



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

John Tyler School

Public School 45

**58 Lawrence Avenue
New York
NY 10310**

Principal: Teresa Caccavale

Dates of review: January 25 - 26, 2007

Reviewer: Joan L. Johnston

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

The John Tyler School, PS 45, is located on Staten Island and enrolls 978 students in pre-kindergarten through grade 5. Recent statistics for the school indicate that 39% of the students are White, 30% are Hispanic, 25% are Black, and 6% are Asian and from other ethnicities. Approximately 10% are special education students and 5% are English language learners, many of Mexican ancestry. Both proportions are lower than City averages. While the majority of students who attend the school are from the surrounding neighborhood, about 35% of the students are bused in from more distant north shore communities.

The school receives Title 1 funding. Student attendance figures, at 92%, are close to City but are below similar school averages.

Part 2: Overview

What the school does well

- The instructional leadership of the principal keeps good focus on teaching and learning.
- The good quality of instruction in the classroom, particularly in the area of English language arts, reflects the high expectations and standards of the school.
- Students are actively engaged in the learning process.
- Professional development, which is embedded within the school day, is a strong and valued resource for instructional improvement.
- A positive school culture and climate conducive to learning are resulting in the development of a lifelong learning community for adults and students.
- Enrichment experiences, such as theater, art residencies and music lessons, enhance the curriculum and learning opportunities for students.
- The use of interim assessment data at the classroom level on a day to day basis has led to more effective differentiation of instruction.
- Partnerships, collaborations and successful grant writing efforts have enabled the school to expand resources and enrich the instructional program.
- The school knows students' personal needs very well and so gives clear guidance and advice that effectively supports their social and emotional development.

What the school needs to improve

- Use data to more effectively track individual progress over time and to identify trends in achievement by different groups, class, subject and grade.
- Review more rigorously the input and effectiveness of all student support services and special programs in addressing and meeting the social and emotional needs of identified students.
- Build on efforts to engage and involve more parents in their children's education.
- Enhance technology integration within the curricular and instructional program.
- Review curricular maps and pacing charts to assure full alignment with assessment data.

Part 3: Main findings

Overall Evaluation

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

There is a positive culture and a climate conducive to learning in the school due to the collaborative teamwork and commitment to improve. The principal is an accomplished instructional leader with the vision and drive to put in place an aspirational academic program. All staff show determination to work together to make a good school a great one so everyone is focused on supporting the school on its learning journey.

The school community is ethnically and economically diverse. Parents, students and teachers express satisfaction with their school and enjoy being part of a progressive learning community. Faculty, administrators and parents have high expectations for all students. A focus on differentiating instruction assures that students learn well at their instructional level. Struggling students receive the support they need to succeed and higher achieving students have opportunities for enrichment and challenge.

The data available to the school is used effectively to track the progress of individual students on a day to day basis and to differentiate instruction. It is not yet used so effectively to track progress over time against specifically measurable goals or to identify trends in the performance of different groups. Monitoring and review systems, while proficient overall, are not rigorous enough in checking the programs and support services for those students in greatest need.

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.

The school collects and effectively uses a wide range of data about individual student performance in English language arts and mathematics. Assessments include New York State assessment reports and the school's own interim assessment data and end of unit assessments for literacy and mathematics programs. Portfolios containing students' work in these subjects are kept in each class and are detailed enough for teachers to review the progress of each of their students on a day to day basis. In addition, teachers keep and use notes from student conferences, literacy running records and the quarterly monitoring for results reports to build a secure picture of what each student knows and is able to do. These records and reports enable classroom teachers to identify and support students who need academic intervention services.

The school analyzes assessment data well to understand the progress of each student. However, it does not yet break down the data further to build a secure picture of all sub-groups, including ethnic groups, English language learners and special education students. The school adequately compares student progress within and across classrooms and the school its performance with previous years to note its improvements

and development needs. For example, it has a clear picture of the proportions of students below, at and above grade expectations each year to identify where it needs to put additional resources. Staff compare student performance in tested subjects across grade levels and individual classrooms in cross grade level meetings. Currently, only a few comparisons are made with similar schools to build a more detailed picture of the school's performance and the data is not disaggregated further to compare the progress and performance of different groups.

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 proficient.

This school has established suitable organizational structures that enable collaborative planning and input into goals in the annual Comprehensive Education. The school leadership team, which includes representatives from all sections of the school's membership, takes an active role in setting measurable goals to improve both the school and student performance. The school goals are suitably focused on both school-wide and classroom priorities. However, measures are not all focused as closely as they could be to students' actual expected performance and progress. Goals do not focus specifically enough on improving the performance of different groups because the school does not analyze the performance by ethnicity, English language learning and special education with sufficient rigor. The principal has set a goal of improving the range and quality of data that is collected to give an even clearer picture of all students' progress.

An effective academic intervention services referral and delivery system assures that students in need of improvement receive needed services. Suitable small group support is given to students by academic intervention service teachers who work in the classroom with students who have not yet met required proficiency levels.

The principal has clearly stated her high expectations for faculty to know and understand each child. Students are well aware of the high standards teachers have for them and feel they are always challenged to do better work. They appreciate the extra help available to them both in the classroom and after school to help meet their goals. Presentations to parents on school goals and plans are made at the beginning of each academic year at a Parent Teacher Association meeting. Parents are pleased with the academic progress of their children and the individual attention teachers give to their children. The school has goals to encourage those parents not currently engaged, to become more involved in the school.

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 uses the City mandated curriculum and have worked closely with consultants to extend it further. The principal has particular expertise in curriculum and instruction leadership and so takes an active role in working with faculty to assure that an enriched curriculum is delivered to students in all classrooms. The enrichment program includes

cultural opportunities, field trips, leadership experiences, character education and service to others, and makes a good contribution to students' social and academic development.

Teachers understand and accept their role and are accountable for improving instruction and student achievement. Teachers use the available classroom data from interim assessments and individual conferencing effectively to differentiate instruction to meet the individual needs of all students. The increasing use of interim assessment data at the classroom level has led to more effective differentiation of instruction for special education students. The literacy and mathematics coaches work with classroom teachers to plan instruction based on available student performance data.

The principal has gained expertise and so bases her budgeting, staffing and scheduling decisions effectively on a range of data. She ensures that classrooms are well resourced with materials. Funds are allocated to provide enrichment and extension activities that will challenge all students. Common preparation time for teachers to plan and collaborate at each grade level is part of the schedule. Additional faculty members have been added to assist struggling students and to support the literacy program. Children in each classroom across a grade level now participate in a common curriculum with high expectations for all.

The instructional program engages students well. The students enjoy coming to school and are pleased with the enrichment programs and activities planned for them. Students are well aware that faculty and staff are there for more than their academic needs. They know where to find help if they have any problems and feel confident to approach an adult with any concerns.

Student attendance is a high priority and an established plan is in place which involves making early contact with parents and offering guidance for families with persistent poor attendance. Students are expected to make up any work they have missed to ensure they catch up and fill any gaps in necessary learning.

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 principal is well attuned to the need to continue to build and align the capacity and so a major priority is the selection of high quality faculty members. All teachers are expected to understand and use the data in the comprehensive annual evaluation reports to improve learning and student achievement.

The school has an outstanding professional development program, particularly in English language arts. Faculty all participate in professional development initiatives that are embedded within the instructional day. This approach assures that all teachers receive the training and support needed to enhance the instructional program. Through a strong partnership with Columbia University's Teachers College reading and writing workshop project, model lessons are delivered in all classes at the school. Teachers have an opportunity to plan and then debrief these lessons with the staff developer to help improve their expertise. Teachers regularly attend conferences and workshops. The school has planned but not yet delivered training for teachers on how to integrate technology in their teaching of other subjects.

The principal and her assistant frequently visit classrooms to ensure that the school's and student goals are being implemented consistently and effectively. Debriefs with teachers afterwards help them to improve further their planning and teaching methods. The administrators carefully check that student progress folders are maintained properly. Teachers visit each other's classrooms to share ideas and observe effective teaching.

Students, parents, and teachers appreciate that the principal has developed a more progressive school that has involved a number of changes for all. While these changes are not always easily made, there is respect for her leadership. Teachers recognize and seek out the instructional expertise of the principal. They understand that she expects them to continuously improve and to focus all of their work on the individual needs of students.

Teachers work together regularly in grade level meetings to align the curriculum, to evaluate student progress, to discuss professional development planning and to review goals. The school has effective management procedures in place and so runs smoothly. The assistant principal ensures that clear procedures are communicated appropriately.

The pupil progress team works well together to review student referrals and to plan and provide assistance and support. The related support services and programs, such as guidance and social worker support, are not used effectively nor involved enough in meetings. A range of partnerships with regional cultural institutions and collaborations with area organizations have effectively enriched the instructional program and expanded student opportunities. .

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 school has developed effective structures to monitor improvement goals and evaluate the effectiveness of its programs and interventions. The school community embraces a continuous improvement model to assure that there is no complacency. Parents, teachers and administrators carefully review annual achievement data and other indicators when the school leadership team comes together each spring to review progress in meeting current year goals and setting priorities for the next year.

The school uses its data about individual student progress to measure how well interventions and programs are being implemented. Outcomes of monitoring are used to make any necessary adjustments and revisions throughout the year to meet students' particular needs. The focus this year to evaluate the effectiveness of the academic intervention services has led to a new model plan, beginning at the classroom level, to assure that struggling students are well supported. A progress monitoring component is part of that plan. However, as yet this has not been implemented fully and so the school does not monitor and evaluate rigorously enough the effectiveness of the services offered. The principal reviews each student report card before it is sent home to monitor student progress. As yet, the performance of and programs for all groups is not monitored as closely as for individual students.

Part 4: School Quality Criteria Summary

SCHOOL NAME: John Tyler School (PS 045)	∅	✓	+
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	