



# **The New York City Department of Education**



# **Quality Review Report**

**The Wakefield School**

**Public School 016**

**4550 Carpenter Avenue  
Bronx  
NY 10470**

**Principal: John Morales**

**Dates of review: February 27 – 28, 2007**

**Reviewer: Stephen M. Drakes**

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## Part 1: The school context

### Information about the school

Public School 16 is a Bronx community school located a short distance from the Westchester county line. Its 671 students are enrolled in pre-kindergarten through grade 5. Sixty-two percent of its students are Black, 21% are Hispanic, 13% are Asian and 4% are White. The proportion of English language learners at 5% is below similar and City school averages. The home language of most of the English language learners is Spanish. Recent immigrants come from Jamaica, Guyana and the Dominican Republic. Nine percent of its students are designated special education students, a similar proportion to similar and City schools. The school is eligible for Title 1 funding.

Attendance is almost 93% which is close to similar and City school averages.

This school is in its first year as an Empowerment School. As an Empowerment School, it has more flexibility to make key decisions and control 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 is experienced, knowledgeable and has the skills to manage the learning community.
- The school has developed an environment where all of its members are cared about, respected and supported, and has created an atmosphere that is conducive to teaching and learning.
- Systems and procedures are in place to ensure that the school is well-organized and safe.
- The school creatively aligns and makes good use of all of its resources to best support student learning.
- The school is skilled at identifying and designing curriculum that best addresses the needs of its students.
- Instruction is engaging and reflects the school's high expectations.
- The school has a well-developed cadre of academic interventions that it uses very effectively to support learners.
- Administrators and staff target effectively individuals and groups of students who are at risk and respond quickly to their needs.
- Administrators and staff members know their students well and make themselves accessible to them and their parents.
- The school attends to the emotional, social and academic growth of its students very well.

### What the school needs to improve

- Provide more professional development opportunities for new teachers.
- Develop strategies for closing the performance gap between boys and girls.
- Continue to work toward creating clear and measurable targets for students in the school's accelerated program.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well-developed school.**

The current principal has been in the leadership role at this school for nearly eighteen years and has witnessed the significant changing demographics of the community. The school is good at adapting to meet the needs of this changing population. For example, it uses its vestibule program to acclimate older immigrant students into the school's academic culture to enable them to make progress in learning English quickly. It has built a custom curricula and programs that meet the needs of its diversified student body. Using mandated literacy and mathematics curriculum as a core, the school successfully integrates elements from other subjects to enable students to practice the skills taught in one subject in others.

The school's strong gains in student performance, especially in mathematics, are the results of high expectations for its students and its effective academic intervention program. Students strive to succeed because instruction is engaging and challenging. The school prides in that it knows its students well. It has established a family-like atmosphere that allows for valuable communication amongst all of the school's stakeholders. The school staff is accessible to all students and their parents.

### 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.**

The principal and the cabinet of this school are very much aware of the importance of data. They share these values with staff and so data is used well to inform instruction and monitor student performance. They share their knowledge and expertise in this area with the staff at regularly held faculty meetings, grade conferences, content area meetings and individual student assessment management meetings. This enables staff to use many types of assessment tools and the curriculum reviews to generate data for all of its students.

The school compares its data from year to year, student to student, and by class, grade and other schools in order to get a more accurate academic picture of each student's performance. Ongoing data analysis allows the school to respond immediately to the needs of individuals and groups of students, including different ethnic groups and English language learners. Student placements in learning groups or academic interventions are promptly adjusted whenever necessary. Whole programs have evolved out of data collection and analysis, including accelerated programs in grades kindergarten through 3 and a grade 4 and 5 combination class.

The school pays particular attention to students at the bottom or the top of performance levels. These students receive intervention services and enrichment activities to help push

them forward to the next level or to prevent them from slipping down to a lower level. The results of the school's efforts are evident in its improved student performance. The school is less secure in its knowledge of gender as it relates to student performance. Girls outperform the boys in most subjects but particularly in reading and writing.

**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 well developed.**

The principal and staff work together to plan and set demanding goals for the school. Using data as a point of departure, the school determines what works in various programs and what needs to be improved. The school is particularly strong at this task. Long- and short-term measurable goals are outlined in the school's Comprehensive Education Plan that serves as a guide used during the school year. This plan and the school's curriculum provide for all students and focuses on specific student groups and individual students. The school's next step is to identify clear and measurable targets for students in the school's accelerated program against which to evaluate effectiveness of programs and instruction.

Particular attention is given to grades and groups of students that need the most help to learn. Administrators, teachers and academic intervention providers work in study groups to examine trends and to plan appropriate interventions. As a result the school has a well-developed cadre of academic interventions that it uses effectively to support and guide students' learning. Administrators and staff are able to target specifically individuals and groups of students who are at risk and respond quickly to their needs.

High expectations are shared by all in the school community. The family-like feel of the school environment facilitates collaboration and the sharing of information, plans and ideas. Administrators and teachers are readily accessible to students and their parents. Staff are able to engage in meaningful conversations about student progress and needs, amongst themselves and with parents, because they know students so well. Established formal and informal opportunities for staff to meet with parents include the school leadership team, parent orientation, parent coordinator workshops, parent teacher association meetings and meetings with individual parents. In addition, the school has systems in place that constantly inform both students and their parents of academic performance and goals. These connections ensure that all stakeholders make a concerted effort to use data to drive their work and show good commitment to meeting the needs of 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 well developed.**

The school has designed a curriculum that best addresses the needs of its diverse student population. It starts with mandated curriculum as a framework and designs additional elements which capture the students' interest and reflects the school's high expectations. The interim data generated by this curriculum permits an ongoing monitoring of student

progress and the evaluation of the effectiveness of the curriculum itself. Teachers are held accountable for student progress and are provided assistance to this end by fellow teachers, the administration, coaches and academic intervention providers. Teachers frequently meet with school support staff to discuss student data and to plan differentiated instructional approaches to meet the diverse range of abilities and interests in each class.

Informed by data, the school creatively aligns and makes good use of all of its resources to best support student learning. As part of the Empowerment School program, the administration and staff make effective use of the wider control and discretion they have over their budget to make prudent spending choices. The school has been inventive in the way it uses space and organizes its scheduling to provide optimum support to the instructional program.

Instruction is engaging and reflects the school's high expectations. Students are challenged in their classes in an environment that asks more of them without causing them stress. The school has developed an environment where all of its members are cared about, respected and supported. Students are encouraged to share their academic and social concerns with the school staff. Adults at this school are committed to removing impediments that may obstruct learning. Student attendance at the school is comparable to attendance at similar schools and City school. The school diligently follows up all absence and has good procedures in place to maintain and improve attendance.

**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.**

Hiring decisions are made by committee that follows well-established procedures that ensure new staff members appointed to the school share the school's philosophy to use data to drive all of the school's efforts and its high expectations for student achievement. Teachers know they are expected to work collaboratively and plan lessons that engage learners and that present the curriculum in interesting ways.

Professional development goals are embedded in the school's Comprehensive Education Plan and are adapted based on staff needs and in response to changing data. Professional development takes place at the school in many forms including workshops conducted by the literacy and mathematics coaches and the school's community based partners. The school has been successful in scheduling common preparation periods that accommodate both professional development and group planning. Learning walks and teachers sharing training are other forms of effective professional development that takes place at the school. Frequent formal and informal classroom observations by the principal and the administration are yet another form of professional development. In addition, the school encourages inter-class visitations and the sharing of best practices. However, the school realizes that insufficient professional development time limits the range, depth and consistency of professional development for new teachers.

The principal is highly respected by the school's stakeholders and is recognized for his many attributes that support the learning community. These include his extensive experience, knowledge and ability to manage the school. Teachers, parents and students find him approachable and credit him as the main person responsible for the establishment of the school's family-like atmosphere. This is an atmosphere where all of its members are empowered, cared about, respected and supported. The school is organized to attend to

the emotional, social and academic growth of its students. In addition, the school's ethics of team-work and collaboration ensure that systems and procedures are in place that creates a community that is organized, safe and conducive to teaching and learning. Several community partners help the school meet its goals and include the Mosholu Montefiore Community Center, the New Ballet School and the LEAP program.

**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 well developed.**

The school community regularly monitors and evaluates its own work. It monitors student progress diligently and uses this to measure its own progress in meeting its long- and short-term goals, timelines and benchmarks as outlined in its Comprehensive Educational Plan. Using interim assessments, administrators, teacher and academic intervention personnel are able to judge the effectiveness of school plans and goals and adjust them accordingly. One of the outcomes of looking closely at student performance is the creation of accelerated classes for advanced students. The school is now working on creating clear and measurable targets for students in this program to measure more objectively how effectively teachers are challenging these students in class.

The academic program at this school is fluid and flexible. The data generated by periodic assessments and the comparison of student performance from student to student, class to class, across the grades and to other schools informs the school's decisions as to next steps for individual students and groups of students. When evidence indicates a change is required, the school makes immediate adjustments to its plans, student programming and interventions in order to meet the needs of its students. Using a customized curriculum that is both eclectic and evolutionary, the school sets successive goals that build on previous year's accomplishments.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Wakefield School (PS 16)</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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"> <li>each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>ethnic groups, English language learners, special education students*</li> </ul>			<b>X</b>
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"> <li>all other categories of interest to the school*</li> </ul>		<b>X</b>	
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.

<b>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.</b>	∅	✓	+
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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 5</b>			X