



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Public School 195

**1250 Ward Avenue
Bronx
NY 10472**

Principal: Andrew Kavanagh

Dates of review: November 1 - 2, 2007

Lead Reviewer: Bruce Berry

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Part 1: The school context

Information about the school

Public School 195 is an elementary school with 486 students from grade 2 through grade 5. The school population comprises 24% Black, 74% Hispanic and 2% Asian students. The student body includes 24% English language learners and 22% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2006-2007 was 90.2%. The school is in receipt of Title 1 funding with 94% eligibility.

The school shares the building with two other schools.

Part 2: Overview

What the school does well

- The principal's and assistant principals' good leadership and management are providing the drive for continually improving student outcomes.
- Teachers work very well in teams to plan curriculum and instruction.
- There are very good systems in place for supporting students in greatest need of improvement.
- The curriculum and enrichment programs provide students with very good academic and cultural experiences.
- Very good professional development programs enable teachers to gain knowledge and skills to improve their instruction.
- Very good communication systems give parents high-quality information about the work of the school and their child's achievement progress.
- There is a very caring and respectful culture in the school which enables the students to enjoy their learning in a safe and happy environment.
- The school has very good procedures and incentives to encourage students to attend school regularly.
- Parents are very pleased with the quality of education and care the school provides for their children.

What the school needs to improve

- Provide consistency in goal setting in order to improve whole-school, subject and student achievement levels.
- Further improve the use of data to periodically monitor the progress of all classrooms, grades, subjects and subgroups.
- Improve strategic planning to include interim goals in order to monitor progress in reaching long-term goals.
- Ensure that the differentiation of instruction and activities are consistently matched to the students' learning needs.

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 proficient.

Since the last Quality Review, the school has increased the use of technology in classrooms and across the curriculum. Good progress has been made in increasing participation of parents in the work of the school. Less progress has been made in the use of differentiation of instruction to address individual student needs and in goal setting to provide students with the next steps of learning. The school leaders are providing the momentum for continually improving student outcomes. The varied curriculum and enrichment programs provide students with enjoyable and challenging learning experiences. Students in greatest need of improvement receive excellent support from class teachers and other services in the school. The school provides parents with regular information through students' progress reports and through school based workshops. The senior leaders and teachers create a calm and caring culture in the school and provide celebrations of student achievement through displays and rewards. High-quality professional development programs are helping teachers to improve their knowledge and skills. The school is not, at present, consistently analyzing data in all areas of the curriculum to ensure that the progress in student achievement is maintained in all classrooms, grades and subjects. There is not a consistent approach to goal setting for individual students and in the setting of interim goals to monitor progress in reaching long-term goals. The inquiry team has met several times and is in the planning stage for the research project.

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 proficient.

The school has effective data systems for tracking the progress of students at classroom level. Teachers have received invaluable training in the use of data and are continuing to upgrade their knowledge and skills as new systems emerge. They consistently use binders to record assessments and to monitor the progress of each individual student. Running records in reading and conference notes in writing give the teacher clear evidence of student progress. In mathematics, student progress is tracked effectively to identify that students have mastered particular skills. Senior leaders have conversations with teachers and thoroughly check progress by reviewing the teachers' assessment binders. They also regularly collect and monitor the progress of students in reading at individual student, classroom and grade level. There is not, however, the same rigor by

school leaders in collecting and monitoring data for all areas of the curriculum to ensure consistency is achieved in all classrooms, grades and subjects.

The school has successful procedures in place to ensure that special education students and English language learners make good gains in achievement. Special education students receive instruction and support in two self-contained and three collaborative classes. They also receive valuable individual or group instruction from a specialized teacher. English language learners are excellently supported in bilingual and general education classes. They make good progress through individual support, which is targeted to improve their skill levels in the areas identified from test outcomes. High-achieving students receive excellent support and challenge in their classroom instruction and in the Saturday enrichment program. For example, the students are involved in building robots using computer technology and they take part in competitions throughout the year. The school effectively monitors its own year by year progress. It has made some improvements in mathematics and maintained similar levels in English language arts. Annual progress of ethnic and gender groups is closely monitored for trends in the outcomes for different groups. There is not, at present, effective use made of the internal data systems for periodically checking the progress in achievement of all the subgroups in the school. The comparison with other peer schools reveals that the school's performance compares well with approximately half the schools in the group.

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.

There is a collaborative process for agreeing plans and goals to improve achievement in the school. The school leadership committee consults with all groups to agree goals for the following year. The goals in the strategic plan are measurable and have an annual time frame in which they are to be achieved. There is not, however, enough consistency and challenge in the goal setting process to ensure that gains in achievement are sustained at whole-school, subject and student levels. Baseline assessments take place at the start of each year in English language arts and mathematics and are used to plan curriculum and instruction. Teachers carry out regular assessments and provide individual and group interventions where a need is identified. Some teachers agree goals with students to provide them with invaluable information about their next steps of learning. This process, however, is not consistently used to regularly provide all students with information to help them to improve their achievement levels.

Students in greatest need of improvement receive high-quality support, which enables them to make excellent progress over time. Teachers use data to identify specific learning needs and provide individual and group instruction for students. Students receive good support from academic intervention services and after school tuition. School leaders and teachers successfully convey high expectations to students and parents. Teachers create colorful classroom displays to celebrate the students' work. The school has excellent communications with parents and provides them with regular high-quality information about the work of the school and their child's achievement progress. Parent workshops give invaluable information to parents on curriculum and other social aspects of the work of the school. An open house session at the start of the year gives parents the chance to talk with the teacher about the forthcoming work and ways they can help their children at home. Parents are very positive about the quality of education and care the school provides for their children.

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 school's stimulating academic programs provide interest and challenge for the students. The programs are effectively structured to provide consistency in all classes throughout the school day. The workshop model is used in reading and writing and has an excellent range of activities to maintain student interest and engagement. The school follows the everyday mathematics program and the city suggested curriculum for science. Grades 4 and 5 are following a new innovative document based inquiry program for social studies. Technology is successfully used to provide variety in some instruction programs. Teachers and students use smart boards and laptops to undertake interesting research activities through special software programs and the use of the internet. Art and dance programs give students other excellent cultural experiences. For example, the students work with a company of dancers and prepare for performances they give in the school.

Teachers create a positive and safe environment, where students enjoy their learning. Classroom visits and walkthroughs by senior leaders ensure that instruction is well planned and provides interesting learning for the students. Teachers use data well to plan instruction. There are some good examples of differentiated activities in reading workshops, where students are using leveled reading books. There is, however, inconsistency in the use of differentiation for matching activities to the students' learning needs. Efficient use of budgeting, staffing and scheduling gives effective support for the curriculum and instruction. Each of the special education classes is given extra support by the employment of staff in each classroom. Cluster teachers work with classroom teachers to plan instruction and support for individual groups of students. The purchase of laptops for teachers and computers in classrooms is helping to give students experience of new technologies. The school has thorough procedures and positive incentives to encourage students to attend school regularly and be on time. For example, the top three attending classes are announced in an assembly each week.

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.

Senior leaders conduct frequent classroom observations and walkthroughs in order to ensure that instruction is engaging and interesting for the students. They give teachers valuable feedback which allows them to reflect on and to improve their instruction. The coaches provide valuable support on areas of instruction where teachers are in need of further guidance. The assistant principals' walkthroughs often have a focus. For example, they check that the classroom environment is consistent throughout the school and has displays which celebrate students' work and achievement. The school has excellent systems in place for supporting teachers in gaining knowledge and skills to improve their classroom instruction. Teachers complete a survey of their professional needs and the outcomes of the survey are used to plan development workshops and lunch and learn sessions. Essential elements of learning, writing and conferencing and the use of technology in instruction are some examples of the workshops on offer to the teachers.

Teachers also have the opportunity to visit other classrooms to share ideas and good practice with their colleagues. New teachers are given excellent guidance and support to help them settle into their new environment. They also meet together in workshops designed to help them with their identified needs. They are supported by a mentor and have an induction program on all aspects of the work of the school. They receive excellent support from the principal and the coaches, who make frequent visits to their classrooms and provide valuable feedback to help them improve their practice.

Teachers operate effectively in a variety of teams to provide good support for students' academic and social well being. They have common preparation time and grade conferences to plan curriculum and instruction. They also use this time to thoroughly review the progress of individual and groups of students. The family support team monitors student attendance and reviews the progress of students causing concern. They plan academic intervention programs for students and decide on other services which may be required to help the students and their families. The guidance counselor provides excellent support for the students' social development by visiting classrooms to give short workshops on a number of topics. For example, workshops this year have covered positive attitudes, goal setting, self esteem and study skills.

The school has excellent procedures which lead to a calm and safe environment for student learning to take place. The students are able to articulate the basic rules of the school, which are contained in a policy document which is shared with students and parents. All the teachers receive a helpful handbook containing all school policies and procedures. The school has a limited range of partnerships which provide enrichment for students and professional development for teachers. One organisation provides an academic after school and Saturday program for students. Some parents are trained as learning leaders and work effectively with individual children to support their learning. Other services are purchased by the school to provide consultants for literacy and mathematics, as well as reading and writing workshops for teachers.

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 proficient.

The school's strategic plan sets out appropriate annual plans and goals for improvement in most subject areas. The senior leaders carefully monitor reading levels for all students, classrooms and across each grade to ensure that progress is being maintained. They meet with teachers to ensure assessment information is being used to plan interventions in order to improve student progress. The strategic planning does not, however, include the use of interim goals in order to monitor progress in reaching long-term goals. There is not, at present, the same rigor or regularity in the monitoring of progress in some curriculum areas as there is in that for reading. Teachers make good use of their assessment data to plan curriculum, instruction and interventions for students. They regularly review curriculum and instruction plans in their common planning time and make revisions to the plans when needed. School leaders use the outcomes of periodic reading levels data and information from teachers to modify strategic plans as and when needed. Senior leaders and teachers carry out an appropriate annual review of curriculum and plan curriculum maps and pacing calendars for the following year. The strategic planning is not, at present, providing sufficient rigor and interim checks on progress to further raise the achievement levels across the school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 195 (X195)	△	▶	✓	+	◇
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