

Quality Review Report

2009-2010

Public School 198

Elementary School 198

**4105 Farragut Road
Brooklyn
11210**

Principal: Joy-Ann Morgan

Dates of review: January 11 – 12, 2010

Lead Reviewer: Marianne Ferrara

Part 1: The school context

Information about the school

Public School 198 is an elementary school with 639 students from pre-kindergarten through grade 5. The school population comprises 92% Black, 4% Hispanic, 2% White, and 2% Asian students. The student body includes 3% English language learners and 22% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2008 - 2009 was 94.6%.

Overall Evaluation

This school is proficient.

The principal is a strong instructional leader who strives to implement coherent programs and instructional strategies throughout the school. The school makes thoughtful and innovative organizational decisions and effectively uses resources to provide materials and internal and external supports for initiatives. Creative programming enables teacher teams to meet during common preps and weekly professional development periods. Teachers use these opportunities to collaborate effectively and review curriculum. The review of student data and work products is the basis for sharing current instructional practices and refining diagnostic and teaching skills. However, the entire school community is not yet involved in the full decision-making process, thus reducing understanding of and commitment to new initiatives.

School leaders examine data to create school-wide goals and to determine the instructional focus for the school year. The school implements action plans to achieve these goals. There are no structures in place within these plans, however, to use short-term goals and benchmarks to make adjustments to the curriculum and to periodically evaluate the progress the school is making toward achieving these goals.

The extensive analysis of data from ongoing assessments drives lesson planning and instruction. Assessment binders provide a comprehensive record of individual student and class data. The school uses this information to track progress, identify trends, revise practices and create student, class and grade goals. The practice of one-on-one conferring enables teachers to monitor the strengths and areas of improvement for each student. Students benefit from this practice since teachers plan differentiated learning experiences and provide students with strategies to specifically target their learning needs. The school shares this student data and goals with parents. However, this practice is not consistent throughout the grades. Some parents receive reports only during designated Citywide reporting periods, as the school does not provide interim progress reports.

Parents communicate with the teachers and appreciate the willingness of school leaders to address their concerns and encourage their recommendations. Enrichment opportunities are available for some students during after school programs. However, the lack of external partnerships limits the academic opportunities and social-emotional services available for all students and families

Part 2: Overview

What the school does well

- School leaders make strategic decisions that support instructional practices and student achievement.
 - Data from the Progress Report and observations reveal a gap in student achievement between English language arts and math. The strategic decision of school leaders to use resources to target professional development, and to improve data analysis and instructional practices, benefits all teachers. In addition to offering Saturday workshops, teachers participate in study groups, observe model lessons and receive support from their school support organization and consultants from external agencies.
 - Through creative programming, teacher schedules include several common prep periods and a weekly professional development period on every grade. Teachers work collaboratively and engage in an exchange of practices that result in an improvement in the delivery of instruction. The school-wide implementation of the workshop model and a 'read aloud' at the end of each day, engages each child and teacher in a cooperative systemic activity.
- School leaders and faculty use data to identify student strengths and areas of improvement to provide effective interventions.
 - Teachers use results from formative and summative assessments to create a learning profile for each student. Assessment binders serve as warehouses for collecting data and tracking progress of individuals and sub-groups of students. Conferring notes and information pertinent to monitoring progress produces an ongoing account of individual and class performance.
 - Teachers share information with school leaders, who use this data to evaluate learning outcomes and monitor school, class and individual student trends. End-of-unit tests and tracking of student's reading levels provide the data necessary to set goals and implement specific interventions. A pilot literacy program to strengthen independent reading ability has resulted in a positive impact on the learning outcomes of individuals and sub-groups of students.
- Teachers work collaboratively in teams to examine student work, to adjust their instruction and share effective practices.
 - The inquiry and grade-level teacher teams meet regularly to discuss student growth and to identify areas of concern. Teachers agree that data is now the focus of their planning. Working collaboratively to analyze student results enables them to engage in collegial conversations, design lessons to address specific student needs and to benefit from the expertise of colleagues.
 - An outgrowth of teacher team collaborations is an increase in teacher diagnostic skills and an ability to adjust teaching practices. Teachers

discuss student strengths and challenges, and use a variety of in- and out of classroom resources to make instructional decisions to improve learning plans and goals for students.

- Parents support and trust the administration and staff, forming a home-school partnership that benefits the academic and social growth of students.
 - Parents receive information about school programs and offerings that encourages them to be partners in their children's education. The Families as Learning Partners program increases participation in school activities. By attending family nights, they take part in learning experiences that they use at home to support their children.
 - Parents agree that the school has a welcoming environment and say that they are active members of the school community by offering their assistance to teachers and administrators. They discuss areas of concern and recommendations with teachers and school leaders. The parents appreciate having a voice in school matters and trust the principal stating, "She really wants the school to succeed."
- School leadership provides good support for implementing the standards-based curriculum resulting in delivery of coherent instruction.
 - The school uses rigorous analysis of school data and results from classroom observations to identify systemic needs. The implementation of coherent instructional practices throughout the school is currently a priority. The principal is a strong instructional leader who supports the workshop model of teaching. Effective structures are in place to assist teachers in the implementation of good instructional practices and to produce a systemic approach to delivery of instruction.
 - The school uses common assessments throughout the grades to align standards and evaluations. The administration uses school-wide data to determine trends and to provide staff members with a range of professional development opportunities to target their needs and improve their instructional practices.
- Teachers align classroom practices with individual student needs, resulting in effective differentiation of instruction.
 - Teachers differentiate their instruction as a result of using disaggregated data and the practice of one-on-one conferring with their students. These practices enable teachers to evaluate accurately the various ability levels of their students. Students receive the individual attention and instruction they require for remediation or enrichment.
 - Instructional strategies that target specific areas of need result in increased student engagement. Students actively participate in learning activities and say that the attention they receive helps them to overcome their learning difficulties. They agree that working with their teachers individually or in small groups gives them the confidence to ask for help and be successful.

What the school needs to improve

- Develop short-term goals and benchmarks for school-wide plans in order to monitor progress, make revisions and effectively evaluate success.
 - School leaders use many sources of data to create annual school goals. Short-term goals and benchmarks are not in place to evaluate the progress that the school makes toward achieving long-term goals. Consequently, tracking progress and trends consistently to revise systemic action plans is not consistent practice.
 - Teachers establish individual short-term goals with students. However, the use of timelines to measure the progress of long-term class and grade goals is inconsistent throughout the school.
- Identify partnerships and community based organizations to provide students with greater access to interventions and enrichment during and after school.
 - Supplementary programs for students depend solely on school funds. Consequently, only a limited number of students can participate. Not all students have the same opportunities to expand and develop their talents in the arts, or to receive additional instructional support.
 - The school is presently planning with an external agency to develop programs for the school community. However, internal support services for families are only available through part-time personnel.
- Extend faculty involvement in school-wide planning and decision making to provide an increase in staff commitment to programs and initiatives.
 - To improve student academic and social outcomes, the school implements the systemic use of the workshop model and supports the existing behavioral intervention program. However, lack of on-going school-wide conversations hinders the ownership and effective implementation of these initiatives by all constituents.
 - A behavior-management program is in place. However, not all staff is aware of the available data regarding disciplinary actions the school takes and reports. This lack of understanding affects the implementation and impact of the program.
- Provide students and families with interim progress reports at consistent intervals to inform them of student progress.
 - Parents receive formal reports regarding their children's progress at designated times during the school year to coincide with parent-teacher conferences. However, the distribution of written interim progress reports to monitor student progress is currently not in place.
 - ARIS Parent Link is available to help parents better understand student performance. Not all parents are currently aware of the value of using this tool to help track their children's growth throughout the grades.

Part 3: School Quality Criteria 2009-2010

School name: Public School 198	△	▷	✓	+
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>				
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Overall score for Quality Statement 1			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>				
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		
Overall score for Quality Statement 2			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	▶	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?		X					
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			X				
Overall score for Quality Statement 3		X					
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	▶	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?		X					
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	▶	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	▶	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed