



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Eastwood

Elementary School Q095

179-01 90th Avenue

Queens

NY 11432

Principal: Dolores M. Reid Barker

Dates of review: November 30 - December 1, 2010

Lead Reviewer: Veronica Yurcik

Part 1: The school context

Information about the school

Eastwood is an elementary school with 1346 students from grade K through grade 5. The school population comprises 44% Asian, 35% Hispanic, 15% Black and 5% White students. The student body includes 31% English language learners and 10% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2009 - 2010 was 95.1%.

Overall Evaluation

This school is developing.

What the school does well

- Differentiated learning tasks support individual needs, promoting student thinking and engagement in classroom learning activities.
 - Across classrooms, teachers work diligently to design center activities and strategy groupings to meet their students' learning needs. For example, in a third grade class, some students read definitions of vocabulary and located words within context; other students worked on character analysis and answered comprehension questions requiring them to defend their conclusions with text evidence, and other students worked with partners to compare time periods and to develop a poster based on an historical fiction book they had read.
 - Teachers integrate listening, reading, writing and speaking tasks within lessons. This provides for regular practice of needed skills and a range of activities that keeps students attentive to assigned tasks and results in comprehension as evidenced in their work products.
- Caring staff members provide a safe learning environment for students, cultivating positive academic outcomes and social-emotional well-being.
 - Teachers describe their students as “great” and their fellow teachers as “dedicated, hardworking, nice colleagues”. This respectful tone translates into strong cooperative efforts that produce a very safe and industrious learning environment. As the principal states: “Children feel protected here.” “It is a place for boys and girls and their families.”
 - Students demonstrate excellent behavior and attentiveness in completing their work assignments. They trust their teachers and acknowledge that “you get a lot of support”. As one student summed up, “People care because they give me what I need to learn.” Students are clear about learning expectations and are able to verbalize their learning goals across content areas resulting in increased student progress.
- Teachers use student assessment data to set differentiated goals promoting positive student outcomes.
 - Grade teams meet formally and informally to use formative and summative data to shape goals for their grade based on identified needs. One result was the implementation of a strategy called SCOPE, an acronym for setting, character, order of events, plot and ending, which helped students organize their thinking to accurately retell stories.
 - Grade K-3 teachers conduct on-going progress monitoring assessing students weekly, biweekly or monthly based on tri-annual benchmark scores. In addition, teachers make use of scripted curriculum to access extension activities for more academically able students, all of which insures support and the setting of differentiated learning goals.
- Strategic organizational decisions recognize school needs and advance progress toward achieving school goals.

- The principal's tactical investment in a strong technology infrastructure, purchase of an online data management system that culls data directly from the New York City Department of Education, implementation of dual language classes, and a full complement of teacher coaches support school goals for achieving academic success through differentiation.
- Multiple common planning periods and block instructional periods ensure time for teachers' professional collaboration and sustained focused instructional time needed for in-depth instruction resulting in effective instructional activities that increase student performance.
- The school carefully implements standards-based curricula generating common learning expectations that result in positive academic growth.
 - Staff members have begun to compare Common Core State Standards with their current standards-based curricula identifying writing as a key area for emphasis. Teachers credit students' success to the school's structured curricula that have comprehensive foci on skills and diversified learning activities.
 - The school's chosen curriculums emphasize higher order thinking, through a focus on skills such as inferencing and drawing evidence based conclusions. The consistency across grades and subjects in providing materials and lessons that meet the rigor of grade level demands is developing.

What the school needs to improve

- Develop systems to assess effectiveness of teacher collaboration, capacity-building and leadership to build coherence of practices.
 - The principal praises teachers for their collegiality and meets weekly with staff developers to evaluate teacher needs, but there are no structures in place for on-going evaluation of teacher team work. As a result, there is inconsistent monitoring to insure focused and strategic collaboration that supports improved student learning outcomes.
 - Supervisors collaborate regarding observations in formal and informal evaluations and respond to teacher requests for assistance, but do not have systems to regularly assess the effectiveness of hiring, capacity-building, evaluation and mentoring supports. Consequently, the school is limited in its ability to effectively develop pedagogy for improved student outcomes.
- Improve specificity of teacher feedback to elevate school-wide instructional pedagogy to improve academic outcomes.
 - Supervisors provide feedback and make performance evaluation decisions based on classroom observations. However, feedback lacks reference to student data and work products and tends to focus on management rather than effective teaching skills. This lack of specificity impacts negatively on pedagogy and student outcomes.
 - School leaders insure that new teachers have mentors, buddy teachers and coach support. They also provide support to teachers who ask for assistance,

but they do not goal-set with teachers to provide differentiated support for improving student outcomes based on specific teacher learning needs.

- Restructure inquiry teams to support systematic analysis of student work with concurrent reflection back to practice to inform adjustments to pedagogy.
 - While the school has a dedicated data inquiry team and monthly grade inquiry teams, they are only getting started with the initiation of a school based option, (SBO) for weekly meetings, effective December 2010. The focus of the teams has been on sharing strategies rather than on reflection back to teaching practice and needed changes in pedagogy, thereby reducing the school's ability to meet more rigorous learning goals.
 - Teachers share student work and assessment information to get insight into students' needs. However, the analysis of student work products is a developing skill. This lack of detailed data reduces effective instructional adjustments needed for improved academic rigor.
- Improve protocols for assessment analysis for identification of sub-group needs to make needed curriculum adjustments that improve academic outcomes.
 - Teachers use interim assessment results that supplement summative data to focus on individual students, but do not focus on the identification of sub-group needs to effectively inform class, grade and school-wide instructional decisions, resulting in insufficient information for improving their outcomes.
 - Teachers use standardized assessments to evaluate practice but do not consistently evaluate student work products to create a clear picture of instructional needs and strengths. Grading rubrics are in use but tend to be generalized rather than specific to the task, thus inhibiting understanding of next learning steps.
- Establish better tracking systems to measure progress toward interim and long-term goals more accurately so that needed adjustments can be shared with the school community to increase student achievement.
 - Supervisors use periodic assessment results to identify specific needs and inform changes for students in after school extended day programs, but do not effectively communicate these changes to the school community to positively impact daily instruction and home support. Some students say that their teachers conference with them about once a month, while others state that they have almost daily conferences. There are no formalized systems to communicate with parents between marking periods. This reduces feedback necessary for student support.
 - Planning is done on a year-to-year basis. The lack of a multi-year strategic long term outlook to build needed capacity negatively affects the achievement of higher levels of performance school-wide. Supervisors use interim assessments to identify progress, but have not sufficiently identified specific benchmarks to support accurate measurement toward meeting set targets.

Part 3: School Quality Criteria 2010-2011

School name: Eastwood	UD	D	P	WD
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>	UD	D	P	WD
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	
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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		

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>	UD	D	P	WD			
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					
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>	UD	D	P	WD			
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					
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>	UD	D	P	WD			
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						
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed