



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Public School 173

**306 Fort Washington Avenue
Manhattan
NY 10033**

Principal: Dawn Boursiquot

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Reviewer: Helenmary Stark

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Part 1: The school context

Information about the school

Public School 173 has 859 students from pre-kindergarten to grade 5, of whom 89% are Hispanic, 4% White, 4% Black, 6% Other and 2% from Asian backgrounds . There are 96 special education students and 359 English language learners.

The numbers have fallen over the last three years and the principal attributes this to increases in the numbers of new schools and families moving out of the area. Attendance rates, at around 93% are better than those for both City and similar schools. The school is Title 1 funded.

In addition to monolingual classes, the school offers dual language classes from kindergarten through grade 5. All students receive music and art instruction and the school is particularly proud of its Suzuki violin program offered in partnership with the Orchestra of St Luke's.

Part 2: Overview

What the school does well

- The principal has demonstrated the capacity to make effective changes.
- The principal has used data to identify trends for English language learners and to provide successful targeted support.
- The principal analyzes school performance data in relation to similar schools.
- The teachers and assistant principals have a good understanding of the progress of students within their own classes and grades.
- Teachers and school support services communicate effectively to support students on individual education plans.
- The needs of English language learners are reviewed regularly and scheduling decisions are made to address their emerging needs.
- Teachers cooperate with each other in the best interests of the students.
- The school is well organized and runs smoothly.
- The students are well behaved and enjoy learning.

What the school needs to improve

- Involve all staff in developing the whole school plan to include objectively measurable goals, interim targets and a structure to monitor progress and evaluate outcomes.
- Develop a strategy that enables the administration to meet as a whole team to analyze data, share the school goals and vision and monitor and adapt plans.
- Involve all teachers in agreeing upon objectively measurable goals in English language arts and mathematics for each student with interim targets, and share these with students and parents.
- Develop the capacity of teachers to work collaboratively in grade teams for planning units of work and for working with support teachers analyzing data and planning for students receiving intervention who do not have an individual education plan.
- Develop the capacity of teachers to analyze assessment data in order to plan differentiated work for their students.

Part 3: Main findings

Overall Evaluation

This is a proficient school overall with some areas that are undeveloped.

The principal has been in her position since October 2004, after the 2 previous principals left within a short space of time. This caused some disruption and had a negative effect on some of the relationships between staff and the administration. This is having an impact on the school's ability to move forward.

The principal is driven by her commitment to the students and has already demonstrated her ability to make changes despite the difficulties she has encountered. Her use of data to identify the needs of English language learners has already resulted in increased results. The next step is to use professional development to increase the staff's understanding of data analysis.

Teachers work cooperatively to support each other, share strategies and discuss student progress. Although common preparation periods are now part of the schedule these are not consistently used for collaborative planning.

The administration team recognizes that meeting on a regular basis would strengthen their relationships and enable the school to achieve its ambitions for students.

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 principal uses a variety of data of objective data, including City and State test results, to monitor progress and make comparisons with similar schools. New York State English as a Second Language Achievement Test results are monitored closely by the principal as English language learners and the special education students are the groups of particular concern in this school. Teachers are not aware of the school's progress in relation to that of other schools.

Teachers have access to data from City and State tests, to interim assessments and school generated information such as individual reading records and student portfolios to enable them to monitor student progress. As a result, they have a clear picture of the progress of their students. The principals, teachers and coaches compare progress between classes and across each grade. The assistant principal responsible for assessment has a view of the progress of students across the whole school, but other assistant principals and teachers do not have access to this information. As a result there is no shared perception among staff of progress across the school. The principal also monitors attendance data of staff and students to look for trends. Teachers responsible for interventions such as the academic intervention service teacher and those administering the Wilson reading program have assessments built into their programs through which

they monitor the students' progress closely. Students with an individual education plan have their programs monitored and updated regularly by all involved. However, there is no coherent strategy for those teachers who support students through academic intervention services to meet with the class teachers to discuss progress and next steps.

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.

Data is used for planning, but goals are not consistently measurable and there is currently not a consistently collaborative approach. For example, the Comprehensive Education Plan was written by the principal and shared with staff, but teachers do not have a consistent view of the school's primary goals. The schedule has been designed to provide common preparation periods, but although there is much informal communication between staff, including sharing of effective teaching strategies, only some grades choose to plan together.

Students with individual education plans have specific goals, but this is not replicated for all students. The particular focus in 2005-2006 was on the performance of English language learners which resulted in the addition of extended day classes and programs involving English as a second language teachers working with students in grades one through five. Increased awareness and enhanced emphasis by classroom teachers resulted in 73 students attaining the level of proficient on the New York State English as a second language achievement test, compared with four in 2005.

Students know that they are expected to perform at their best and parents feel that they are aware of the progress of their children and that expectations are appropriate. The parent coordinator speaks English and Spanish and is regularly used to ensure parents understand information from the school and about their children. The majority of teachers demonstrate their commitment to supporting the learning of their students.

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 proficient.

To support the mandated curriculum and the focus on English language learners and special education students, the school provides dual-language classes, after school programs and the Wilson reading program. Parents are actively involved in the after school program which ensures good attendance. The Wilson program contains interim assessments which are used to monitor progress and to adapt activity as necessary.

Classroom teachers use data on progress to re-teach aspects that students have not understood, but planned differentiation of instruction to cater for individual needs or groups of students is not consistent across the school. The school uses data in order to make budgeting, staffing and scheduling decisions that support the school's priorities. For example, the focus on English language learners resulted in the appointment of additional

English as second language teachers. The intention to enable all students to succeed has resulted in a sufficient number of teachers to ensure that class sizes are small. For example, all kindergarten to grade 2 classes are now below 20 students and in grades 3 to 5 they are below 30. The principal uses data on the performance of students to assign classes to teachers. New York State English as a Second Language Achievement Test data is used to group students for specific classes. Test results and teacher assessment data are used to allocate students to extra support classes and academic intervention services. Students needing interventions may be supported with after school programs or collaborative team teaching, depending on their identified targets. Their progress is regularly reviewed, but they do not consistently have specific goals that are shared with all the teachers working with them. Many classes engage students, but some students are not sufficiently challenged by their instruction. The workshop model is being encouraged throughout the school to promote active participation of students and the use of accountable talk.

Students feel that their teachers know them well and are concerned about their academic achievement and well being. Student attendance is monitored carefully and non attendance followed up with first day phone calls.

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 undeveloped.

The principal has appointed a new assistant principal to support the goals of the school, but the assistant principals are not yet involved in using data to compare progress across the school or to develop and revise plans beyond the grades for which they are responsible.

Lesson observations and 'walkthroughs' are used to assess teachers to inform areas of professional development focus, but currently these are not clearly linked to the main school goals. Formal and informal observations are routinely used and 'walk throughs' have a focus, for example the skills to be taught in the mini lesson of literacy. Coaches provide support and feedback and model lessons.

Professional development is not currently focused on developing an understanding of how to use data effectively. The coaches are working alongside five teachers and there is some evidence of impact but this is not yet consistent. Two new study groups focused on 'the mosaic of thought' have just been established and in future the coaches will look for the impact of these studies.

Some teachers have visited colleagues in their own school and elsewhere. An example is that the librarian has visited another school as the current library needs further development to achieve its goal of integrating technology into the facility.

When planning a new unit of study, the coaches provide support, but there is not yet a consistent approach to joint planning or to the use of data to support the process. Some teachers currently plan daily and others weekly.

The principal is respected by parents and by most, but not all, of her staff. She is seen as being focused on the students, with high expectations for the performance of staff and

students. Most teachers perceive her as supportive and open to suggestion. The school is very well organized; procedures are clear and there are staff and parent handbooks, translated when appropriate, that explain procedures. Soon after her arrival, the principal observed that parents bringing their children to school were not monitored and there were concerns that people other than parents could gain access to the school at this time. As a result the number of entrance points was reduced and arrival is now closely monitored by the principal and a school aide. The parents have viewed this as a positive measure to ensure their children's safety.

The pupil personnel committee is effective in working as a team to explore the needs of particular students, to make recommendations and to ensure that appropriate actions are taken.

Links with outside organizations include the Northern Manhattan Improvement Corporation, which provides English as a second language instruction to parents. The schools' use of partnerships with other organizations in order to support its goals is proficient overall.

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 undeveloped.

The principal acknowledges that the monitoring and revision of goals is an area for development. The Comprehensive Educational Plan does not have interim goals and is not assessed for progress towards the school's identified priorities. There has been no discussion about how outcomes from professional development might be measured and how it might relate to the whole school plan.

The use of rubrics as a diagnostic tool to review curriculum planning and inform instruction is undeveloped. Student progress within classes and across grades is measured and discussed and used by individuals, but there is no structure to use this data collectively to develop and adapt future plans. With the exception of students on individual education plans, there are no specific individual or group goals for students beyond the broad expectation that they should all do their best and achieve grade level proficiency. The success of the interventions for English language learners in 2005-2006 has resulted in their continuance this year and the principal has identified that this approach to using data would be valuable if used to improve achievements in mathematics and English language arts.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 173	∅	✓	+
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.	Ø	✓	+
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.	Ø	✓	+
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.	Ø	✓	+
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		