



The New York City Department of Education



Quality Review Report

Kingsborough Early College School

Public School 468

**2001 Oriental Boulevard
Brooklyn
NY 11235**

Principal: Connie Hamilton

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Reviewer: Bruce Berry

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Part 1: The school context

Information about the school

Kingsborough Early College School has 81 students in grade 6. The ethnic breakdown is 45% White, 23% Black, 22% Hispanic and 10% Asian. There are 12% special education students and 5% English language learners. The school opened in September 2006 and will build towards having grades 6 through 12 over the next few years.

The school has 60% Title I eligible students. The attendance figure for this academic year is 96.3% to date, well above peer and City schools.

The school is part of the early college initiative, which has links with the City University of New York and Kingsborough College. Students will have the opportunity to experience the demands of college life and gain up to 60 college credits during their time at the school.

As an Empowerment school, Kingsborough Early College School has more flexibility to make key decisions and control the resources for their school community. Empowerment schools are free to develop or purchase professional development services, choose which schools to affiliate with and benefit from reduced reporting and paperwork requirements.

Part 2: Overview

What the school does well

- The principal's high quality leadership and management are having an impact on raising student achievement.
- The cabinet and teachers have created a highly structured and work-centered culture where students enjoy learning.
- Teachers work well in teams to plan curriculum and instruction.
- Instructional programs provide high levels of engagement, challenge and interest for the students.
- The school has good systems in place for the use of periodic data for tracking student progress.
- The school has good procedures for servicing the needs of special education students and English language learners.
- There are clear and appropriate plans in place for the future development of the school as it grows to full capacity.
- There is a very caring and respectful culture throughout the school community.
- Parents and students have a high regard for the quality of education at the school and the dedication shown by the principal and the teachers.
- The school has many partnerships providing good programs of enrichment activities which enhance the students' academic and social wellbeing.

What the school needs to improve

- Further develop the integration of all periodic data sources to provide interim checkpoints for tracking student performance and progress with respect to agreed goals.
- Continue to develop strategic planning to include interim goals for monitoring and evaluating progress in meeting long term goals and plans.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well developed features.

The principal's high quality leadership and management are having an impact on raising student achievement and the principal has a clear knowledge of the present and future development needs of the school. The cabinet and teachers have created a highly structured and work-centered culture where students enjoy learning and are making good progress. As an Empowerment school, it uses data well at individual student level to track progress and plan interventions, but there is recognition that strategically centralized data systems will be needed as the school increases in size. There is a very caring culture in the school, which embraces mutual support and respect for one another, in order for students to grow as individuals. High quality instruction provides structure, pace, engagement, interest and enjoyment for the students. The enrichment program, which is organized jointly by the school and staff at Kingsborough College, provides high quality activities for improving students' academic, social and cultural well being.

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 well developed.

Very good systems are in place for the constant use of periodic data for tracking student progress. Student levels on entry are used to give a profile of students' starting point. Students are tested in reading and mathematics on entry and the outcomes of a further reading test in March indicates very good growth in reading levels. Princeton Review periodic test data is used to analyze progress in reading and mathematics, with skill strand analysis used well to identify areas for improvement. A comprehensive profile on each student includes teacher assessments, Princeton Review test data, and record card information, which is used to track progress and plan interventions where appropriate.

There are very good procedures for servicing the needs of special education students and English language learners. Special education students are integrated into general education classes and are very well supported by resource room services, push-in support and after school programs. Special education teachers work with individual teachers to track the progress of individual education plan goals. English language learners are integrated into general education classes and receive mandated services after school. These students progress is constantly monitored, through the analysis of data. They are making significant achievement gains and will be taking the State test in the summer. The school tracks the performance of different ethnic groups using the outcomes of periodic data from all available sources.

High achieving students are very well supported and are making very good gains in achievement. Students are identified through the outcomes of the periodic data and are phased out of normal instruction to undertake higher level curriculum activities and projects. Very well planned differentiated activities provide excellent challenge and many

6th grade students are accelerated to grade 7 curriculum. The attendance data shows the school to be well above similar and City schools, but it does not, as yet, have external data to compare performance with that of other schools or to compare present and past performance. The school does, however, have very good data systems to track individual student progress.

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 proficient.

The principal, UFT Teacher’s Center Coach and teachers collaboratively plan and set appropriate and challenging goals for improving achievement. The three main goals in the principal’s review document for this year are focused on improving student levels in literacy, particularly in reading, establishing an enrichment program linked with the college and the establishment of a positive school culture. There are clear plans and timeframes for the establishment of an enrichment program and of a positive school culture, with many of the objectives of the plans already being met. In raising achievement levels, individual student data is used to identify progress. However, the principal is planning to further develop the integration of all periodic data sources to provide interim checkpoints for tracking student performance and progress in respect of agreed goals.

There are very good processes in place for supporting students in need of improvement. All students attend the extended day programs, which focus on the individual needs of each student, and make very good progress as a result. The Wilson program is used for students with low reading skills and mathematics programs provide extra support for identified students. Packets of work are provided for students to undertake during recess periods in order to catch up in identified skill areas. Very high expectations play a major part in the positive school culture which has been established and achievements and successes are widely celebrated. This is further enhanced by the excellent honor code, which focuses on social and academic expectations for everyone to follow.

Parents and students have a high regard for the quality of education at the school and the dedication shown by the principal and the teachers. Parents receive regular updates on the academic progress of their children and are able to meet with the principal and the teachers at any time to discuss academic or social issues. All the school community is driven by the school improvement agenda. With only 81 students in the school, the teachers are able to use the full range of student data to track progress and plan interventions. The principal recognizes that this individual student data approach is unsustainable and is planning to introduce a fully integrated centralized system for data analysis as the school grows.

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’s work is well developed.

The very effective school curriculum is the product of collaborative planning and is aligned to State standards. It is well designed for and responsive to the educational needs of

individual and groups of students as identified through the analysis of data. English language arts include independent sustained reading, read aloud with teacher modeling, student skills analysis and comprehension based on the reading. Writing includes writing for information, poetry and persuasive essays. Marking rubrics are used with each unit of work and students translate rubrics in order to use them for self evaluation. The Impact Mathematics program is used and portfolio work is collected to demonstrate progress. Social studies and science follow State standards and have a real world curriculum content. The school has developed an excellent advisory curriculum which is allowing students to explore academic, social and cultural issues, and to provide character development, teamwork and community spirit throughout the school. The enrichment program provides excellent opportunities for students to engage in academic, cultural and social programs delivered jointly by college and school staff. The programs also widen the students' knowledge of the demands of college programs and curriculum. Teachers are fully accountable for improving instruction and student progress and the high quality instruction is having a major impact on improving student achievement. Teachers plan and differentiate instruction well. Teachers use a variety of approaches to differentiate instruction which include different levels of assignments, skill binders which contain individualized instruction and having the ability to provide students higher level activities including moving students to the grade 7 curriculum.

Budgeting, staffing and scheduling decisions are used very well to support curriculum, instruction and student progress. The principal and UFT Teacher's Center Coach work extremely well as a team in planning and initiating developmental activities which are having a major impact on raising achievement. The Gates Foundation funds are used to support a guidance counselor and other funding sources provide enrichment and after school programs. Planning for the expansion of the school over the next few years is well advanced. Instruction programs provide high levels of engagement, challenge and interest for the students. The workshop approach provides a good structure with clear learning outcomes, mini-lesson, differentiated and timed activities and evaluation of learning outcomes being achieved. This approach provides full engagement, very good pace and high levels of interest and enjoyment for the students in their learning. There is a very caring and respectful culture throughout the school community. School culture is built on respect of all individuals and operates extremely well at all levels. Students are confident in approaching the principal and any teacher about any academic or social issue. There are very good procedures which are leading to very high levels of attendance. Parents call if their child is absent and, if no call is received, the school calls parents, with all calls being logged. Notes are a requirement following an absence and school analyzes attendance statistics and holds parent conferences when attendance falls below 90%.

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 well developed.

The school has good systems for hiring teachers. Recruitment fairs, advertising and personal contacts are used to find prospective candidates. Interviews include checking candidates' knowledge of use of data, instruction practices and classroom management. A major consideration is the candidates' ability to fully engage with and embrace the very good school culture. High quality professional development plays a major part in the development of the very good academic and social culture in the school. There is a teachers' center on site, with a high quality UFT Teacher's Center Coach providing professional development to address needs identified from the outcomes of data.

Professional development is also provided by consultants for vocabulary, advisory, early college initiative and analysis of Princeton Review data. Processes for ensuring high quality instruction and providing professional support for teachers are very well structured and fully supported by teachers. Teachers plan their goals and professional development needs through conversations with the principal at the start of each year. Classroom observations are undertaken by the principal, with constructive feedback given. Further conversations occur during the year and include scrutiny of curriculum binders, individual student progress and planning future curriculum. The outcomes of the observations and the further conversations provide a very good framework which drives the professional development agenda for improving all aspects of the work of the teachers in order to raise student achievement. Teachers also have the opportunity to observe one another and to make off site visits to other schools.

Teachers work well in teams to plan curriculum and instruction. A number of teams provide very good support for planning, curriculum, instruction and student development and achievement. The school leadership team, principal and UFT Teacher's Center Coach provide good quality strategic planning for expansion over the next few years. The collaboration team plans all college based activities and subject and advisory teams plan curriculum, instruction and student tracking. Other teams provide support for students' academic and social wellbeing. The principal is very well respected by all members of the school community, who have great confidence in her capacity to lead and manage the school as it grows to full capacity. The school is a very well ordered community where procedures are clear and are followed by all members of the school. The school has many partnerships providing good programs of enrichment activities which enhance the students' academic and social wellbeing. The high quality programs are delivered by partners that include Brooklyn Arts, Brighton Beach Ballet, health care professionals, City University of New York and Kingsborough College, which provides an extensive enrichment program in conjunction with the teachers of the school.

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 school has clear, challenging and measurable plans and goals, as set out in the principal's review document, which focuses on improving literacy, establishing enrichment programs and developing a positive school culture. Clear and appropriate plans are in place for the future development of the school as it grows to full capacity. Numerous data sources are used well for tracking individual student achievement and progress, which is manageable with only 81 students in the school. The school uses the information generated by individual student data to adjust curriculum and instruction and to plan interventions where appropriate. The school has a good planning cycle which involves all staff in the school in developing plans and goals. As yet, there is inconsistency in the development of interim goals and the monitoring of progress. There is recognition that an integrated centralized data system will allow the principal to develop strategic planning which includes interim goals for monitoring and evaluating progress in meeting long term goals and plans.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Kingsborough Early College School (PS 468)	∅	✓	+
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	