



# **The New York City Department of Education**



# **Quality Review Report**

**Jose Barbosa School**

**Public School 112**

**535 East 119 Street  
New York  
NY 10035**

**Principal: Eileen Reiter**

**Dates of review: January 24 , 25, 2007**

**Reviewer: Barbara Kwiecinski**

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## Part 1: The school context

### Information about the school

The school is the only early childhood center in district 4 serving the diverse needs of 423 students from pre-kindergarten to second grade. The school is comprised of 63.8% Hispanic students, which is higher than City school averages, 33.8% Black, 0.7% White and 1.7% Asian students. Currently 23% of students are English language learners whose main language is Spanish. By second grade students have typically completed the transition to English. Twenty three per cent of students are special education students.

The school has Title 1 funding. The school's attendance is rising and is now 92% moving towards the school's target of 95%, which compares favorably to similar schools.

The school has many accolades and is recognized as an outstanding early childhood school. It received the national Pete and Carrie Rozelle award from the National Center for Learning Disabilities and is exceptional at identifying and serving students who are at risk, before they experience frustration and failure.

## Part 2: Overview

### What the school does well

- The principal leads an innovative early childhood school where students and teachers are involved in a journey of lifelong learning, in a warm, nurturing and friendly atmosphere.
- The collaboration between all members of faculty means that the joy of learning permeates all areas of the school.
- The many community partnerships provide high quality staff training which results in teachers reflecting on their practice, improving instruction and using active research to assess student performance.
- The school uses data very effectively to track each student, setting challenging goals which are understood by all members of the community and result in students making excellent progress.
- Instruction is highly creative, interdisciplinary, well differentiated and meets the needs of all students.
- Parents are an integral part of the school community and support students in many ways including an active parents association, buddies in math and reading programs and supporters of special education students.
- The cabinet and coaches are fully supportive of the administration and teachers in every aspect of school life.
- Students with the greatest need are exceptionally well supported and fully integrated into the school community.
- Visual art linked to literacy and numeracy is a vital part of the school curriculum and aids student progress.
- The curriculum reflects the needs of the student population and celebrates diversity.

### What the school needs to improve

- Further develop the good practice of using technology to support the analysis of data and the progress of students towards meeting their goals.
- Use technology as a tool to enable the faculty to share good practice, develop resources, deliver in house training and realign practice after review.
- Extend the use of technology and upgrade computers to further develop independent learning.
- Seek out imaginative ways where staff can view best practice world wide.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well developed school.**

The school is a collaborative community of learners dedicated to developing the whole child as an independent learner. It is committed to creating a rich learning environment that provides all students with the opportunity to develop physically, intellectually, emotionally and socially and become productive members of society. From the moment you step inside the door the warm welcoming atmosphere, the student displays, the children's bookstore, the window and tabletop book displays evidence the school's mission. Parents are greeted by administration and teachers, and are asked about their child's work and progress. Students are congratulated by teachers and administration as they walk along the corridors and talk with pride about their work. The whole atmosphere is happy and positive and all students are given the best opportunity to maximize their abilities to learn. The school heavily emphasizes staff training and is a professional development school in collaboration with Hunter College. Professional learning is embedded into every school day. All teachers put a great effort into instruction and the students' project work, which clearly links literacy, art and math can be seen along all hallways and classroom walls. Parents value the school greatly and the only suggestion that they could make as an area for improvement was to extend the school to cater for classes above second grade. The collegiate atmosphere pervades the whole school and teachers voted to extend the 37.5 minutes of intensive intervention to 50 minutes in order to increase the impact of the extended day on student progress.

### 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 multiple forms of data to understand students' strengths and weaknesses. The use of the DIBELS assessment tool is new this year. All teachers have palm pilots with assessment tools loaded on to them. The data is constantly updated. Synchronization happens weekly allowing all faculty to understand the progress of each student, classroom and grade level.

The school has three bilingual classes, one in each grade from kindergarten to second grade, three self contained classes to assist children with special needs and seven collaborative team teaching classes. The principal, assistant principal, literacy and math coaches and intervention teams meet formally on a monthly basis and use multiple forms of data to identify trends that may need to be addressed at student, groups of students, classroom or grade level. Informal discussions on the progress of students are part of every day conversations. Performance and progress of students in all groups of interest to the school are compared to past performance. The school celebrates cultural differences and students who arrive at the school in kindergarten unable to understand English have typically completed the transition to English by second grade. It is difficult for the school to make comparisons to similar schools as students only attend to second grade. There are clear links between this consistent analysis of performance and the progress of all student

groups. The data is continually used to understand student progress and annually sets the goals for the Comprehensive Education Plan.

**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.**

Every part of school life is collaborative and informal conversations complement the regular meetings of faculty and administration to set demanding short and long term goals. Goals and plans focus down from faculty level to the needs of the individual. The special education teachers and the bilingual teachers share strategies with the general education teachers. All teachers are knowledgeable in the ways of scaffolding learning for students with diverse learning styles and successfully share strategies to set meaningful goals and plans to support all learners.

There is an inclusive environment for students with special needs and the extended 37.5 minute extensive intervention program provides further targeted support for the students with the greatest need. Parents and caregivers feel very positive about the support that students receive and have the confidence to speak publicly about the diverse instructional interventions that are in place. Parents, service providers and the collaborative teaching team meet weekly for an hour and a half before school to make sure that students are fully supported. Parents speak very positively about this support. High expectations are conveyed to parents and caregivers and even the youngest students are able to explain their work and describe the next steps to achieve their goals. The school holds monthly parent workshops in all curriculum areas, involves parents as math and reading buddies. It also holds Title three after school parent weekly programs and parent support groups, where individual student performance is monitored and collaborative goals and revision of plans are decided.

The faculty provides a rich learning environment that constantly looks for creative ways to set goals and plans for each individual student. This has successfully resulted in all students understanding how they can improve even more. The faculty is inclusive and all members of the community play their part in accelerating each student’s learning.

**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.**

This innovative early childhood school promotes quality education with a high priority on literacy, numeracy and oral language development. The Studio-In-A-School for visual arts very effectively integrates literacy and social studies. Other special academic programs including music and movement, growing up healthy, science and technology add to the academic curriculum, motivate students and provide further meaningful data about progress towards student goals.

The heavy emphasis on staff training and the clear direction set by the principal to improve instruction and student outcomes results in a climate where accountability is taken as the

norm. All teachers are proud of their classrooms and continually seek ways to improve and plan differentiated instruction to meet student need. This is extended into grade level meetings where teachers participate in action research inquiry and study student work in order to learn how to differentiate better. These opportunities impact very effectively on classroom practice and new teachers feel highly supported. Teachers speak very positively about their interdisciplinary and interactive ways of working but appreciate how much easier this could be if supported by the appropriate technology. Teachers use many strategies to help students understand their work including how to decode difficult words. Students enjoy sharing their work and are actively engaged in individual research. They are able to pick out interesting facts from text, use these in their presentations and link math into literacy. Teachers continuously assess how well each student is doing and students in all grades are engaged and enjoy their work. As a result, student performance is improving dramatically.

All staff know and respect students and respond exceptionally well to their academic and personal needs. The principal provides excellent role model behavior. The work and pictures on her wall celebrate student success. She makes everyone feel special and, as a consequence, faculty, students and parents strive to do their best. Student attendance is improving and is now higher than the State average and attendance targets are challenging. Budgeting and staffing decisions are always made in relation to student need. Scheduling decisions are always driven by the needs revealed by student data and appropriate programs are selected to address the needs identified.

**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 school staff is stable and all teachers have high expectations of student performance. Special education teachers are selected on their ability to support students with particular needs as well as committing to the collaborative school culture. On their appointment, they link to a mentor and share strategies with general education teachers. Focused professional learning opportunities are available for all teachers and educational books are bought by the school to support learning. Teachers participate in inter-visitations and attend conferences and workshops both in and outside the school. The high quality of professional development has improved student outcomes in school. The quality of the teachers' work has led to national recognition and the sharing of practice City wide.

The principal and assistant principal give continuous support to students and teachers. They make time for everyone and they are always supporting teachers, hearing students read or encouraging their progress both within the classroom and in the hallways. Formal observations are carried out annually and teachers have one to one dialogue with the principal to discuss their individual requirements as well as whole school needs. This continuous emphasis on learning and improvement results in candid open debate, where teachers are self reflective and never stop looking for ways to improve. The school is a professional development school in collaboration with Hunter College and works closely with Teachers College to further support staff development. The many partnerships with outside bodies help to achieve academic goals. The school is currently working on providing English as a second language instruction for parents who want to learn English to enable them to further understand targets and progress.

The principal is very highly respected both by the faculty and New York State Department of Education. Her capacity to effect change is outstanding and she is always looking for ways to accelerate the learning of each student. The joy of learning permeates throughout the whole school; procedures are clear and the school runs extremely smoothly.

**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 principal works informally with the whole faculty and evaluates and reviews the progress of each student on a daily basis. Formal structures confirm how well the school is doing and include monthly literacy cabinet meetings and instructional cabinet meetings where goals are evaluated on a monthly basis and plans are adapted if necessary. All data and informal assessments are used to evaluate the school's progress and DIBELS data gives a clear visual picture of individual and comparative progress. The interrogation of data indicates the implications for curriculum change and the 2006 ECLAS data areas for improvement have now been incorporated into curriculum planning. Comparisons of student progress within and across classrooms is discussed at grade level meetings and the administration, the academic intervention service, student intervention team, instructional cabinet, individual study groups, coaches and classroom teachers regularly review data, compare student progress and redefine short and long term goals. All improvement planning results in the realignment of practice to improve students' academic outcomes and informs the Comprehensive Education Plan. Computers are used effectively by students but the principal and assistant principal are well aware that upgraded models would further support individual learning and student academic outcomes. All systems are evaluated. The school has a very positive approach to review and reassessment practice all the time. The school celebrates its learning journey and the happy purposeful atmosphere ensures that improvement planning results in high student academic outcomes.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: JOSE BARBOSA SCHOOL ( PS112 )</b>	∅	✓	+
<b>Quality Score</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>			<b>X</b>
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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>			<b>X</b>
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"> <li>• all other categories of interest to the school*</li> </ul>			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 1</b>			<b>X</b>

\* 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.

<b>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.</b>	∅	✓	+
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.			<b>X</b>
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.			<b>X</b>
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.			<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 4</b>			X
<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 5</b>			X