



The New York City Department of Education



Quality Review Report

The Eastwood School

**Public School 95Q
179 - 01 90 Avenue
Queens
NY 11432**

Principal: Dolores M Reid Barker

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Reviewer: Ken Bryan

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Part 1: The school context

Information about the school

Eastwood School, Public School 95Q, is a multicultural, multilingual elementary school serving grades kindergarten through 5. The school exceeds its official capacity and the campus comprises a main building plus a portable annex. The school enrolment is approximately 1300, whose ethnic composition is approximately 44% Hispanic, 36% Asian, 18% Black and about 2% White. Up to 14.5% of students have arrived within the past three years, which is significantly higher than Citywide, State and similar school averages. The largest group of recent immigrants has come from Guyana. Over 27% of students are English language learners. The percentage of special education students, at just over 6%, is lower than Citywide or State averages.

The children are served by a large number of educational professionals, with many specializing in the teaching of English as a second language, eighty-four teachers and another sixty-six support staff. The school values high attendance, which currently is approximately 95%, higher than other similar schools or Citywide.

Part 2: Overview

What the school does well

- Eastwood School provides harmony within its cultural diversity.
- The school gathers data very effectively using a wide range of accurate and reliable assessments.
- The school uses data extremely well to provide objective analyses of student performance and progress.
- Eastwood School has effectively developed systems to monitor progress within ethnic groups, for English language learners and for special education students.
- The school uses data very effectively to target its intervention support staff for special education students.
- Professional development is well planned, effectively delivered and aligned fully with the school's improvement plans.
- The school's cabinet and extended cabinet teams work very effectively to provide very clear leadership and support.
- The involvement of parents in student learning, and in supporting the school community, is a very well-developed feature of the school.
- The vision, determination and guidance provided by the principal are potent forces for improvement within the school.

What the school needs to improve

- Further develop strategies to track student progress within the classroom to include the use of diagnostic or formative assessments to inform differentiation.
- Set challenging goals and further develop programs to raise achievement with the school's level 2 students and English language learners.
- Plan and develop programs for recent immigrant students in order to accelerate their progress in language and communication.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Eastwood School is a well-organized learning community led by a dynamic and effective principal. The school's cabinet and extended cabinet effectively use data to inform instruction and student learning. The frequent use of City and other assessments has been successful in targeting additional programs. The school's cabinet is not complacent and sets challenging goals for school improvement. Programs are constantly modified to adjust to the need of the diverse groups within the school. Professional development is effective and support is successfully provided through the use of coaches who are well trained to provide instructional guidance. The quality of the teaching and the management of learning are consistently effective. There are many extended learning programs for English language learners and special education students.

The school is also an important part of the local community and a thriving parent teacher association supports it well. The school provides opportunities for the parents to become more involved in pupil learning through language workshops. The students behave well and work hard and the school has high expectations. Student attendance is higher than average.

In summary, Eastwood School is a well-managed, successful, thriving and orderly multi-cultural community with high aspirations. The harmony created within such a culturally diverse school is very apparent.

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 well developed.

Eastwood School uses a range of assessments to generate data on each student. The school effectively uses this data to track individual student progress and to analyze the achievements of classes, grades and sub-groups within the school. Comparative data is also used well; the school analyzes City and State statistics and it is also very effective when interpreting trends and patterns in the data, by school, grade and individuals. The school is aware of the performance of its students by ethnicity, particularly in respect of the languages spoken by its more recently arrived students.

Through the use of a variety of assessments the school is able to select and initiate intervention programs to provide well-targeted support. The assistant principals, who are each responsible for two grades, coordinate this. They work alongside the testing coordinator and coaches who provide specialist support for literacy, mathematics, bilingual teaching and English language learners. Programs for special education classes, including collaborative team teaching sessions, have been informed well by data analyses.

The school is proud of its results, but it remains a challenge to move students from level 2 to 3. Recent data shows a decline in achievement, in part because of the rise in the numbers of English language learners who have not had sufficient time to become proficient in English. The school recognizes the need to implement programs for these students to ensure that they make the progress of which they are capable.

There is clear evidence that the teaching staff use data in the classrooms. Formative assessments, including the use of diagnostic methods need to further underpin the use of test data to inform and develop the use of differentiation.

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 well developed.

The organizational structure at Eastwood is clearly defined and effective. The use of a variety of coaches or staff developers provides the foundation for individualized programs for instruction. The school has well-established structures for planning and evaluation. Grade level collaborative meetings are well led and are excellent forums for assiduously analyzing cohort or individual student progress. Teams of teachers meet regularly. Collaborative planning is used very effectively across the school.

The school coordinates the communication with parents successfully. Letters are sent to the parents and caregivers as well as the student report cards. These are effective ways of communicating. Parents are encouraged to attend conferences in the school and the school is endeavoring to widen its provision for parent workshops and classes. For example, the school provides additional support with basic skills for parents. This community involvement is a strong feature in the school.

Individual education programs and the academic intervention services action plans are useful tools to facilitate improvement through the involvement of parents and specialists. At the classroom level, teachers conduct student conferences. These discussions focus upon areas for development and personal targets, and are very effective tools for promoting individual self-improvement.

The school has been successful in targeting support for most sub-groups as defined by ethnicity or level of achievement. The school is effective at focusing support for those students in greatest need of improvement. For example, the school has introduced a number of intervention programs to help raise achievement, including Saturday club, early-riser class before school and after-school classes. The school has identified recent immigrant students and those students achieving level 2 as priorities for action within its Comprehensive Education Plan. There is clear evidence of planning for bilingual children, English language learners and special education students, but detailed planning for recent immigrant and level 2 students is not as well developed.

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.

The emphasis within the curriculum is upon basic skills, based upon Reading First, Teachers’ College reading and writing and Everyday Mathematics. The school aligns and implements the mandatory curriculum and it effectively monitors the impact of programs through the analysis of interim data. The programs are well supplied and assessment is a key focus. Interpretation of the data informs adjustments to the delivery and the timing of the content. The curriculum is broadened effectively with the addition of science, social studies, physical education and music.

The school’s budgetary decisions are effectively informed by the careful monitoring of needs implemented by the coaches and the assistant principals. Staffing and scheduling decisions are also informed by student data. This information is analyzed effectively by the school leadership team, the assistant principals and by the coaches.

The Two-Way Bilingual Project serves students with limited English proficiency and applies interventions which include supplementary programs such as Saturday Academy, extended day and those provided by the academic intervention services. The classrooms are bright purposeful places, being well supplied and reflecting the work of the students.

In many aspects there is consistency across classrooms, although some teachers are more confident than others in using data to plan differentiated learning. The students respond very well to instruction. Their behavior is very good, both in the classrooms and around the school. This is a strong feature of the school. Teachers have some flexibility to adjust the curriculum according to the assessment outcomes. The final session of the school day is successfully used to reinforce and consolidate learning.

Attendance levels are higher than City-wide averages and the school strives to improve further by encouraging regular attendance through class targets and rewards. The principal reviews attendance daily, teachers also monitor absence and are pro-active in following up individuals. The children want to be at their school. They feel respected by the teachers and believe that their needs are being met.

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.

Experienced and creative staff serve the students. Selection is based upon the needs of the school and many of the staff have special education and bilingual skills. The faculty is expected to have the capacity to use data effectively in their planning and teaching. Teachers with less experience feel supported well by the school's extended cabinet.

A strong feature of Eastwood School is the way in which the faculty work together as a team led by pro-active, experienced practitioners at all levels. The use of data is central to leadership and management and all instruction. Teamwork is very apparent, and under the guidance of the principal, the teachers feel well supported. Support is given through a range of targeted professional development opportunities from outside school, but more

importantly from their colleagues. The coaches play a very important part in providing advice and support at the classroom/student level as teachers adapt their teaching methods and programs. This happens within the class, at workshops, conferences, at lunchtimes and at grade meetings. The principal and the cabinet/extended cabinet members each receive their own professional development provided by outside agencies. Courses provided include the teaching of mathematics, bilingual education and classroom management.

The principal has high expectations for her staff. She is highly respected by all staff and her influence upon all aspects of school life is considerable. She encourages a collegiate approach, there is a high level of consistency across the school, the working atmosphere is very positive and the staff feel as though they develop professionally. The principal and assistant principals regularly conduct informal classroom visits and the teachers are observed on a formal basis, normally once a year as required. The school runs extremely smoothly within a purposeful atmosphere, despite the cramped nature of the building.

The school actively engages with local organizations such as the YMCA, which effectively supports adult literacy programs, the Learning Through Arts initiative and local volunteer groups within the community.

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 well developed.

The school's strategic management is very effective at identifying needs and providing intervention programs. The Comprehensive Education Plan is produced through the collegiate involvement of all staff. It has detailed priorities, regularly reviewed by the school improvement team in monthly meetings. There are also regular reviews of mathematics and English language arts action plans and the programs for special education, bilingual and English language learners. Weekly academic intervention service meetings focus upon individual students and are an opportunity for assistant principals, coaches, special education staff and language support staff to meet to review programs. The triggers for intervention come via the teaching staff, in conjunction with the parents. This is a well-developed feature in the school.

The coaches and the assistant principals have been successful in comparing pupil progress across the different grades, considered as being vital to maintain consistency. Teachers successfully and, when possible, creatively modify the programs, with guidance from the coaches. There is some flexibility during the day to alter the teaching program or to hold student conferences and teachers take good advantage of this. The basis for this consolidation arises from the effective use of data provided by periodic or interim assessments. The school has identified the need to apply diagnostic assessments more effectively to inform differentiated instruction.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Eastwood School [PS 095]	∅	✓	+
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.	∅	✓	+
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.	∅	✓	+
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.	∅	✓	+
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