mathematics coaches model lessons and support teachers in their practice as required. Teachers participate in visits to other schools to observe the use of similar programs implemented at the school, such as the Reading First program. New teachers are well supported including a summer orientation session, a buddy teacher

system throughout the school year and opportunities to shadow senior teachers during the school day. There are opportunities afforded to teachers in a well-utilized teacher center.

The principal faces challenges in a professional and caring manner. The school operates very well on a day-to day basis and has clear procedures which are followed by all of the school community. Teachers are actively encouraged to be fully involved in strategic planning. After identifying the need to improve student behavior teachers designed the successful school-wide behavior management program 'Stay On Green'. The school aligns support services around academic goals in effective ways. The frequent celebrations of student achievements are a thoughtful planning of fun-filled events directly linked to academic achievements and, as a result, sustain a joyful yet safe learning environment.

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 accelerated learning.

This area of the school's work is proficient.

The principal has significantly changed the school culture, student behavior and student achievement during the two years of her strategic leadership. Data on student performance is used continually to evaluate and modify where necessary the effectiveness of school plans, for example academic intervention services programs or staffing.

While classroom teachers do not articulate specific classroom goals, they are held accountable for supporting the school's goals in a variety of ways. For example, early grade teachers use progress charts with the commercially purchased programs and set grade-level team targets. The administration and support service providers meet frequently to assess the progress of each student that participates in the academic intervention services programs. School-day programs and intervention programs are revised continually to ensure appropriate services to students. Apart from the good start made to analyze achievement by gender, the school does not look as closely at potential differences in achievement between ethnic groups and grade level.

Plans and goals are evaluated in several ways. Attendance and routines of students are effectively monitored to support increased student participation. The practice of evaluating annual goals encourages an evaluation process that leads to the next year's goals yet has not informed a practice to modify set annual goals. The school leadership team conducts a walkthrough of each classroom on an annual basis with a checklist to assess the needs of the building as well as the progress towards meeting the annual goals prior to the writing of the next year Comprehensive Education Plan. A next step for the school is to extend the administrations program of evaluation of goals to include several checkpoints through the year.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Warwick School (PS 158)	∅	✓	+
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	