



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Parkway School

Public School 167

**1025 Eastern Parkway
Brooklyn
NY 11213**

Principal: Joan Palmer

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Reviewer: Jacqueline Pentlow

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Part 1: The school context

Information about the school

Parkway School, Public School 167, is an elementary school with 587 students from grades pre-kindergarten through 5. The majority of students, 84%, are Black. Of the other students, 11% are Hispanic, 5% Asian and 0.6% White. Although most students are fluent in English 7.5% are English language learners. The school has Title 1 funding and 11% are special education students.

Attendance is below other New York City Department of Education schools and similar schools but rates are rising.

Part 2: Overview

What the school does well

- There is strong leadership by the principal and other school leaders.
- The school has a broad curriculum that includes a range of subjects to develop all aspects of students e.g. a range of musical activities, dance and physical educating.
- Additional activities are provided to broaden the horizon of the students and compensate those who have little or no experience outside of the immediate locality.
- A wide range of community groups is involved in working with the students in order to raise standards.
- The school accesses many sources for additional funds and resources.
- A range of detailed and helpful information is sent to parents to assist them in supporting the learning of their children.
- New resources enhance the curriculum and support the students, staff and parents; all are focused on raising attainment.
- The school celebrates all areas of success in order to raise student self esteem.
- The school is utilizing and decorating the buildings to improve the learning environment and to compensate for the poor fabric of the building.

What the school needs to improve

- Develop the use of data to differentiate learning activities within the classroom.
- Develop the use of data to focus on mid and long term goals for improvement.
- Improve the skills of instruction to ensure that all pupils are actively engaged.
- Develop consistency so that student work is assessed regularly, that the assessment is formative and that the information is used to provide detailed knowledge of the individual students.
- Develop feedback on assessment so that students know what they have done well and what is needed to improve their work.
- Provide more opportunities for staff to undertake self- and peer-evaluation and use the information gathered to focus on areas of improvement.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The Parkway School is proficient. It has a clear focus of where it wants to go and has changed dramatically over the last two years. At that time standards were low, poor behavior had a severe impact on the school performance and there was a high amount of vandalism. The principal and other school leaders are providing very good and strong leadership in moving the school forward. They have tackled this by improving the environment of the school, shared clear expectations with the students and assisted the staff with focused professional development. The school still has areas where it is undeveloped but plans are already in place for these and the positive impact can be seen. The school is working hard to gain consistency across all areas of its work. Student achievement is rising and the school is a much calmer place.

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 uses a range of its own and commercially produced data in order to ascertain the skills and levels of the students. When comparing the trend from year to year they take care to ensure that as far as possible like is compared to like to recognize valid school progress. The school has already identified the differences in attainment of male and female students. In order to reduce this discrepancy they have put professional development into place to give a greater understanding of how boys learn and to assist the staff in understanding different learning styles in a wider context.

Data comparison is also undertaken with local and similar schools but historical trends, although considered, present a particular issue at this school. They recognize that when the attainment levels dropped the students were under-performing and no long-term data is available for the smaller ethnic groups. Data is used regularly by senior staff but less so by classroom staff. This is a developing area within the school but overall is proficient.

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's work is undeveloped.

This area is at present undeveloped but plans have already been put in place to rectify the weaknesses and the school clearly knows how it can improve and raise standards. School leaders use data and grade teams are beginning to use it but as yet they do not set medium and long-term goals based on the data. In other areas the school has piloted the use of data; for example, last year there was a particular focus on a group in one class and

the lessons learnt are being used to extend this to all classes. The use of data to identify particular students in need of intervention is inconsistent. There are previous examples of students who were not identified early enough for intervention but with an improving use of data the processes are now more secure. There is now a closer monitoring of the students and staff to ensure that a student receives suitable and timely academic intervention. The program for English language learners has been revised in order to make it more effective.

Although the area overall is undeveloped the links with parents are proficient. The school recognizes that too few parents are involved and has developed many ways of getting information to them. High expectations are communicated to parents and all parents are sent good information on how to help their children with their learning. The school makes good use of all the free literature available, provides prints of web pages for parents without internet access and has support information regarding homework that can be accessed via the internet or a telephone link. When contacting parents the staff give positive reinforcement and praise as well dealing with misdemeanors.

Goals and plans to improve student standards are not the focus of all parties. There are a number of examples of very good practice in the school, but it is inconsistent. This inconsistency contributes to the overall undeveloped judgment.

Quality Statement 3 – Build and Align Capacity: 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's work is proficient.

Overall this area is proficient but with some undeveloped areas. The school follows a wide curriculum that includes all the mandatory areas as well as music, dance, physical education and numerous events to assist the development of the students and give them a wider view of life. The school makes the best use possible of any other sources for funds, materials and help. The school buildings are old and the fabric is poor but the school has decorated and repaired as much as possible in order to compensate for this, so that now the classrooms provide a pleasant learning environment. The school celebrates all areas of success in order to raise student self-esteem, using display boards and announcements to highlight areas worthy of mention. Care is taken to ensure that teachers are placed with classes where they will be most successful.

The use of time in lessons is satisfactory although in some cases the pace is slow. The result of this is inconsistent engagement in a number of classes where not all students are involved in the activity and are allowed to drift or daydream. Insufficient day-to-day use is made of data to guide instruction. Their work is not frequently and consistently assessed with feedback to students. This means that the students do not know how to improve their work. The monitoring of the standard of the work and understanding of how well an individual has learned a particular area is not tracked except by end of unit tests. Therefore teachers do not have the information to differentiate instruction during the topic and the end of the unit is too late for the most effective intervention strategies.

New structures have been put into place to address attendance, with letters being sent home, telephone calls made and personal visits, and attendance levels are improving as a result.

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's work is proficient.

The principal provides strong leadership to the school. She has a child-centered approach and a clear vision in striving to improve standards. Staff, parents and students can identify numerous areas of improvement under her leadership. When appointing staff new to the school they are asked to present a lesson at interview to ensure that they are effective teachers. Staff have been appointed to new posts of responsibility in order to direct the drive to raise standards and support other staff in this process.

Professional development is strong, and has a positive impact on instruction. There is a variety of in-house sessions and staff attend sessions away from school in order to bring new expertise back into the school. Consultants are brought in for specific identified areas. New resources have been purchased to enhance the curriculum and support the students, staff and parents; all focused on raising attainment. These include learning games that the students do not experience at home and planning resources for the staff.

In order to supplement the education of the students and to raise standards a wide range of community groups is involved in working with them. Additional activities are provided to broaden the horizon of the students and to compensate those who have little or no experience outside of the immediate locality.

Staff are observed formally and are given a written feedback with areas to focus upon. Areas for development are also picked out during the walkthroughs by the principal and assistant principal. Staff do not routinely observe each other and use the information to assist in improving their work.

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 cabinet, senior leadership team and the academic intervention service formulate the Comprehensive Education Plan. This is a working, changing document that focuses on raising levels of attainment. From 2005 to 2006 the number attaining levels 3 and 4 rose by 7.6%, with the target being 5%. This shows the positive impact that the current plans are already having. The leadership meets frequently to monitor and assess how well the school is working in moving towards the set targets and goals.

Some comparisons within the classroom are undertaken and interim assessments are used to show how well the students are doing. At a whole school level data is used to generate change but the use is still inconsistent in the classroom. There are examples of good practice but not all staff fully understand the advantages of its use.

Some staff feel under pressure with the new systems and expectations but others say 'if you do your job well you are liked'. The positive step of using as many outside groups as possible is supporting the improvements seen and everything in the school is now focused on improving the academic and social development of the students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Parkway School (PS 167)	∅	✓	+
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	