



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



# **Quality Review Report**

**Isaac Chauncey School**

**Public School 113**

**87-21 79 Avenue  
Queens  
NY 11385**

**Principal: Anthony Pranzo**

**Dates of review: April 30 – May 2, 2007**

**Reviewer: Marilyn Lehmann**

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## Part 1: The school context

### Information about the school

Isaac Chauncey School is located in Glendale, Queens. It has 513 students from kindergarten through grade 5, of whom 10.5% are special education students and almost 3% are English language learners. The student population is predominantly White, with 65.3% White students, 23.7% Hispanic, 2.6% Black and 8.4% are Asian or other. Attendance rates, at 94.3% are above those of similar and City schools.

Fifty five percent of the students are eligible for Title 1 funding, which is fewer than similar schools. The number of Title 1 eligible students is declining and the funding will cease at the end of this school year.

The principal, who has been in post for 18 years, has this year appointed an assistant principal who has been in post since September 2006. The school is currently operating at 162% capacity, and has to use every viable space creatively to ensure all students have access to the full range of support.

## Part 2: Overview

### What the school does well

- The principal is very knowledgeable about all aspects of the school and is able to effect and support change.
- The principal and assistant principal set the positive tone of the school and their belief in each student's capacity to succeed is conveyed to and shared by all members of the school community.
- Students in greatest need of improvement are carefully assessed, supported and monitored by the school so they are enabled to progress.
- Students are very motivated to learn, and they engage responsibly in a high level of accountable talk as a result of well-established and practiced learning routines.
- Students work very well because they know what is expected of them, and what they have to do to improve.
- Members of staff know the students well and respond sensitively to their academic and other needs and all members of the school community treat each other with mutual consideration and respect.
- Student attendance is good because students enjoy school and because absence procedures are well understood and followed up.
- A strong spirit of collaboration pervades the work of the school, and goals and plans for improving student performance and progress drive the activity of all members of the school community.

### What the school needs to improve

- Develop a system to regularly collate and record key data so that all members of staff have a clear understanding of students' performance and progress.
- Further develop teachers' skills in using student data to generate more specific, measurable short-term goals.
- Establish interim benchmarks and related assessments to determine progress towards meeting agreed annual goals.
- Further develop strategies to ensure that higher achieving students are provided with sufficient challenge and are enabled to make at least one year's worth of progress.

## Part 3: Main findings

### Overall Evaluation

**This is a proficient school with well-developed features.**

Public School 113 is highly respected in the local community, and parents hold it in high regard. Its current capacity is 162%, an indication of how keen parents are for their children to be placed at the school. Students and their parents see the school as a welcoming place where members of staff care about the students and see their welfare and learning as being of the greatest importance. Standards of behavior and academic progress are high. Students achieve very well and the school's performance compares very favorably with other high achieving schools in the City.

The principal knows the students extremely well and monitors their progress informally on a day to day basis. The school collects and analyzes a range of relevant data and uses it to inform decisions about next steps towards further improvement. It uses informal assessment data especially well, though there is less emphasis on frequent use of standardized test results as a point of reference for evaluating progress towards meeting goals. The principal and his colleagues are very collaborative and reflective practitioners who are ambitious for the school's continuing success and further development.

### 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 proficient.**

Data is consistently gathered, both formally and informally, and the administration and faculty have a good understanding of students' performance and progress. Standardized tests and internally used district tests are used alongside regular teacher assessment including quizzes, tests and conferencing outcomes to judge progress. In addition the administration conducts daily walkthroughs, usually by grade but sometimes through the whole school, which assists in a constantly updated understanding of performance.

Data is used appropriately to monitor the progress of ethnic groups, special education students and the few English language learners. For example the data showed that Hispanic students were not reaching the same average as other students. This led the school to encourage teachers to learn Spanish, and to appoint a Spanish-speaking aide. It also offers English and computer skills workshops and extra information about testing to parents of Hispanic students, so they can better understand and support their children's work in school. The school monitors by gender and is also developing its analysis of the progress and needs of its higher achieving students to further inform planning and practice to accelerate their learning.

The school measures its progress against that of other schools and against its own past performance to maintain a clear picture of how each student and group of students are progressing. However, the information gathered about students' skills and progress is not formally recorded in a format that enables all members of staff to have a clear

understanding of students' current performance as compared with progress in previous years.

**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.**

A strong spirit of collaboration pervades the work of the school, especially in the shared commitment of staff to accelerating students' achievement. Instructional plans and goals are discussed frequently, often in teachers' own time as well as in common planning time and at faculty conferences, and are incorporated into pacing calendars. Plans to achieve yearly goals are regularly reviewed at the various collaborative meetings.

Teachers plan carefully to help their students make progress. They have a clear understanding of the long-term goals, but are not yet all using the student data to generate more specific, measurable short-term goals against which to measure students' progress and plan next steps.

The school pays close attention to meeting the needs of students in greatest need of improvement. Their progress is carefully monitored, and intervention is planned based on the changing data. The school has budgeted to have academic intervention services in every grade, and these specialist teachers provide carefully planned programs of push-in or pull-out intervention. Based on results of school assessments and of ECLAS (Early Childhood Language Arts Assessment System) outcomes the school has introduced additional programs, such as Wilson, Leapfrog "Language First" and Foundations to enhance these students' progress.

The principal and assistant principal set the tone of the school and their belief in each student's capacity to succeed is conveyed to and shared by all members of the school community. The school's high expectations of itself and its students are articulated very frequently and as a result these are shared by members of staff, parents and the students themselves. Parents feel they are kept well informed, and that the school wants students to achieve and, "be the best you can be". They appreciate the way, "each individual child gets the attention they need". Students say that the school wants them to "be critical thinkers" and to "be smart your whole life" and feel that they are regularly challenged to reach another level.

**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's curriculum is well aligned with the mandated curriculum, using Teachers College reading and writing components, 'Everyday Math' in kindergarten and grade 1 and the balanced mathematics program in grades 2 through 5. The school's style can be seen throughout the building: classrooms are full of teaching prompts and resources and both classrooms and corridors are enlivened by excellent displays of students' work which help to develop students' self-esteem as well as providing examples of standards. Teachers work very hard to plan and differentiate instruction based on needs identified by student data, and students are motivated to learn and are actively engaged in their lessons. They

work well independently, with partners and in groups, and engage responsibly in a high level of accountable talk. They know how to behave because of well-established and practiced learning routines and what they have to do to improve because, as students commented, “the teachers explain what to do to get better”. The school is now focusing on developing strategies to challenge higher achieving students with the aim of further accelerating their learning.

Budgeting, staffing and scheduling decisions are based on needs identified from the data, including responses from parents’ surveys. The school lacks dedicated space for physical activity. To help address this deficiency the principal has hired a physical education specialist and is funding dance provision, with scheduled opportunities for all students to participate to ensure they have some access to a physical movement program. Similarly he has hired a full time English as a second language (ESL) teacher to accelerate the progress of ESL learners.

Members of the school community treat one another with consideration and respect. Students have a high regard for their teachers and feel that they can go to them for help with personal concerns as well as for school work. As one student explained, teachers “help with problems and with work”.

The school’s attendance routines and follow-up procedures are robust and it works consistently and energetically to maintain and further increase its high level of 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 majority of the teachers have had previous experience, and teachers new to the school are chosen for their potential to set high expectations for the students and their commitment to the school’s goals. Decisions about professional development are based on surveys of teachers’ needs, which are collected three times a year, on issues related to meeting the school’s goals and on other data including classroom observations. Staff training includes programs delivered by the mathematics and literacy coaches and the principal, as well as opportunities to participate in regional and citywide sessions. Inter-class visitations accompanied by one of the coaches are arranged, in particular for new teachers, so that teachers can learn from one another. Teachers feel they are well supported in developing the skills necessary to improving students’ learning, and especially appreciate the opportunities at grade conferences to talk between grades and to discuss next steps for teachers.

The principal is very knowledgeable about all aspects of the school. Both he and the assistant principal are prominent in the school and frequently visit classrooms to monitor what students know and can do. The principal makes his expectations very clear and he is held in high regard by staff, parents and students who appreciate his ability to make the school “a happy place to be”, as well as a place “where people want to work hard”. He is committed to continuous improvement and is able to effect and support change.

School routines and procedures are well known and understood and, in spite of the large numbers of students and teachers in a limited space, the school runs very smoothly. The restricted space places constraints on extra-curricular activities but the principal has encouraged development of activities which enrich students’ experience, foster skills and

confidence and support the curriculum. For example, learning leaders provide one-on-one assistance for identified students, Project Arts contributes a program of dance and the Police Athletic League (PAL) provides opportunities for physical activities. Relationships with parents are excellent and the Parent Teacher Association is actively involved in the school's work to make students happy and successful learners. In particular the school has benefited from a partnership with their City Council representative, whose support in many areas, including provision of extra technology, has enhanced the quality of the school's educational programs.

**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.**

Regular evaluations of student data are used to establish whole-school goals and assess the degree to which improvement has been secured. They inform the next cycle of planning for the Comprehensive Education Plan and new goals are shared with the whole school community. Planning for whole-school improvement is based on the range of data from tests, other assessments and both formal and informal evaluations of teachers' and students' work. Structures are not fully in place, however, for evaluating progress towards achieving interim goals in order to know how effectively plans are being implemented, and what revisions are needed.

Teachers are expected to monitor what they do, understand and evaluate what works and what does not, and make the changes necessary to improve outcomes. The principal regularly makes comparisons of students' progress within and across classrooms as well as with other schools to gauge the effectiveness of the school's programs and discusses the findings with members of staff. There is a consistent approach to teacher assessment because discussion of instructional plans and alignment of standards take place on a regular basis. Running records and conferencing notes are carefully maintained and used with other data to make decisions about next steps; for example grade 2 teachers are introducing grade 3 level listening skills into their lessons to boost students' progress and better prepare them for 3<sup>rd</sup> grade.

Good communication and relationships in this open and warmly collaborative school allows teachers to conduct excellent levels of professional dialogue; this in turn helps them to improve their practice, implement changes and accelerate students' skills, knowledge and understanding.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Isaac Chauncey School (PS 113Q)</b>	∅	✓	+
<b>Quality Score</b>		X	

<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>		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"> <li>ethnic groups, English language learners, special education students*</li> </ul>		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"> <li>all other categories of interest to the school*</li> </ul>		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	
<b>Overall score for Quality Statement 1</b>		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.

<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.		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
<b>Overall score for Quality Statement 2</b>			X

<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	