



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Eastwood School

Elementary School 095

**179-01 90 Avenue
Queens
NY 11432**

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Lead Reviewer: Jean Mackie

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Part 1: The school context

Information about the school

The Eastwood School is an elementary school with 1273 students from kindergarten through grade 5. The school population comprises 17.8% Black, 39.3% Hispanic, 3.6% White, and 39.0% Asian students. The student body includes 30.5% English language learners and 5.7% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance for the school year 2006 - 2007 was 94.4%. The school is in receipt of Title 1 with 77%eligibility .

Part 2: Overview

What the school does well

- The principal and her staff are strongly committed to maximizing the achievements, both personal and academic, of the students in the school.
- The school collects and analyzes a wealth of data to monitor the achievement and progress of the students.
- The school uses data effectively to quickly identify those students in need of particular support and provides a good range of services to help them.
- Teachers have established high expectations of both work and behavior which the students respond to well.
- There are some good examples of paired and group discussions which enable the students to develop their language, share ideas and help each other.
- Classrooms are stimulating and language rich which helps to support all students but especially those who are English language learners.
- The school provides some well-focused professional development and there is mutual support among teachers in their planning and sharing of ideas to improve instruction.
- The students enjoy school as evidenced by the good attendance.
- Relationships between students and adults within the school's diverse community are very positive and this ensures that the students feel safe and secure.
- Parents are supportive of the work of the school, appreciate the regular communications, and value the open door policy of the principal and her staff.

What the school needs to improve

- Build on good practice to strengthen differentiated instruction by exploring ways to adapt what is working well in literacy so that ideas are shared across grades.
- Provide more regular opportunity for teachers to visit each other's classrooms so that peer learning can take place and capacity can be built.
- Strengthen the strategic goal setting process, especially for sub groups, and establish benchmarks against which progress can be measured throughout the year.
- Build on the positive developments of the work of the data coordinator to provide support for staff in the use of data to monitor student progress and inform planning.

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 well developed.

The principal and her staff have continued the ongoing drive to secure improved achievements for the wide diversity of students in the school. Expectations remain high and the students are responding well to them. The school has taken constructive steps to tackle the recommendations from the previous Quality Review and these are already having some positive impact. The principal has introduced additional support and new diagnostic assessments such as the Spell Read program. These steps are increasing the capacity to meet needs more effectively. At present, however, the school recognizes that there is still more work to do to strengthen differentiation in teachers planning. In addition, and longer-term goals for groups, including English language learners and recent arrivals to the country, are not as well formulated as they could be.

The school remains successful in using data to monitor progress and providing well-focused support for students, especially English language learners and special education students. Teachers use data well to group students in class and some purposeful accountable talk ensues from these arrangements. Relationships are strong and there is a purposeful, calm climate throughout the building. The school is welcoming to parents and provides valuable opportunities, such as the Autumn Festival, to celebrate the broader achievements of students through language, art and music.

The school has established an inquiry team that appropriately includes representatives from all of the various staff groupings. The team has identified a target group of older students at risk of underachieving. There is a meeting schedule and class teachers of the target group have already been involved in identifying their students' specific needs. The team has also arranged orientation meetings for staff and parents. The data coordinator has proactively guided the team towards considering a range of possible assessment tools to monitor the progress of this student group. The school overall is well placed to secure further improvements by building on what is working well and applying systems more flexibly so that student needs are being met even more effectively.

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 well developed.

The school collects and analyzes a wealth of data to monitor the achievement and progress of the students. The City and State tests are carefully analyzed so that the

administration can gain a picture of the overall school performance in English language arts and mathematics and how they compare year on year. Results at grade level are scrutinized and these are analyzed further to give an indication of how well the students are doing in each class. The school is also tracking performance as the grades move through from year to year. In this way, the school has a comprehensive picture of performance and progress.

A detailed breakdown of students' personal details and assessment data plus portfolios of work are given to teachers at the beginning of each year. This data provides them with very useful information about the starting points of the students in their class. Regular assessments throughout the year enable the teachers to keep a close check on student progress and identify any who are not doing as well as expected. Given the high proportion of English language learners who join the school, effective systems are in place to assess their level of language fluency quickly so that appropriate intervention can be provided for them. Progress in acquiring English language proficiency is regularly monitored. A similar level of careful data analysis ensures that special education students are quickly identified and provided with appropriate support.

The principal is aware of the relative performance of boys and girls and noted that the boys, in general, achieve better. She is determined that expectations of girls both in school and at home, should be as high as those of the boys. Data analysis by ethnicity is undertaken so that the performance of English language learners from Hispanic and Asian backgrounds is compared. The school is very aware of how well it is doing compared to other schools. The data coordinator is making good progress in collating and analyzing the increasing range of information that is available to schools. The school recognizes the need to provide ongoing support for staff in using the new data system.

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 well developed.

Members of the school leadership team, which comprises the principal, teachers, staff and parents, work collaboratively to construct the school's Comprehensive Education Plan. Previous performance is analyzed carefully to inform the whole school goals. Targets for improvement are somewhat modest given the school's successful history of improving rates of student progress. Annual targets have been set for sub groups, such as English language learners, in mathematics but not in English language arts.

Nevertheless, there is a strong commitment from the principal and her staff to ensure that all students achieve as well as they can. This drive underpins the rigorous goals that are set for individuals and groups of students following careful analysis of data. The higher achieving students from each grade are identified and placed into a homogenous class so that the level of challenge more easily matches their needs. Data is used very well to identify those students who would most benefit from dual language, bilingual and collaborative team teaching settings so that realistic but challenging goals are set for them too. The wide range of intervention teams work very well with teachers to support the students in meeting their goals. The individualized education plans of special education students are carefully constructed and progress towards their targets monitored carefully. The school has identified a target group of 4th and 5th grade students who are underperforming and is currently in the process of setting challenging goals for them.

Students and parents are very well aware of, and appreciate, the school's high expectations. Frequent communications through fliers, monthly newsletters and phone calls ensure that parents are fully abreast of what is going on in school. Regular parent teacher conferences provide good opportunities for parents to discuss their child's progress and actively engage in setting future goals. Any additional support identified for a student is discussed fully with parents prior to implementation. Students discuss their work with teachers and are eager to succeed. The whole school community is working hard to ensure that the students progress as well as they can.

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 literacy and mathematics programs are firmly embedded to ensure that basic skills are developed from an early stage. Teachers analyze regular assessments to identify skill deficiencies. They then provide frequent opportunities to ensure that the students revisit these areas and improve their understanding. In addition to the core subjects, the curriculum, including after school programs, provides good opportunities for art, drama, music and physical education.

The school uses one literacy program up to grade 3, and a different one from grade 4. They have different approaches and are strictly adhered to. There is little flexibility to combine the best features of each program more widely across all grades. Some lessons are also at risk of becoming too mechanistic. In most classes, however, teachers provide a stimulating language-rich environment, which contributes well to the students' learning. Data is used regularly to group students for their literacy and mathematics work. Classroom routines are well established and there are good examples of paired and group discussion, both independently and with the teacher. The homogeneous groups enable the teacher to target questions at an appropriate level so that all students can engage. At times, group work is used when a whole class approach would be better and vice versa. The school holds staff accountable for the outcomes of the students and recognizes the need to support staff to develop their skills of differentiation in the classroom further.

Relationships between students and adults within the school's diverse community are very positive and this ensures that the students feel safe and secure. The climate in the school reflects the strong commitment of the staff to both the personal as well as the academic development of the students. The school has very secure systems for monitoring and promoting good attendance and punctuality. Families, for the most part, respond to these well. The principal uses her budget judiciously to ensure that staffing and material resources are available to meet the identified needs of the students. Scheduling is similarly very carefully planned.

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.

The cabinet undertakes regular classroom observations, which, along with data analysis and other contextual factors, are used well to inform both whole school and individual

professional development needs. Some teachers who have moved grades have required support in adjusting to a different literacy program, for example. A recent whole school professional development session responded to the identified need of supporting teachers further in using data to inform differentiated instruction. Teachers have common preparation time which is often effectively used to share ideas and practice. Visits to other schools are arranged, but there is not a systematic approach to intervisitations within the school so that teachers can learn firsthand from one another in a known environment.

The Virtual Y after-school program provides invaluable support in reading and homework for many students. In addition, there is an extensive range of support services for students, especially English language learners and special education students within school, after school and on Saturdays. All these contribute positively to the good progress that students make. Effective procedures are in place to ensure that the very large school community runs smoothly on a daily basis. The calm atmosphere in classrooms and hallways is testimony to the positive way in which any discipline issues that arise are dealt with.

The school has extensive links with many outside organizations, including universities, which all contribute positively to the aims and objectives of the school. Students also perform in a number of community bases so that they reach out to the neighborhood as well as benefiting from the support provided to the school by local sources.

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 well developed.

The Comprehensive Education Plan is a detailed document but it does not contain specific interim benchmarks so that progress towards the annual goals can be measured at key times during the school year. Similarly, benchmarks are not formally in place for each teacher's class. Nevertheless, the school has rigorous systems for tracking the progress of students using outcomes from a wide range of periodic assessments. This is achieved through the comprehensive meeting structures that exist so that all groups within the school are able to review performance data. In this way, the school is able to identify strengths plus areas for improvement and take appropriate steps to tackle them. New programs, such as the Spell Read, have been introduced to support English language learners in particular, and additional F status teachers have been hired to provide extra in-class support. Each new plan builds constructively on the previous plan, following thorough evaluation.

Teachers keep a close track of their students' progress and are quick to note those that are struggling or at risk of not making the expected progress. They work closely with the various support services in school to amend programs and interventions to ensure that the students get the well-targeted help that they require. The ongoing professional dialogue between the teachers, administration and intervention staff ensures that responses to identified needs are timely and flexible. The principal and her staff are continually looking for ways to improve outcomes for the school's students. There is a clear determination to build on current successes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Eastwood School	△	▶	✓	+	◇
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