



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Public School 182

**601 Stickball Boulevard
Bronx
NY 10473**

Principal: Ms Anne O'Grady

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Reviewer: Martin Newell

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Part 1: The school context

Information about the school

This elementary school teaches 925 students from pre-kindergarten through to grade 5. This is almost double the number of students that was attending in 1996. Over 75% of students have Title 1 eligibility. This is broadly in line with the proportion in similar schools and a little higher than the City average.

The school population consists of 62.4% Hispanic, 33.5% Black, 0.5% White and 3.6% Asian and other students. The school has a small proportion of students who are English language learners and a slightly higher proportion of special education students. The incidence of student suspension is very low and attendance is above the averages for similar schools and the City as a whole. Very strong links have been forged with the community and there is a high level of parental involvement at meetings, performances and in-class support. This year the school was elected to host the District 8 Gifted and Talented program. The principal, vice principal and all the staff work together very effectively. Their efforts have created a unified school with high expectations to help students leave the school well prepared to meet the challenges of the next stage of their educational lives.

Part 2: Overview

What the school does well

- The strong and effective leadership of the principal and assistant principal contribute significantly to how well students achieve.
- The principal has built a highly committed team of staff who share her high expectations as reflected in the school's motto of 'Reaching for the Stars.'
- High-quality instruction accelerates students' learning because it challenges, enthuses and motivates.
- Data is used effectively to set school priorities, to inform longer-term curriculum planning and to set challenging targets at all levels.
- Teachers make good use of data in the classroom to provide a close alignment of work to students' academic needs.
- High-quality intervention programs for special education and English language students help them make good academic progress.
- The school is successful in creating a vibrant curriculum and learning environment in which students flourish both academically and socially.
- Students' enjoyment of school and desire to do well is reflected in the high attendance rates.
- Parents are proud that their children go to the school and are appreciative of the quality of education provided.

What the school needs to improve

- Provide more opportunities for students to play an active role in setting and reviewing their academic and personal targets.
- Increase teachers' knowledge and confidence in accessing and interpreting data.
- Further refine data analysis so that student performance within strands of subjects is evaluated as well as their overall performance in these subjects.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

The school motto is "Reaching for the Stars," and all the school's work is geared toward helping students to do this. All teachers set high expectations for behavior, respect, courtesy and the quantity and quality of work students are expected to produce. This is helped in no small measure by high-quality instruction and the coherent systems that are in place to assess and track students' academic progress. Staff know students' needs very well and recognize and tackle any barriers to learning at an early stage. Students are very well behaved and are enthusiastic learners who readily rise to the challenges that are set for them.

The leadership of the principal is the key to the school's many successes. She has established a staff that shares her vision for high achievement and success. A culture has been established in which every member of the school community is willing to lead by example, is always open to new ideas and constructive criticism and at the same time never forgets that the individual child is at the center of the learning process. This is a point that has been noted by both parents and students, who are proud of the school and greatly appreciative of all that the school provides.

How well the school meets New York City's evaluation criteria

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.

This area of the school's work is well-developed.

The school has established rigorous systems for assessing and tracking student progress as they move through the school. In addition to the City and State test data, the school has put in place many internal assessment and tracking mechanisms that give the school a secure overview of student achievement by grade, class and subject levels.

Data is seen as key to improving achievement and the analysis of data is led by the principal and assistant principal. They are adept at picking up on any dips in performance either by grade or subject. The school has, for example, already put in place strategies to address the slight drop in the percentage of students reaching Level 4 in mathematics by sharper target setting and increased intervention for those students on the Level 3 and Level 4 boundaries. The school's data shows that different ethnic groups and students with learning difficulties make good progress because of effective intervention programs and high quality instruction. The robust procedures in place compare the achievement of students by gender and pick up if there any differences in the progress of students in different classes at the same age level. The key factor is that issues are picked up early and they are tackled swiftly and effectively.

The principal sets challenging targets for subjects at each grade, and engages in a continuous dialogue with teachers regarding student' progress towards these targets. Data is used to identify 'pushables' and 'slipables' and the progress of these identified groups is closely scrutinised. There is an expectation that teachers use the data and target information to plan their instruction and ensure that it is closely aligned to students'

individual needs. Invariably teachers meet this expectation. This strong focus on the analysis and use of data undoubtedly makes a significant contribution to how well students achieve. However, the school has accurately identified the need for more staff to improve the analysis and interpretation of whole-school, grade-level, and subject -area data to supplement the very successful, but time consuming, work of the principal and assistant principal in this aspect of school life.

Quality Statement 2: 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 school makes good use of data to plan for each student's academic progress. The principal carries out a thorough analysis of all available test and assessment data and then provides teachers with information as to how the students in their classes are performing. Teachers evaluate and use the data to ensure that learning goals are challenging and closely aligned to students' academic abilities. Particular attention is given to those students in greatest need of improvement. The school's regular ongoing assessment procedures carefully check students' progress, and amendments are made to planning and instruction when necessary.

The school is quick to make best use the individual skills of teachers and ensure that a greater number of students benefit from specialist teaching in subjects such as science. Achievement in science has been consistently high over a number of years. The school uses data to identify school-wide areas for improvement such as further improving reading and, in particular, writing standards. Initiatives such as focused guided reading sessions, "The 100 Book Challenge" and planned opportunities to put writing skills to the test across different subjects of the curriculum are all proving successful. The weaker aspect is that students are not always aware of their individual targets and do not play a sufficiently active role in setting and reviewing their own targets.

Parents play a full and active part in their child's learning both at home and through their links with the school. There is very good attendance at regular parent-teacher conferences, during which the teacher explains the expectations of the school and outlines to parents how well their child is doing and what the next stage in their development is. This process is further enhanced by the highly effective and well respected parent coordinator who works tirelessly at making the partnership between home and school a winning and fruitful one.

Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.

This area of the school's work is well developed.

The school fully meets the requirements of the mandated curriculum but adds to it in a way that brings a further dimension to the quality of students' learning. It follows a balanced literacy program, but the high quality and quantity of reading resources the school has purchased is helping to promote a genuine love of literature in the students. The school is innovative in the way it uses its budget to purchase the services of specialist teaching in art and science as well as capitalizing on the opportunity to establish the "Studio in School" initiative and a Gifted and Talented program. A strong emphasis is put on students developing investigative skills in mathematics and science and the wide range of visits that students go on in the local community and beyond all help bring learning to life.

Given that the purpose is to accelerate students learning, the effect of all these strategies is carefully assessed and the impact on achievement evaluated. The results clearly show the programs are successful.

The quality of instruction is a strength of the school and staff prepare interesting and stimulating lessons that motivate the students. Staff willingly accept that they are accountable for the education of the students in their charge. Teachers use data effectively to ensure that there is a good range of challenging learning tasks for all students. Careful interpretation of data helps teachers provide tailor-made programs of study that ensure that no student is left behind. Lessons are conducted at fast pace and incisive questioning keeps students on their toes. Students seem to rise to the challenges that are set. They are enthusiastic and keen learners who aspire to do well "because that is what we and the school want." The students' enjoyment of school is mirrored in the high attendance rates and, as the students said, "We come everyday because we learn a lot."

Quality Statement 4: 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 principal is well respected by staff, parents and students and has a strong capacity to effect change. The school runs smoothly because everyone knows their various roles and responsibilities. A particular strength of the school is that there is no sense of complacency. The bar is continuously set higher as the school strives for excellence. The instructional leadership team works well together and all members have a good grasp of how to use data to bring about improvements in student performance. The strong working partnerships that are in place within and across subjects and grade levels provide an ideal forum for data to be shared analyzed and evaluated before it is then fed back into long and short term instructional planning. This results in well-developed plans that are geared to accelerating students' progress. In order to make the process even more effective, there is a need for the school to identify particular areas within each subject that give students the most difficulty, and to develop instructional strategies targeted to these areas of need.

Effective procedures are in place for both the formal and informal monitoring of lessons. Strengths are identified and constructive feedback given. Because teachers are professional and reflective, they are quick to implement new instructional strategies. Opportunities for teachers to share good practice and teach in teams, together with very sufficient levels of support for new teachers, all help to ensure high-quality teaching and high student performance.

Professional development activities often derive from a thorough analysis of data and are planned to meet both the school's identified priority areas and teachers' individual needs. Teachers and other staff confidently take responsibility for leading regular in-house training sessions

Quality Statement 5: 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's vision for success is articulated in a Comprehensive Educational Plan that is geared towards high student performance. All the staff contribute because the principal recognizes and values the fact that everyone has a role to play. An aura of responsibility and accountability wraps around the school because all staff are aware that the achievement of students when they leave the school depends on their rate of progress in each grade. The innovative character of the school means that it is ready to try new initiatives but at the same time it puts in place procedures to assess the effectiveness of such initiatives on student performance. Data analysis procedures are robust and play a pivotal role in how well students achieve. However, in order to make the process even effective, there is a need for the school to carry out more detailed analyses of how well students perform in strands of subjects as well as overall subjects so that any weaker aspects can be tackled.

Meetings at every level have at their core a single question: "How well are students doing?" Regular, continuous assessments constantly generate new and updated data that can be used to answer this question. This may reveal that some students are making better or less than expected progress. The key aspect is that the school acts swiftly to modify curriculum and instructional planning. If a group of students have made particularly good progress the school evaluates why this is the case and then seeks to disseminate the good practice. The high level of trust and respect between colleagues also means that if progress is slower, honest discussion takes place with the knowledge that help and guidance at every level is available.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 182	∅	✓	+
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