



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



# **Quality Review Report**

**Public School 192**

**Elementary - Middle School 192**

**4715 18th Avenue  
Brooklyn  
NY 11204**

**Principal: Liset Isaac**

**Dates of review: April 3 - 4, 2008**

**Lead Reviewer: Vic Chaffey**

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## Part 1: The school context

### Information about the school

Public School 192 is an elementary-middle school with 489 students from pre-kindergarten through grade 7. The school population comprises 4% Black, 50% Hispanic, 25% White, and 20% Asian students. The student body includes 38% English language learners and 30% special education students. Boys account for 59% of the students enrolled and girls account for 42%. The average attendance rate for the school year 2006-2007 was 94%. The school is in receipt of Title 1 funding with 100% eligibility.

## Part 2: Overview

### What the school does well

- The staff work collaboratively supporting each other very effectively.
- A good curriculum supports the learning and development of all students.
- Good relationships between staff and students contribute to an environment that promotes learning and good order.
- Very good use of data gives the school a very clear view of the performance and progress of individual students, classes, grades and groups of students.
- Targeted professional development, based on the needs of staff has improved teacher performance and classroom practice.
- Staff and students share high expectations for student academic and personal achievements and these are celebrated throughout the school.
- Procedures for monitoring and arrangements for improving attendance rates are excellent
- The school makes very good use of differentiated approaches to teaching and learning which promotes the progress and achievements of students.
- Small classes and high levels of staffing provide good support for all students
- The school uses goal setting and review procedures, efficiently and effectively for the school, students' classes and grades.

### What the school needs to improve

- Use school-wide professional development more comprehensively to address whole-school classroom teaching and learning issues.
- Further develop structures and strategies to support the achievement and progress of English language learners and special education students.
- Identify and establish more ways of reaching out into the community to make stronger relationships with parents.
- Continue to look more closely at the performance and practice of other similar schools to aid school development.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made some progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

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

The school describes itself as a “community of many different faces from many different places”. Nearly 40% of its students are English language learners and according to the school’s data, many of these are special education students. This significant minority of the school’s population provide a continuous challenge for the school. The number of students and the variety of backgrounds, demand creative solutions to meet their educational needs, which at times the school struggles to accomplish, despite the excellent use of differentiated approaches to teaching and learning, the good curriculum and small class size.

One of the reasons differentiation contributes so much to teaching and learning is because data is used successfully to plan and modify intervention strategies. The school uses available data effectively to understand the progress and performance of all its students and ensures they have achievable personal goals. The school also uses data set goals for school, grades, classes and students which it updates to inform progress toward interim- and long-term goals. Disaggregation of information provides the school with a clear understanding of the achievements of different groups within the school, and very efficient administrative practices contribute to the development and progress of all students.

Relationships between teachers and students are very good and the staff work very well together to develop good classroom practice. The school interacts well with many of its parents to support the educational and social achievements of their children. The school finds it difficult, despite considerable effort, to reach out to a minority of parents and this hinders the progress and development of some students.

The school uses innovative and imaginative practices to encourage students to come to school every day, monitoring rates closely and taking action as necessary to ensure high levels of daily attendance. The school does not make enough use of comparisons with similar schools to explore ways of improving its own practice.

The school has successfully addressed one of the two areas for improvement from the last Quality Review. Resources for technology are much improved. However, despite much effort and endeavor, it is still trying to increase the numbers of parents who are actively involved in their children’s education. The inquiry team is in place and already improving the literacy skills of its selected group of students through targeted intervention strategies.

## **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 the student's progress over time.**

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

The school's very good data collection and analysis systems enable staff to have particularly clear view of the performance of individual students, classes and grades. The data from sources such as standardized reading scores, test and examination scores and tracking sheets is well tabulated and presented to staff in an easy to read format by the school's data specialist. Teachers use this information effectively to support the performance and progress of all their students. The school disaggregates data to give a clear understanding of the performance and progress of the subgroups who attend the school, including gender and ethnic groups.

It uses its knowledge of the performance of English language learners and special education students effectively to plan interventions to support both these groups. Although the school uses the information it collects to devise plans to support these groups it has been disappointed to note the lack of progress they have made in recent years. Students requiring support in these areas make up over 30% of the school's population making their progress an issue, which the school knows it needs to address. To this end, the school has begun to reflect more deeply on its performance when compared with other similar schools. In the past, it has made broad comparisons between itself and other schools. It now realizes the need to make particular comparisons with schools whose population profile is similar to PS 192 and by doing so be able to introduce good practice used in other schools to improve the progress and performance of students.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is proficient.**

Individual students meet regularly with their teachers to set individual goals for achievement. This is a graduated process according to the age of the students. For the younger students, teachers set and explain their individual goals. Older students are more fully involved in the process of setting personal goals negotiated with their teacher, thus developing ownership of their learning and progress.

The school's meetings and staff support structure provide the basis for a collaborative system around which both teacher and classroom goals are set. Regular, formal reviews of these goals are documented. This system is efficient and effective in giving the school clear evidence of progress toward goal achievement. These practices, linked with the schools very good use and understanding of data, allow it to identify individual students and groups of students who need extra support. While the school is good at this and, for instance, clearly understands the reasons why English language learners and special education students' progress is less than the school would like, they are less successful in devising strategies to improve matters.

The school conveys high expectations of students in a number of ways. For example, traditional newsletters, continually stressing the need for good attendance, and meetings with parents reinforce expected standards. In and around the school, bulletin boards display and celebrate student work and achievement, underpinning school expectations. Parents and students have been encouraged to access Acuity data online to reinforce achievements and raise standards. Parents value the school's "open door" policy, which allows good communication between them and the school.

The school tries very hard to reach out to the parents of students whose first language is not English. It uses interpreters on a regular basis and the school's parent coordinator works tirelessly to make home school communications easier for these parents. The school recognizes it has more to do to forge closer links with these parents and is making efforts to do so.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

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

The curriculum is adapted very well to meet the needs of the individual student. The school's use and knowledge of differentiated teaching and approaches to learning is very effective. This ensures that the majority of students work at levels that are in line with their achievement level and provides the possibility to make very good progress. The breadth and variety of instruction makes learning interesting and compelling and enables students to be happy and enthusiastic learners. The school's good range of extracurricular activities and well-stocked library support and broaden the school's curriculum. The school uses the budget well to support classroom-based learning through enhanced technology resources and small class size.

The school community believes there is an environment of mutual trust and respect in the school. Students value the help, support and guidance they receive from their teachers and said, "Teachers like and care for us. They help you learn." Parents respect and trust the staff. They believe their children "are left in good hands" and that "the school has a family type of feeling". Students like the fairness of the discipline arrangements. One said, "They don't make a big thing unless they have to but things get fixed." The school is imaginative and creative in ensuring that attendance is above 94% each day. Rewards for 100% attendance include certificates, no homework on Friday passes and even pizza parties! High attendance is maintained by teachers motivating the children to come to school regularly, making contact with home on the first day of absence and by using the parent coordinator to make contact with those families who have English as a second language. The school and parents very much regret that the children do not have access to a proper gymnasium.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

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

The school uses formal and informal lesson observations, intervisitations and walkthroughs to support teachers and improve classroom practice. While staff value this support they would welcome greater formal feedback on these activities, particularly

when the practice seen is good and contributes to student development. Grade meetings, mentoring and other collegiate activities give good support to the development of teachers' skills and knowledge. These activities, linked to a mentoring program, support those new to the profession. Professional development needs of individual members of staff are established at the beginning of every academic year through a survey and a self-evaluation exercise. These activities target professional development effectively while taking into account the interests of staff. However, at present, the school community tends not to reflect collectively or plan together to address issues concerned with the improvement of teaching and learning in the classroom.

The school has a number of effective partnerships. It uses its "art residencies" very effectively to enrich the curriculum with American ballroom dancing and "puppetry in practice" being just two of the activities offered. The guidance and advisory program is well organized and supports individual students both academically and socially, despite the school not having character education as part of the curriculum. This diverse, multicultural organization runs very smoothly on a day-to-day basis. Discipline issues are firmly but fairly addressed and the students assert there is no bullying in their school.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

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

The school's well-organized meeting structure ensures procedures are in place, which enable staff to share and interpret data and to discuss student progress. The school effectively reviews strategies used to promote individual and whole-class learning across the school. It looks carefully at performance to set objective and measurable goals. These are routinely set for the school, for students, for classes and grades. For example, the planning of whole-school goals takes place every June and monitoring and review take place throughout the year in line with the school's assessment calendar. The continuous process of meetings and review, including the use of Acuity ensures that monitoring of progress toward the achievement of goals takes place regularly. The school knows its students well and carefully plans the next steps they need to take to make progress. Each student knows, and clearly understands, the goals they are working towards. These are set with their teacher and reviewed on a regular basis. Overall, the school's system of goal setting and review is very effective and efficient.

The principal wishes to make this a successful school that provides students with the skills to move on to high school. The school's stated mission is taken from the words of John F. Kennedy, "All of us do not have equal talent; but all of us should have an equal opportunity to develop our talent." The principal and her staff make sure that they give students the opportunity to develop their skills and talents everyday.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Public School 192</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				X	

### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>				X	

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
<b>Overall score for Quality Statement 2</b>			X		

### Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?					X
<b>Overall score for Quality Statement 3</b>				X	

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>