



The New York City Department of Education



Quality Review Report

**Ten Eyck, Public School 196
207 Bushwick Avenue
Brooklyn
NY 11206**

Principal: Janine Colon

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Reviewer: Rodney Braithwaite

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Part 1: The school context

Information about the school

Ten Eyck elementary, Public School 196, is a neighborhood school with 417 students from pre-Kindergarten through 5th grade. The school shares the building with a middle school. Seventy-one students are enrolled for special education, which is above the City average and that of similar schools. Seventy-three students are English language learners. About 86% of the students are Hispanic, 13 % Black, and the remainder of them are White or Asian. Of the students newly arrived, 3% of the school enrollment, is from the Dominican Republic. Attendance of students remains static at around 93%, in line with that of City and similar schools. In recent years the number of students enrolled at the school has fallen significantly, due to local reorganization of schools. The school is in receipt of Title 1 funding.

Part 2: Overview

What the school does well

- The whole school community shares high expectations, and a relentlessly positive approach to the education of its students.
- The principal sets a shining example in her leadership of the school, through her dedication, calmness and good grace.
- The school has a very strong and multi-talented administration, which sets a tremendous pace for improvement and high achievement.
- Levels of achievement in English language arts and mathematics for the last are much higher than those of similar and City schools.
- All teachers consistently place a high priority in developing their instructional skills, and work very supportively together in all grades.
- Students love coming to school, enjoy their learning and show good knowledge of what they need to do to improve.
- The school offers a considerable range of high quality extra curricular activities which enriches the learning of many students.
- There is a strong partnership between staff and parents, which is enhancing student learning.
- Through regular assemblies, the school encourages students to celebrate together their work, their attendance, and their life together in school.
- The school uses support services and outside bodies very effectively, ensuring that the needs of all students are met.

What the school needs to improve

- Develop technology to the same high level of achievement as other subjects, by increasing resources, and opportunities for students to develop their skills.
- Initiate new methods of promoting the success of the school more widely in the community, in order to reverse the decline in student numbers, caused by reorganization.
- Develop data to an even higher level, through analyzing the value the school is adding to the progress of different groups of students.
- Use professional development in order to help teachers to improve further their conferencing skills.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Visitors to the school are aware from the moment they enter that they are somewhere very special. The welcoming manner of students and staff typify the overwhelmingly positive approach of everyone in a happy and caring school, where high achievement is constantly encouraged and celebrated. This has been created very rapidly since the arrival of the principal three years ago. Under her inspired leadership the school has gone from strength to strength. The assistant principal and cabinet share a common vision for raising achievements in the school. Together they have supported and guided both existing and new members of staff in their quest to give students the best possible start to their education

These common aims have led to rapid improvements in the progress and achievements of students, who share the same expectations of themselves as their teachers. The school sets high, but attainable goals, and the staff is highly skilled in producing and using data accurately to monitor and guide the progress of students. The needs of all students are known, and the school is very successful in ensuring that they always receive sympathetic guidance and help. Students react in a similar positive way. They show great pride and excitement in their achievements, and enjoy their learning and share good relationships with friends and teachers. Parents also appreciate that their children are receiving care and an education of high quality.

The school knows what it needs to do to improve because its self evaluation is thorough. Further development of data analysis, an improvement in technology resources and skills, and in teacher's conferencing skills is already being planned. The need to promote the school's high quality in the wider community in order to attract more students is recognized as a high priority. The school has a recent fine track record of achievement, indicating a good capacity for further improvement.

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.

The school uses a considerable range of tests and assessments to provide staff with information on the learning and progress of all students. These include regular use of the schools' own devised tests, as well as the Princeton review and NYSTART data. Results are consistently analyzed and item skills analyses are used to group students for targeted instruction. This, with improved instruction skills, has resulted in dramatic improvements in learning across all grades in the last three years. Although the administration guides the analysis and use of data, teachers also have a good understanding of what it tells them, and how all their students regardless of ability, ethnicity or gender can make continued good progress. The school is now ready to create even more informative data which will track the value added to the learning of students over time.

The school constantly compares itself, not just with similar schools but with all schools. Following the recent publication of City test results, the whole school celebrated its ranking as third in the district. This closely follows a New York City 'Closing the Gap' award for improvement in 2005, and the school reaching the last 24 schools nationally in the National School Change Award this year.

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 administration, along with teachers, constantly promotes the ongoing assessment of goals for learning for all students. A variety of assessment data is used to group students according to specific needs, and support personnel such as the coaches, academic intervention team and other educational evaluators join with teachers in establishing plans for targeted instruction. In reading, for example, the progress of all students is tested every four to six weeks, and decisions taken as to their next steps in learning. This applies to each individual student, to all groups and every grade. There is a high level of consistency throughout all classes in teachers understanding the learning of their students and being able to set appropriate targets which often lead to rapid improvements. Those students most in need of support benefit very much from well focused instruction during the extended day, such as developing a real love for poetry.

A major strength of the school is the consistently high level of expectation by staff, that they will guide their students to achieve as well as possible. This is shown very much in the test performance of students over a wide ability range. Students like being given a high level of challenge, claiming that 'teachers always push you to do your best, and reach your highest potential'. Parents also appreciate being valued partners in the education of their children. They take opportunities to attend workshops where they learn about the curriculum and how they can help their children achieve the targets set by teachers. Caregivers are also helped to understand better such topics as assessment, and support activities given to students, and appreciate this guidance. They say, 'teachers are always there for us, always calling us and giving us updates'.

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 school gives considerable thought to the development of a wide curriculum for its students. The administration is absolutely determined that the school should not be obsessed by the results of tests, because there is a good understanding of the value to learning of applying literacy and mathematical skills in many curricular areas, which is visible in the work portfolios of all students. A major strength of the school is the wide variety of extra-curricular activities it provides. Many students participate in enrichment clubs such as ballroom dancing, photography, yoga, cooking, chess and newsletter. In addition there is a school band, studio-in-a-school, and math 24 game club. Many educational grade trips are also made. The school recognizes though, that an important

area of the curriculum, namely technology, needs improvement. This is because of a shortage of some resources, and students lack sufficient opportunities to broaden and improve their skills.

Teachers are very clear that they are accountable for improving instruction and the learning of students. Rather than be intimidated by the high pace and expectations set by the administration, and the demands of the schools focused plan, they positively relish the challenge. There is great consistency in the eagerness of teachers to improve, which is enhanced by the frequent opportunities they have for observing coaches, the assistant principal and the principal model good practice. The school rightly evaluates strengths in differentiated instruction and interdisciplinary methods of instruction targeting every student's strengths, weaknesses and needs.

Teachers have very good relationships with their students who respond to them with respect and trust. Most students are good attendees, with parents claiming, 'They want to come to school even when they are 'dying', and when they are there they never want to come home'. A small number have lower than average attendance, but the school has good, well established procedures for intervening in these cases.

The principal manages the budget shrewdly and resourcefully, and decisions are closely related to the needs identified by student data. A feature of the budget management is the encouragement to each member of the cabinet to initiate bids for educational grants, which has met with considerable success.

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, with significant strengths.

The school has developed a very successful collegiate approach to the selection of staff. Led by the principal, the cabinet takes joint responsibility for defining the needs of the school and making decisions on appointments. Teachers are chosen who fulfill the very high expectations of the school, and can demonstrate not only good instructional skills, but also the ability to be adaptable and flexible and have an overwhelming desire to improve their skills. Teachers must also show that they can use data rigorously in planning and can accept almost daily evaluation of their professional skills. The schools success in its strategy is shown by the way new teachers have rapidly met the expectations of the administration in the last year. Both experienced and newly qualified teachers share the administration's vision of constant improvement in an inspiring and dynamic learning environment. This leads to a high level of teamwork, many inter-visitations, and commendable openness and support through peer evaluation. Professional development is driven by the needs of individual staff and the accurate evaluations of instruction by the cabinet. Currently, for instance the school has identified the need for teachers to develop higher level skills in conferencing, and for some teachers to be given opportunities to see good practice in other schools as well as their own. Information is constantly exchanged by teachers both in and across grades. Parents are amazed at how well teachers know students across the whole school, as well as in their own classes.

The principal, through her classroom observations and walk rounds, has an excellent knowledge of the standard of instruction in every classroom. She sometimes acts as a fine role model by demonstrating lessons, as do the assistant principal and coaches. She is

rightly held in the highest regard by the whole staff, students and parents. Parents greatly value her knowledge of, and care for all of the students. Students genuinely care for her, and what she wants and thinks about them. This is transparent in her daily assemblies when she sets the atmosphere for enjoying learning, and for everyone to go 'Above and Beyond'. Teachers say that 'she has invested in teachers, as well as the kids', and that in her dealings with everyone she has 'great grace'.

Academic goals are at the heart of the way the school aligns support services and partners to improve progress and enrich learning. Foremost amongst these are services for special education students, the BEACON family support program, St. Joseph's Student Teacher College, and the Middle School which shares the building. Staff and students regularly make inter-visitations between the schools, mostly for familiarization.

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.

This is a school where planning based upon the well focused Comprehensive Education Plan, and a range of assessment data is used consistently to set measurable goals. Teachers understand the need to be vigilant in their analysis of the success or otherwise of their goal setting and predictions of student progress and needs. Reading skills, for example have been a target for improvement in the last year, and close scrutiny of the progress of all students is made by teachers. They are very positively supported in this by the administration which looks closely at progress on a daily basis. Timeframes for improvement are clearly identified, and individual success criteria are known by students, teachers and the administrators.

The school's own evaluation of its progress towards meeting its goals is very accurate. It identifies evidence such as the improvement in test scores, student portfolios and looking at student work practices, as being testimony to its planning for accelerated learning. Recent goals which have been carried out successfully through meticulous and flexible planning include all teachers improving their instruction skills and knowledge, curriculum and assessment being fully aligned, and significant and widespread increase in overall student performance on standardized tests. Although the school celebrates these achievements, it looks to self improvement. It realizes that its most critical challenge for the future is to make the whole community aware of its excellence, in order to stop the steady decline in student numbers in recent years which has been outside its control.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Ten Eyck, Public School 196	∅	✓	+
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