



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Walter Francis Bishop Elementary School

Public School 160

**109-59 Inwood Street
Queens
NY 11435**

Principal: Jermaine Garden

Dates of review: October 9 – 10, 2007

Reviewer: Dr Kenneth Thomas

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Part 1: The school context

Information about the school

Walter Francis Bishop School is an elementary school with 774 students from pre-kindergarten through grade 6. The school population comprises 80% Black, 13% Hispanic, 1% White and 6% Asian students. The student body includes 5% English language learners and 14% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 92%. The school is in receipt of Title 1 funding with 89% eligibility.

Part 2: Overview

What the school does well

- The principal provides calm, authoritative and visionary leadership.
- The administration provides the school with energetic leadership and well-targeted support and encouragement.
- Accurate assessment information provides the school with a precise and regularly up-dated picture of what each student can and cannot do.
- Classes are well managed and students are eager to learn.
- The consistent application of the school code of behaviour makes the school a safe learning community.
- Professional development is carefully linked to both the school and individual teacher's development needs.
- Regular classroom observations and careful analysis of data provide administrators with a clear understanding of the school's strengths and where improvement is needed.
- The school is making good progress in the use of data to measure students' progress and to evaluate the effectiveness of instructional strategies.

What the school needs to improve

- Ensure greater consistency in the use that teachers make of data to set students' learning targets and measure their progress towards them.
- Ensure that all teachers plan learning activities that are clearly differentiated, meet the needs of all students and are linked to learning outcomes.
- Make assessment a regular feature of all lessons, enabling teachers to provide students with individual support whenever needed.
- Build on the positive work of the Parent Teacher Association and extend the range of parents and caregivers who participate in their children's education.

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 proficient .

Students really like coming to Walter Francis Bishop School. This is seen in their willingness to work, their positive attitudes and regular attendance. As one student said, "Teachers make our lessons fun, but we know what the rules are and what the consequences are if they are broken." Their enthusiasm is created by the high expectations of the school, which challenges students to do their best, and is supported by a stimulating learning environment. In this school all students can experience success because both effort and achievement are recognized and celebrated.

Issues from the previous Quality Review have been addressed and good progress has been made. Attention is given to the development of students' practical and creative skills and more use is made of information technology. More effective use is made of the available time and this is enhanced by the school's integrated approach to the curriculum. Some progress has been made with regard to the teachers' use of data in setting learning targets and in planning differentiated learning activities, but more needs to be done in these areas. There is also a need to enhance teachers' skills in assessing the progress students make in lessons. The school works hard to increase the involvement of parents and caregivers in their children's education. All recognize that there is more work to do in this area. The inquiry team is being established to extend the work of existing staff teams, by providing in-depth information on progress and performance.

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 places a high priority on getting to know as much as they can about every student from the very first day at school. The principal ensures that he knows every child by name and it is a pleasure to see the welcoming way in which children are greeted as they enter school in the morning. This emphasis on the individual is apparent in the rigorous way in which the school gathers information on students' achievement and progress. Through teachers' assessments and a range of standardized tests, the school obtains accurate and up-to-date information on each student. This useful information helps the school to identify what needs to be done to assist students so that they can achieve as much as possible. This is not only the case for special education students and English language learners, but also for those the school identifies as talented and gifted.

The school also recognizes the importance of analyzing the achievements of classes, grades and subgroups within the school. These analyses enable the school to identify and interpret any trends and patterns in the data. In doing this, the school makes good use of comparative data provided by City and State statistics. In June 2007, the school received a New York State award as a school that has made good progress relative to similar schools, in closing the achievement gap. This reflects the good use the school makes of analyses of the performance of students by ethnicity and gender. Teachers have received good professional development in the use of data with individual students. The school is well advanced in planning how information from the City's new data management software (ARIS) will make the use of data in the tracking of student progress and the planning of instruction more efficient.

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.

The school makes good use of data in planning for improvement. The principal carefully analyzes the data and identifies any trends and patterns by school, grade, ethnicity and gender. The analyses enable the school to identify those students who are having difficulty and target groups for improvement. In this, the school makes effective use of the format of the Comprehensive Education Plan in identifying areas where there are differences in student performance. Common preparation time allows staff to collaborate in this process and contribute to the planning of the school's development. High expectations are communicated through these planning meetings and reinforce teachers' expectations of themselves and of their students. Through the use of a variety of assessments, the school is able to select and initiate intervention programs to provide well-targeted support. Teachers are particularly good at using data to identify individual students who are experiencing difficulty, and at planning how to overcome the difficulties. Systematic data analyses guide the design of programs for special education students.

The principal has an open door policy and communication with students is good. Students recognize that the principal, assistant principals and staff want all of them to aim high and to strive to be the best they can. In this, the school tries hard to engage the full involvement of parents and caregivers. Regular meetings provide information about students' progress and how they can be supported at home. The Parent Teacher Association is particularly active in seeking to increase the involvement of parents and caregivers in their children's education. While this involvement is slowly increasing, it comes mainly from a small but dedicated core. The school recognizes this is an area where more needs to be done to secure the full involvement of the majority of parents and caregivers.

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 proficient.

Staffing, budgeting and scheduling decisions are based on the analysis of data to support the achievement of the school's goals. The curriculum necessarily focuses on English and mathematics in order to continue to raise achievement in these key areas. Adjustments to

these courses in the light of performance data are having a positive impact on achievement. The curriculum is particularly inclusive of special education students, who make good progress as a result. The curriculum also reflects the careful thought the school gives to students' personal and social development. The integration of the arts is effective and supported by visits to cultural centers, and students respond enthusiastically to the many opportunities provided for them to engage in musical activities. Students say they enjoy being at school and this is reflected in their regular attendance and minimal tardiness. Nevertheless, the school continues to work to improve attendance. The school monitors all absences and staff are proactive in following up individual cases where attendance is a concern.

The school provides teachers with a strong body of assessment data on which to draw. There is some good quality instruction where the effective use of data provides students with differentiated learning activities. In the best practice, students are challenged at a level that is well matched to their achievement levels. In these lessons, teachers use grouping, conferencing, exemplification and probing discussion to make students think. Students never have to wait for others to catch up. However, there is inconsistency in the use teachers make of data to plan lessons that provide the right level of challenge for students of different achievement levels in the same grade. Further, many teachers have not fully developed assessment strategies that enable them to check students' understanding as lessons progress and identify where additional support is needed.

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 are highly respected by the whole school community and lead the school very well. The school runs smoothly on a day-to-day basis because expectations and procedures are clear and reasonable. There is zero tolerance on any behavioral issues and the large majority of students respond well to the clear boundaries. This supports students' academic and social development well. The principal's motto of "discipline with dignity" is reflected in the relationships between adults and students. These are based on mutual respect and are well modelled by the principal and his staff. All staff recognize the importance of developing a sense of trust so that students will ask for help when necessary. Students are aware of this and are confident that support is available for them when they need it.

Well-planned professional development enhances the school's capacity for improvement and ensures that those who are new to the profession receive good support. Professional development is carefully aligned with the school's improvement plans. Meeting time for faculty to review progress and plan strategies for improvement supports this process. This is helping to increase teachers' accountability for their professional development. Observations of classroom teaching by the administration are regular and fully integrated in the school's work. These are essential tools in accelerating learning. The teachers appreciate the feedback that they receive from the principal and his assistants, whom they recognize as excellent practitioners. However, peer observations among teachers are mainly informal and not structured in a way that allows systematic feedback on agreed areas for improvement.

Partnerships with other services and community-based organizations enhance the school's program. As well as partnerships with mandated agencies, there are imaginative

curriculum projects to support the integration of the arts. The school also reaches out into the community to support a variety of charities.

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 principal and assistant principals demonstrate a clear vision for improving the school. They have a clear understanding of the importance of self-evaluation and this is a particularly effective aspect of their work. The school efficiently collects, analyzes and uses data to monitor students' progress and make comparisons between the performance of different groups and classes. Reasons for and causes of achievement gaps are identified and appropriate action taken. Teachers receive good information about what they themselves need to do to become even more skilful, although the recommendations are expressed more in terms of strategies and actions rather than in measurable outcomes to be achieved. The school is well advanced in its thinking about how data can be used to set achievement targets for individual students and to measure its effectiveness in helping students to attain them. The school makes effective use of the Comprehensive Education Plan as a working document, monitoring progress towards strategic goals and changing actions as appropriate. Similarly, progress in relation to interim goals is also measured,

The curriculum is kept under close review and an integrated approach ensures that students are provided with a balanced program. Careful attention is given to the needs of special education students and, through the grouping arrangements, to the needs of the talented and gifted.

The principal, assistant principals and staff are committed to doing the very best for the students. Together they have created a cheerful learning environment that fosters a clear sense of values and high aspirations. All have a very clear understanding of the tasks ahead and approach them with purpose and much enthusiasm.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Walter Francis Bishop Elementary School	△	▷	✓	+	◇
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 . . .	△	▷	✓	+	◇
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 . . .	△	▷	✓	+	◇
2.1 engage in collaborative processes to set demanding, 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?				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?				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 make 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	