



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

**Public School 022
443 St. Marks Avenue
Brooklyn
NY 11238**

Principal: Carlen Padmore

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Reviewer: Jacqueline Pentlow

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Part 1: The school context

Information about the school

Public School 022 is an elementary school with just over 600 students from grades pre-kindergarten through 5. The majority of students, 81%, are Black, with 15% Hispanic, 4% Asian and 1% White. The school has 9.1% special education students and 7.5% English language learners. The school receives Title 1 funding for 97.6% of its students which is much higher than the City average. Attendance is 89.8% which is below the average for New York City schools.

The school is inclusive in that it serves a range of special education students. These students are, for the most part, taught in the main school classes.

Part 2: Overview

What the school does well

- The strong leadership of the principal is moving the school forward at an increasing rate.
- The school's culture encourages all students to achieve their best.
- The school provides a bright working environment that encourages learning.
- A comprehensive professional development program, especially for staff new to teaching, is in place.
- The school is child-centered and develops the whole person in a nurturing environment.
- Students are well known to staff and the school is building up their self-esteem by celebrating success at all levels.
- Parents are becoming increasingly involved as volunteers.
- A range of outside agencies is involved in helping the students to succeed.

What the school needs to improve

- Develop planning so that it provides a clear timescale and identifies small, measurable steps needed to achieve the goals at classroom, grade and school level.
- Ensure that data is used to identify trends and areas of need for specific groups and then put plans in place to address those needs, for example to raise the attainment of boys.
- Use differentiation more consistently in the classroom to meet the needs of all students.
- Develop the consistent use of formative feedback to students so that they know what they have done well, what they need to improve and how to do so.
- Review the structure of the extended day to ensure that all staff use the time efficiently.
- Monitor the strategies introduced to improve attendance to ensure their effectiveness not only overall but also at an individual student level.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

Public School 022 is a proficient school with some well-developed features. The principal has been in place for two years and in that time has changed the culture of the school so that parents say their children love to come and learn.

The school's long tiled corridors have been decorated in an innovative way to provide display areas and murals which make the building bright and encouraging. Many of the displays celebrate the various ways students have succeeded and throughout there is the culture that anyone can be successful. The students now respect their school. The new principal has introduced a number of changes all focused on raising the attainment of the students.

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 student progress over time.

This area of the school's work is proficient.

The school collects a wide range of data including early childhood literacy assessments, the Princeton Review interim assessments and school-based assessments at the start of each year. Each week there are common grade assessments in mathematics and literacy.

The data available to and generated by the school are being used in a variety of effective ways. At the beginning of the year, assessments are used to identify the starting point of students in a new setting and they are used to measure the progress from the previous year. Any anomalies compared to previous test results are followed up by the leadership team and with a scrutiny of samples of work. Data from the summer school are also used to compare students' attainment in a different learning environment and to supplement other data. Sub levels are used in a number of tests to give a more detailed and accurate indication of progress.

During the year data is used particularly to keep track of the progress of individual students, and the students are well known by the staff, but data is less specifically used to monitor the performance of different groups, including gender differences. However, data is used for the purposes of comparing different classes and to make comparisons with similar schools.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

Data is used at various levels to set goals. Teachers break down scores according to skills and the available data from the weekly assessments are discussed at grade team meetings. A comparison is made with the expected levels so that the mathematics and literacy coaches can use this information to assist the teachers in identifying areas that need revisiting and also for planning for the progression of the topic. However, the data is mainly used at an individual student level and not to identify trends or to monitor specific groups. Historically, girls outperform boys in all areas. To raise the achievements of boys the school has introduced more activities to give boys more positive role models. The behavior of boys and their enthusiasm for school has clearly improved and the school is monitoring achievement to identify the rate of overall improvement. Some data is analyzed by teaching group and then individual meetings are held between the principal and the staff in order to focus on way in which the teacher can raise attainment levels.

Students identified as needing specific support get direct differentiated assistance from a paraprofessional or support teacher. Sometimes advice may be given to teachers about the best way to differentiate classroom work. There are some enrichment activities for the more gifted children. These areas are still developing and all teachers are not yet planning for work suited to each student’s individual needs. English language learners get direct support and some are in a class where the teacher has specific skills in this area in order for them to reach their goals in a shorter time. Students who have disabilities are very well monitored to enable them to reach their goals.

Parents now believe that the school has high expectations for their children. Staff talk far more freely to the parents who now feel more involved in what is going on and that their children are challenged to achieve their best. The parents also speak very highly of the parent coordinator and his role.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is well developed overall.

The selection of the curriculum, staffing and budgeting decisions, engagement of students and student teacher relationships are all well developed. The curriculum has been revised in order that the programs more closely meet the needs of the students. These programs provide stimulating activities that engage the students and lead to improved progress. A wider curriculum is now in place that includes a range of sporting activities and music with a new art program about to start. These programs develop the students as a whole person taking into account their wider needs and interests, again resulting in improved progress. The program used for English language arts has been reviewed to include appropriate new courses and materials.

Staffing decisions are always made for the benefit of the students and with an eye toward raising attainment levels. A common grade schedule enables staff to share ideas and experiences in a meaningful way. A common preparation period on three days each week

allows time for informal and formal grade meetings and a non-common preparation period on the other two days allow staff to observe each other and to learn from examples of good practice. This has resulted in a steady rise in the quality of learning by the students.

The students are well known by the staff. Relationships in the classrooms are very good. This is promoting a positive learning environment where the students are experiencing success. All students feel safe and have a person to whom they would go if a problem arose. Support for students with a physical disability is very good, with the majority of these students receiving their education alongside the other students in the school.

Walking around the school there is an atmosphere of calm and focused learning with all students actively engaged in the lesson. The vast majority of students are well behaved. Programs for the few students needing counseling or time away from a classroom situation are provided in a supervised quiet work area. Display boards are celebratory and along with students' books show the use of a range of scoring and encouraging comments self-that are raising students' self-esteem. Teachers' comments on work are encouraging but formative constructive comments telling the student what to do to improve the work and how to do it are inconsistently used.

Attendance is currently below the New York City average but the school has set a high target of 97%. There are monthly awards for full attendance and a team of people follow up students with continuous poor or erratic attendance. The impact of these strategies is successful in raising attendance levels overall but the school does not know how they are affecting the attendance of individual students.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around 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 is providing strong leadership in moving the school forward and is complemented well by a new assistant principal. She has already shown her ability to effect positive change through the new curriculum and new staff appointments. There is a secure process of appointing new staff with potential teachers coming into the school during the summer and teaching a model lesson. On her appointment the principal immediately interviewed staff holding posts of responsibility to ensure they were the best person for the job. New staff have been appointed to key roles and the principal has improved the balance of male and female staff so that there are suitable role models for all the students.

Staff professional development is seen as important in raising student attainment. The loss of the 100 minutes that was used for professional development has meant that other models have been considered. Consultants have been brought in for both literacy and mathematics, and they work with staff asking for assistance and those identified as needing support, whether in an area of personal development and where they have students with particular needs. There is a lot of in-house professional development both on a formal and informal basis. Support for staff new to teaching is good.

Formal observations are carried out effectively with the pre-meeting being used as a professional development opportunity to discuss areas previously identified as needing improvement. If an unsatisfactory level is given, further professional development is offered. Alongside this is a range of informal observations from the learning walks and,

here, generic points are shared with the staff and any individual points observed are followed up with staff. The total focus is on improving the school and raising attainment levels.

The principal is well respected. Staff recognize that the school is moving forward. Parents quote examples of the changed attitudes of their children. Students are also very positive about the school and know that they will be challenged if they do not give of their best.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

Individual students are monitored well within the classroom and there is effective monitoring to compare different class groups. Interim assessments are used to measure group and individual progress. Effective measures are taken to support staff with any problems identified. Teachers are held accountable for their results.

The Comprehensive Education Plan is detailed and gives a clear analysis of the school's yearly goals. There is no timescale showing small, measurable steps as a way towards achieving the goals. Monitoring covers the main goals but there is no mechanism for adapting and modifying areas as circumstances change during the year. It is not a user-friendly working document.

The newly introduced extended day is presenting a number of problems now that a large number of students not involved are traveling by bus. Senior staff are aware that the logistics of overseeing these pupils and the dismissal of other students has resulted in the loss of time allocated to the extended day. An effective way has not yet been found for the principal and assistant principal to effectively oversee what is happening at this crucial time for those students involved in the extended day.

The school is focused on improvement and the strategies put into place are beginning to have a positive effect in rising standards, particularly in mathematics. Most people associated with the school recognize that it is a much calmer place than previously in which students show respect and are keen to learn.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 22 (PS22)	∅	✓	+
Quality Score		X	

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 student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	Ø	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3			X
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	Ø	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
Overall score for Quality Statement 4			X
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	Ø	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	