



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Coy L. Cox School

Public School 369

**383 State Street
Brooklyn
NY 11217**

Principal: Rudy Giuliani

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Reviewer: David King

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Part 1: The school context

Information about the school

Public School 369 is a multi-site school located on nine sites in Brooklyn. It has 494 students arranged across 58 classes in grades kindergarten to 9. The school services students who classified as autistic or severely emotionally disturbed. Public School 369 consists of one self-contained building and eight sites where there are self-contained classes in community elementary schools, a junior high school and one high school.

A large staff team is led by a principal and four assistant principals. Each of the larger sites has a coordinator and there are three coaches attached to the school. There are a wide range of support services including speech therapists, social workers and guidance counselors. The teachers are a vibrant mixture of youth and experience.

The ethnic breakdown of students is 66% Black, 26% Hispanic, 4% White and 4% Asian and others. The gender breakdown is 86.5% male and 13.5% female.

There are a number of holdover students attending the school and new students are being enrolled throughout the year.

Part 2: Overview

What the school does well

- The school principal has a clear vision and provides strong leadership.
- The principal and his cabinet convey high expectations to students, staff and parents or caregivers.
- The school has a very effective behavior management system.
- The school makes good use of a wide range of data to gain a clear picture of the performance and progress of all of its students.
- The school makes effective use of a wide range of data for setting short and medium term goals for students.
- The cabinet team monitors teachers' performance closely.
- The staff demonstrates a genuine care for the students and they are responsive to academic and personal needs.
- The leadership team provides a tightly focused professional development program.
- The instructional program engages the students well, with challenging targets being set for the students and success in achieving those targets is warmly celebrated.
- Attendance is a high priority for the school and it is well monitored.

What the school needs to improve

- Develop systems for evaluating the effectiveness of the implementation of the Comprehensive Education Plan, incorporating action planning for all members of the cabinet.
- Develop systems for tracking all individual students, sub groups, classes and grades longitudinally.
- Explore strategies to increase the involvement of parents or caregivers of emotionally disturbed students.
- Explore strategies to improve communications between related service providers.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Public School 369 is a District 75 school with a positive, vibrant atmosphere in which challenging targets are set for the students and success in achieving those targets is warmly celebrated. The school is providing a rich educational experience for all of its students.

The principal has created a school where students feel safe, where they are engaged with their learning and in which the staff feel empowered. The principal leads in a very charismatic way. He has very high expectations of the whole school community and he insists on high standards. He is deeply committed to his students reaching their goals and improving their future opportunities. He knows the strengths of the individuals on his staff and is fully supported by his cabinet and the rest of the staff in trying to achieve that goal.

The school has many positive features. It is very knowledgeable about each of its students, collects data throughout the year and has a very successful behavior management system. The school is skilful at setting short, medium and long term goals and teachers are both accountable for instruction and well monitored and supported by the cabinet, the coordinators and the coaches. The budget is well managed, students feel safe and the professional development program is well structured and designed to help all staff improve their practice and ensure that students make progress. Relationships with the general admission schools with which it shares sites are good. The school has a very dynamic parent coordinator and links with the parents of the autistic children are good.

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 is very good at collecting data to track the performance of its students year by year for the whole school. The school makes effective use of formal assessments, the Grow reports, reading scores, alternate assessments data-folios, Brigance inventories, Princeton review, behavior data, school wide incident reports and its own interim assessments. This enables teachers to record student progress, discuss goals for improvement and keep written evidence on each student. The systems of collecting data are the same at each site although its form may be slightly different. At one of the elementary sites, located at PS5, where alternate assessment is in place and there are emotionally disturbed student classes, observational information which relates specifically to individual education plans is efficiently gathered by teachers and paraprofessionals. At the other sites there are students for whom assessment data is gathered related to levels as well as conference logs. Assessment portfolios at all of the sites are well kept, include tabbed student work to indicate how to improve, and are used systematically. The coaches and the assistant principals monitor the portfolios effectively.

The school has systems for monitoring the performance of ethnic groups, gender and other sub-groups of students. It is particularly knowledgeable about the home circumstances of all of its students and takes a close interest in their progress. There is a girls' group so that the small number of them in the school can meet at regular intervals for additional support and advice.

The school is fully aware of how its performance compares with similar schools in District 75. Its performance has shown a steady improvement in many measurable areas over the last three years. The school has yet to fully implement a system for tracking all individual students, sub groups, classes and grades longitudinally.

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.

Goals are established for all of the students through their individual education plans. These include both academic and social goals. Those students following the alternate assessment programs have individual goals such as word recognition using a combination of scaffolds such as cards and objects. The aim is to achieve 80% mastery before moving up to the next level of achievement. The data collected is well reviewed and informs teachers planning effectively.

The students who take standard assessments establish goals based on skills found in the Princeton review and New York State assessments. They also have goals which relate to their behavior. A clear scoring system is used as the criteria to assess a student's social functioning and the goal is to achieve a high standard of behavior for six weeks before being removed to a less restrictive environment. Students are well supported by the academic intervention services. The Wilson reading program, Jamestown Reading Navigator, Read 180 and the other projects such as Great Leaps are all used highly effectively to establish appropriate measurable and achievable goals for the students. This has proved to be a great motivator in improving student outcomes. Whole school goals are effectively shared with staff and students and teachers work collaboratively to establish long term goals, reflect on their instruction and establish short term goals every week. This is efficiently monitored by the coaches and assistant principals and has been a significant contributor to helping students achieve their goals. The students understand the academic and behavior programs and their goals to achieve level 3 and to return to a less restrictive environment. The school is effective in supporting its students in greatest need and has been successful in getting 14% of its students into full time inclusion and 64% of the 8th graders are in the process of being re-evaluated for a less restrictive environment. Expectations within the school are high and achievements are given a high profile. Parents are invited to share student achievement through the excellent work of the parent coordinator who produces an informative parents' handbook and a regular newsletter. An area for development is to explore strategies to increase the involvement of parents and caregivers of students with emotional difficulties, who have minimal involvement with the school.

The area of goal setting is a strong feature of the school and it is effective in driving the activities of all members of the school community. Parents and caregivers are given good advice about how to support their children at home in a way that will help them to meet their goals.

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 is good at aligning instructional programs to meet the needs of its students. It is able to identify any skills deficits the students may have and then plan appropriate study units with regular marking periods. The curriculum is planned carefully and rubrics are used to assess student and staff performance. Additional intervention services staff are used where appropriate as are support programs such as the Jamestown Reading program and the Wilson and Read 180 programs. Programs and interventions are monitored by the assistant principals who analyze the curriculum maps and lesson plans to check for differentiation and appropriate goal setting. This is proving effective in matching learning programs to specific student needs. An area of concern is matching the use of the Impact Math program to the needs and capabilities of the students in grades 7 and 8.

Lesson plans are monitored and each activity the teacher undertakes with the students must make reference to expected student outcomes. This means both the teachers and paraprofessionals are accountable for the work they do in class. Where possible instruction is customized and technology is made available. This was seen to good effect in the science room, where the teacher was making good use of the smart board for interactive teaching. A measure of the success of these programs is the high level of motivation shown by the students and the high levels of inclusion taking place.

The budget is effectively used to improve student outcomes. The principal has a computer teacher at each of the sites and he has appointed three coaches. This has had a clear impact on teacher performance. A great deal of money has also been spent on supplies for classrooms, which has pleased the staff. Another significant investment has been made in improving computer facilities with smart boards and additional laptop computers. These have proved highly motivational for students.

Scheduling decisions are made with the aim of producing students who can achieve at level 3 and also to prepare them for moving on to a less restrictive high school environment. Grade 8 students undertake exit projects and regular curriculum reviews to enable the school to monitor their progress. The impact of this careful planning is noticeable in the high levels of enthusiasm students demonstrate for learning. The students are well cared for and there is a strong atmosphere of respect in the school between staff and students. The students have a number of staff they can trust and who can show concern for them.

Attendance is higher than in other District 75 schools and each site monitors this closely with calls home and the involvement of family and attendance officers. There are incentives for good attendance.

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 staff is highly motivated, sharing the school's expectations and demonstrating a high level of commitment. The principal is aware of the strengths of each member of his staff.

Three coaches and the assistant principals provide professional development and they operate across all of the sites. The school has a limited number of days for professional development and there is no common professional development time with the hosting school. As a result the school has put together its own program, driven by the assistant principals and the coaches. The professional development modules program is very detailed and covers a whole range of topics, each of which highlights expected student outcomes and selects staff participants according to need. Teachers have been given the opportunity to work on different sites to broaden their experience.

The principal and the assistant principals undertake frequent observations of staff following the staff rubrics generated by District 75. Feedback is supportive and includes guidance to develop best practice and next steps to follow, which are time limited and include reference to student outcomes.

The sites create a challenge when getting staff groups at the same level of seniority together. Some creative scheduling has created common preparation time on individual sites and the aim is to extend this to include staff from other sites.

The school has a wide range of partnerships with community based organizations all of which are used to support school and student goals. These have included Rutgers University, Columbia University, the Museum of Contemporary African Diaspora Arts and NYC Outbound. The sites run smoothly and the principal, who is a very charismatic figure, is well respected by all the staff.

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.

The principal has a detailed Comprehensive Education Plan with action plans for its implementation and monitoring. This has helped the cabinet to focus on specific areas for improvement. The Comprehensive Education Plan guides improvement planning and plans are revised when new information comes to light. Differences between sites are not always encompassed and the staff are not clear on the goals and their position within the plan. Neither is it clear what the interim goals and new steps for action are for all members of the cabinet.

The school is flexible in its approach to scheduling and learning is organized to respond to the needs of students. Data is used regularly to take appropriate action where necessary and occasionally review goals. This is best seen with aspects such as attendance, students moving to less restrictive environments, suspensions, students at levels 2 or 3 and teacher support. The vast majority of the students are challenged by the instruction and the atmosphere in the school is very positive. The school acknowledges that given the wide variety of data which the school already has, it is time to develop systems for tracking all individual students, sub groups, classes and grades longitudinally.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Coy L. Cox School (PS 369)	∅	✓	+
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	