



The New York City Department of Education



Quality Review Report

Public School 189

Elementary School 189

**2580 Amsterdam Avenue
New York
NY 10040**

Principal: Theresa Luger

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Lead Reviewer: David Herbert

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Part 1: The school context

Information about the school

Public School 189 is an elementary school with 1114 students from pre-kindergarten through grade 5. The school population comprises 0.4% Black, 98.8% Hispanic, 0.6% White, and 0.2% Asian students. The student body includes 51.5% English language learners and 3.2% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2006 -2007 was 93.7%. The school is in receipt of Title 1 funding with 93% eligibility.

Part 2: Overview

What the school does well

- Data analysis is distributed across faculty so that all staff own the issues arising from it, constantly monitoring students' needs and progress.
- Action research in all classes requires teachers to explore the impact of their instruction on specific students, and draw wider implications for their practice.
- Regular and effective meetings ensure that evaluation of student performance informs all dialogue in the school and drives the next steps for instruction.
- Teachers keep their detailed assessment data in accessible binders, which are valued daily working documents.
- An outstanding range of focused and specific goals at school, teacher, subject, grade and subgroup levels now drives the school's plans for improvement.
- The school relentlessly targets students in the greatest need for support, based particularly on the expert knowledge of the principal, administration and coaches.
- Teachers are rigorously accountable for the progress of their students through ongoing dialogue conveying consistently high expectations.
- Differentiation in lessons is now highly effective, based on sensitive re-grouping of students and alignment of instruction with their needs.
- Professional development is carefully planned and delivered to build consistent strength across all teachers and support school goals.
- Robust evaluation of progress towards interim and final goals leads to responsive adaptation of strategies during the year to achieve improvement outcomes.

What the school needs to improve

- Continue refining the consistency of use and impact of the strong Benchmark Reading Assessment Kit that the school has designed and implemented.
- Continue refining the consistency of practice in classroom organization and instructional strategies in response to the new initiatives being introduced.

Part 3: Main Findings

Progress made since the last review

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

Overall Evaluation

This school is well developed.

The principal of Public School 189 describes the last year as a “transformational experience”. The administration has seized the opportunity of the last Quality Review to bring about rapid and extensive development, making good progress. Teachers say that the refined structures are “designed to be systematic”. They recognize the rigor being applied, with the result that they say, “we know what we want and what we need to have done”. Teachers now give specific examples of their increased confidence in using data and differentiating their instruction even further with it. Goal setting at school, grade, class and subgroup level now has outstanding clarity. An extensive set of goals penetrates all areas of this large school, targeting a complex range of subgroups for improvement. For example, one particular goal identifies 22 named grade 4 and 5 students who are in the lowest third for English language arts progress, but who are not special education or English language learners. The inquiry team is researching the impact of instruction on this group across all grades. The extraordinary range and level of focus enables teachers to take ownership of the goals that apply to their own students, personalizing them within their instructional planning. To pursue this in practice, teachers identify four named students in their class and write detailed short and long-term individual goals for them, supported by precise strategies and specific interim monitoring. This enables supervisors to hold each teacher fully to account in weekly discussions and quarterly reviews. The precision of the goals results from the expert analysis and knowledge of the administration and coaches, further refined by teachers in a continuous cycle of review and adaptation.

The school has designed and implemented its own Benchmark Reading Assessment Kit, with support from external professional developers. Using precise analysis of students’ reading skills, it measures progress towards reading goals through weekly running records extremely effectively. Being new, it still has considerable potential for further extension and impact. The recruitment of a large number of new teachers and the introduction of new classroom procedures places demands on the administration to ensure consistency in organization and instruction across classes. Focused professional development in the key areas identified in goals helps them to assimilate successfully whilst established teachers extend their skills further. Expert support from coaches takes professional development into each classroom so that teachers are confident in their practice. School leaders use walk-throughs, classroom observation and data analysis highly effectively. They know exactly what they are achieving in relation to school goals and adapt their plans responsively to drive the next steps. Meetings of teams and groups across the school use data routinely. They evaluate their instruction honestly and plan very collaboratively to ensure further success.

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 administration has a rich understanding of students' needs across the school and the performance and progress of all relevant subgroups of students in classes and grades. Teachers maintain detailed formative assessment binders, using them consistently and effectively to monitor progress and plan further instructional groups. This monitoring includes robust use of predictive assessments. For example, the progress of 3rd grade students during January was used to adapt instruction to start to prepare them better for transition to 4th grade later in the year. One-to-one weekly evaluation meetings between teachers and assistant principals are followed up with formal quarterly reviews to make sure data is used rigorously and progress is on track for goals. These strategies ensure that the analysis of performance and progress drives all action within the school, and involves all teachers.

English language learners are a key focus in the school. Strong collaboration with other schools gives the principal a comparison of different ways of analyzing the New York State English as a second language assessment (NYSESLAT) scores, leading to improved groupings for English language learners and better progress. The detailed analysis of subgroups and combinations of subgroups gives the school a real capacity to target goals specifically, which it is now using well.

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 well developed.

There is exceptional attention to detail across this large school. The level of impact sought is expressed in an extensive range of goals that apply to specific subgroups of students. A striking depth of expertise in administration and coaches leads to concise, data-measurable goals being defined. These detail the amount of progress and level of performance sought in subjects, grades and subgroups. Where students have fallen behind, the target level for progress is adjusted to ensure that they catch up again. A collaborative process within the administration creates these goals which are then refined in successive cycles of work with teachers.

This process is rapidly transforming teachers' attitudes and understanding due to its precision and focus. Detailed timetables and strategies are aligned with each goal to make it practical and achievable. Monitoring opportunities identify very detailed interim measures so that progress towards outcomes is tracked. Opportunities to involve parents are identified where their support is critical to achieving the student's goal. For example, a subset of one English Language arts goal on the rate of progress identifies a target of either one or one and a half year's gain in the year depending on the individual's performance level to bring each student up to standard. Each named student has an individual progress goal, measured five times across the year with the

Benchmark Reading Assessment Kit with monitoring in between, through weekly running records. This extraordinary analysis now provides a common language through the school, giving a unity of focus for the entire faculty. There is open and robust dialogue about high expectations between staff and with students, which is shared with parents regularly. Even when students succeed, there is an ongoing concern for them. Referring to one student in a monitoring meeting, an assistant principal said, "Whilst this has been a success story this is not a child you let go of."

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.

School leaders make specific choices of core curriculum materials, always with a clear rationale underpinning them. This is based on the considerable expertise of the principal and assistant principals, who have a precise knowledge of the strengths of different programs. The principal refers to "everyone being an English Language learner" to reflect the fact that the dual language base of the student and staff adds richness and variety to the school and needs to be provided for in all aspects of curriculum and instruction. The high proportion of Spanish-speaking students is a key feature that drives resource development and the organization of school provision. A good breadth of curriculum is also maintained. A good focus on art, social studies and science ensures breadth of experience for students and the new library that is about to open is a major and stimulating resource. There is a wide range of before- and after-school activities that enrich the curriculum and that students enjoy

Accountability permeates all dialogue in the school. Teachers say the principal "means business", but appreciate her positive support and therefore welcome the robust procedures. The research group of students chosen by every teacher and guidance counselor is the sharpest form of accountability, but teachers value the way it identifies the effectiveness of their instruction and assists them plan the next steps. It also drives effective differentiation in classrooms as the precise needs of these focus students are planned for, with clear implications for the wider groups they represent. The workshop model of instruction is now extending from the younger grades into 4th and 5th grade because the school knows that it works well in raising students' achievement. A stimulating level of engagement characterizes lessons, leading to a high quality of independent group work from students. This all takes place in a good climate of trust and respect. Procedures to encourage good attendance are robust and effective.

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 principal and assistant principals have refined knowledge of both teachers and students. They immerse themselves in data and the analysis of strengths and needs, enabling them to formulate the extensive and precise school goals. This leads to highly focused professional development. Reading First coaches maintain clear schedules for

development work with specific materials, content and records of sessions. They promote and model practical, classroom based activities to support teachers, always with an emphasis on assessment and analysis to judge impact on students. External professional development follows initiatives like the Benchmark Assessment Reading Kit into classroom practice to make sure it is effective. This is successful, though the depth of the resource means that there are further opportunities to embed it for even more impact in the future.

There is a growth in collaboration due to the rescheduling of common preparation time for teachers, which supports new school developments. Teachers say they are “always willing to exchange ideas and challenge each other”, and this is evident in their conversations. As a result, another teacher says, “the confidence level as a whole is higher this year”. This climate has significant impact on teachers who are new to the school, who quickly assimilate and make their full contribution. Nevertheless, responding to new initiatives places constant demand on administration in such a large school to ensure that organization and procedures in all classrooms are consistent and in keeping with shared expectations. Administration is meeting this demand effectively, though further refinement of consistency remains a focus.

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 quality of identification of need and goal setting with interim stages means that the amount of progress expected is clear in all areas. There are structures and procedures in place to ensure that progress is routinely and regularly tracked with up to date assessment information. This takes place in one-to-one meetings between assistant principals and teachers, discussions with coaches, quarterly reviews and grade meetings. There is a common language and expectation shared by all teachers.

Responsive adaptation of strategies is visible in classrooms. Groupings of students and program materials in workshop sessions change regularly. In grade level meetings, data informs proposed instructional strategies and curriculum design, such as in a 4th grade meeting deciding how to approach a new writing unit in literacy. At school level, data drives administration to revise organization and goals. For example, the Reading First components are now expanding into the older grades because of the accelerated learning achieved in the lower grades. The rapid evolution visible this year is only possible because of the secure foundations that were in place. The intensity of the growth this year has not detracted from a longer-term vision held by the administration and there is clear planning for the next stages. This means that the capacity for further improvement is extremely strong due to the good systems and procedures now established to promote students’ progress in their learning further.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 189	Δ	▷	✓	+	◇
Quality Score				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	
Overall score for Quality Statement 1				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	
Overall score for Quality Statement 2				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	
Overall score for Quality Statement 3				X	

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.					
To what extent does the school . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 4				X	

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.					
To what extent do . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 5				X	

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped