



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Kings College School**

**Public School 94**

**3530 Kings College Place  
Bronx  
NY 10467**

**Principal: Diane Da Procida**

**Dates of review: March 13 - 15, 2007**

**Reviewer: Denis Pittman**

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## Part 1: The school context

### Information about the school

Kings College is a kindergarten through to 5th grade school, located in the Norwood section of the Bronx. There are four buildings that make up the campus of Public School 94. It serves a multicultural community. There are 1042 students enrolled at the school. Approximately 10% of students are newly arrived in the country. The ethnic composition of the school roll is 58% Hispanic, 25% Black, 14% Asian and other and 3% White. The school is in receipt of Title 1 funding with 77% of students eligible. A significant number of students are English language learners (24.9%); in addition, 8% are special education students. The current attendance rate is 90%, which is just below that of similar and City schools.

The principal has been in post for 18 months.

## Part 2: Overview

### What the school does well

- The principal provides effective leadership and gives drive and direction to the school.
- The school has established a positive and productive working relationship with its community, which is enhancing the students' learning experiences.
- The school monitors the outcome of its academic intervention provision well.
- The school is developing a change culture that reflects high expectations and accountability and emphasizes the personal responsibility of students.
- Relationships between students and staff are positive and consequently students feel that staff are concerned to help them.
- The extension programs are enjoyed by students who are enriched by the experience.
- Common curriculum planning is enhancing the opportunities for collaboration and support between staff.
- Professional development is effectively promoting improvements in teaching.

### What the school needs to improve

- Ensure that senior staff effectively monitor and use data to achieve coherence within classes and grade levels.
- Develop the understanding and use of data to inform and revise teaching programs, goal setting and school planning.
- Rationalize data collection to provide more meaningful basis to determine interim and long-term goals.
- Ensure that data collection and use is consistent throughout the school.
- Improve the outcomes in monitoring of progress in relation to science and social studies.
- Continue to work at improving attendance levels.

## Part 3: Main findings

### Overall Evaluation

#### **This is an undeveloped school with proficient features.**

The principal has worked tirelessly in the relatively short time she has been at the school to create an environment in which change and development can take place. To achieve this end, a safe and generally orderly community has been created. Day-to-day administration runs smoothly, and students feel they are valued and their opinions respected. The challenge is to achieve consistency in the school's work and to improve achievement, particularly in reading and writing. An essential element of this change is to develop consistency and coherence in teaching throughout the school. Staff are working collaboratively to achieve this aim. In those lessons where the work is geared to students' level of ability, and has sufficient range of activities, students are fully engaged. The school is monitoring the progress of individual students but this is not sufficiently consistent within the school.

Parents are appreciative of the changes that are taking place in order to improve the education of their children. Productive partnerships within the community are broadening the learning experience of students. The school has begun to establish a formal basis for its continuing development.

### 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 undeveloped.**

The previous lack of rigor in the collection of data and its analysis had created significant shortfalls in the school's current access to data to inform effective decision-making. The school recognized the importance of establishing baseline data. The new principal is establishing increasingly systematic procedures to collect data to understand student performance. For example, the school has created effective procedures to acquire information such as the use of the 'Foundations' analyses which is part of the Wilson program of assessment for younger students. Individual student progress in mathematics is monitored proficiently. Gradually a more coherent overview of the school's performance is being achieved but this does not currently include the separate analysis of data to understand differing class or grade performance. The inconsistencies in gathering data, which are inherent in the system, means that the overall monitoring of progress is undeveloped.

The evaluation of students' performance based on ethnicity tends to be arrived at as a by-product of the data analysis in relation to English language learners. The baseline assessment of English language learners is improving where there are some self-contained bilingual classes. However, where there are 'push in' models of support in general education classes, progress assessment becomes more variable. The monitoring of the progress of students who were receiving support from the intervention services has been a particular focus. The systems, documentation for recording progress and communication

links with teachers have significantly improved. The progress and performance of special education students is now more clearly identified. As a result of this analysis, the school has recognized its need to amend the mathematics instruction program. The school has an effective understanding of the performance of other categories of interest to the school. The practice of using lower-grade material from a standardized program has been found to be ineffective in developing students' basic conceptual understanding. The paucity of previous information referred to above means that the school has insufficient data to make meaningful comparisons about its past performance in relation to students' progress. In a similar vein, the changing position of data in relation to similar schools means that only a rudimentary analysis is given to the data reflected in the school report card.

**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 senior leaders are involved in a scheduled collaborative process to establish medium- and long-term goals that are appropriately challenging and measurable. In this context, there has been an appropriate focus on addressing the performance of level 1 students. An emphasis has been given to the development of guiding reading through all grade levels. This work has been supported by the literacy coaches who have modeled good practice. Some interim evaluations, resulting from 'soft' data collected through walk-throughs, have highlighted shortfalls in writing skills. As a result, the school is encouraging a greater commitment to writing tasks in content areas such as science and mathematics. The school has used its performance data to address the under-achievement of English language learners in science. Students in grades 3 and 4 have been provided with effective additional lessons in science. Resources in science have been improved and five teachers were given the opportunity to attend state-funded professional development in science instruction. The information, which is being collected in individual classrooms, is now being organized in a more coherent way so as to guide curriculum decisions within grade levels or to support English language learners and special education students. This is particularly relevant to those students who are bilingual and are special education students.

The principal has established clear messages about the high expectations she has in relation to improving achievement and promoting personal responsibility. These messages are reinforced in assemblies and documentation that goes out to students and parents. In individual classrooms, this message is reinforced with the one-to-one conversations which teachers have with students. In specific terms, the creation of 'leveled libraries' in each class has conveyed to students the expectation of continuous improvement in their reading levels. This has also had an impact on student performance as indicated by the improvement shown in the ability of students to pick 'just right' books. Parents are encouraged to become involved in their child's education but the response tends to be variable. The 'cultural' changes that have taken place in the school have required alterations in work practices of staff. Consistency of practice has yet to be achieved but there is clear evidence that the staff are responding positively to these changes and that common goals are driving the work of the school community.

**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.**

The curriculum is appropriately aligned with mandated requirements. The units of a prescriptive mathematics curriculum are proficiently assessed to show the individual student progress. However, the monitoring of progress in mathematics is not strongly aligned to the standard criteria. In the literacy context, teachers have more opportunity to make specific content contributions to the curriculum map. This work has provided a more effective structure for the assessment of literacy. Staff compile a portfolio of evidence to record examples of writing skills such as editing and drafting. The development of the curriculum is improving its capacity to provide more meaningful data about student progress. The principal has clearly delineated the responsibilities of staff in relation to improving teaching and student outcomes. This is helping to hold staff accountable. The introduction of a data binder has provided a structure for better recording of information. The school recognizes the need to rationalize elements of this data collection to ensure that it can be used consistently as a basis for improving instruction. The introduction of a graphic organizer to help students structure their writing is an effective approach to differentiating content to meet the needs of students. The instructional programs for science and social studies are not being taught with sufficient coherence or flair.

The expenditure on providing classroom libraries with leveled books and the finance for a 'Foundations' program on basic phonics skills are illustrative of the way the budget is appropriately geared to addressing student needs as indicated by the data. The school prioritizes its staffing appointments according to its data. For example, the emphasis given to improving the provision for special education needs resulted in the appointment of a 'cluster' teacher with those skills. The rescheduling of the support programs to start at the beginning of the day is another indication of how the school responds to the specific needs of its students.

Where lessons provide interactive opportunities and a range of learning activities then students are more actively involved in their lessons. However, some lessons are too teacher-directed and consequently there is less engagement by students. In a broader context, teachers are supportive of students and there is a mutual respect between adults and students. Students say that they feel safe in the school and know who to go to if they have a problem. The school rightly identifies attendance as continuing issue to be addressed. Parents are encouraged to make this a high priority. However, aspects of the collection of attendance data are not rigorous enough to ensure that information is systematically passed on to the administration.

**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 administration has clear criteria for its selection of staff. The expectations of being able to work collaboratively and be open to professional development are seen in practice. The staff have been given effective guidance as to how to collect evidence in relation to guided reading and how to assess writing tasks through the development of rubrics. The ability to use data to compare outcomes across classrooms and within grade levels is however, variable. The collaboration between staff is seen in the effective planning that takes place in grade and content area meetings. This support for each other is reflected in the sharing of English as a second language strategy to promote the effectiveness of classroom instruction

where there are bilingual students. There is an effectively organized schedule of lesson observations involving the principal and assistant principals. A common evaluation chart has been created to ensure consistency within the process. The outcomes are appropriately shared with staff. The opportunities for staff to evaluate each other are more limited.

The principal is respected by staff, parents, and students. In a relatively short period of time, she has been able to effect significant changes to the tone, procedures and general environment of the school. Management systems to sustain change particularly in relation to instructional programs and the collection of data have been proficiently established. There are inconsistencies to be addressed in the evaluation of these procedures. The school is well ordered and runs smoothly.

The school has recognized the importance of developing its community relationships. A number of effective partnerships have been established including Project Arts that enriches the creative and aesthetic experience of students. The school is also conscious of its responsibility to its local community and is involved in charities such as 'Pennies for Patients'.

**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 systematic review and diagnostic assessment of student performance in order to amend interim goals is at an initial stage of development. An early objective was to establish a basis for collecting and interpreting data within individual classes. Although this is work-in-progress, a more cohesive body of information has been established to support strategic decision-making. The comparison of student progress is taking place within individual classrooms but that information is not coordinated to get a picture of comparative patterns within and between grades.

Some of the formative assessments of students work are incomplete and as such are an inconsistent measure of progress. In general terms the variability within the system has yet to be addressed in order to generate reliable information to inform the progress of plans and to amend and revise them if required. There is some evidence of diagnostic assessment impacting upon practice. For example, in the promotion of literacy objectives, the development of common rubrics is achieving consistency in grading of students' work.

Senior leaders lack rigor in their evaluation of the school's work within their areas of responsibility. The absence of coherent data means that the leadership is reacting to circumstances rather than being proactive in its management practice. In consequence, senior leaders are not sufficiently flexible in realigning practices and resources to improve academic outcomes of students.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Kings College School (PS 94)</b>	∅	✓	+
<b>Quality Score</b>	X		

<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>	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"> <li>• ethnic groups, English Language Learners, special education students*</li> </ul>	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"> <li>• all other categories of interest to the school*</li> </ul>		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		
<b>Overall score for Quality Statement 1</b>	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.

<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.		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	
<b>Overall score for Quality Statement 2</b>		X	

<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>	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	
<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>	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	
<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>	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		
<b>Overall score for Quality Statement 5</b>	X		