



The New York City Department of Education



Quality Review Report

**Public School 010 Bronx
2750 Lafayette Avenue
Bronx
NY 10465**

Principal: Barbara Hanson

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Reviewer: Jeff Plumb

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Part 1: The school context

Information about the school

Public School 10X services 473 students, from pre-kindergarten to grade 12, with a wide range of special educational needs, and across seven different sites. There are two distinctive student populations. There are the emotionally disturbed students who follow the standardized assessment curriculum and students with more complex learning needs who follow an alternate assessment curriculum. There are four inclusion classes which serve both populations of students. All students have individualized education plans and receive related therapeutic support.

Fifty-seven percent of students are Hispanic and a further 36% are Black. The remaining small proportion of students are White, Asian/Pacific and American Indian. About 10% of the students are English language learners with Spanish being the dominant tongue spoken. There are significantly more boys than girls, particularly in the emotionally disturbed classes.

Part 2: Overview

What the school does well

- The principal is effective in managing change which benefits students with very complex learning difficulties/disabilities.
- The leadership of all cabinet members encourages teachers of students with the greatest barriers to learning to experiment and be innovative with new methods.
- The school is particularly effective in enabling students with autism to communicate independent choices.
- Students with challenging needs-related behaviors are skillfully managed and learn well.
- Students make rapid gains in their development of important life skills.
- The principal and cabinet members make use of a wide range of performance data to promote progress for both students in the alternate assessment classes and the emotionally disturbed students.
- The occupational therapist and physiotherapist work collaboratively to ensure non-ambulant students are positioned comfortably and access the resources they need to learn.
- The eclectic approach of the speech therapist ensures that students with an extremely wide range of communication difficulties are well supported.
- The feeding and toileting programs successfully promote student independence.
- The Brigance assessment system is used effectively to record the summative small stepped gains of progress students make.

What the school needs to improve

- Use the Brigance assessment of small steps of progress made by students with the most complex needs to plan more specific learning outcomes for these students in lessons.
- Monitor instructional practice and lesson plans more rigorously to establish impact of instruction on student outcomes.
- Analyze the impact of the Treatment and Education of Autistic and related Communication-handicapped Children and Foundations programs on outcomes for students.
- Improve the efficiency of staffing paraprofessionals across classes.
- Ensure that paraprofessionals assigned to instruct using new methods to improve students' communication skills and independence are suitably trained.
- Review the evaluation criteria on the Comprehensive Education Plan to sharpen them as tools to effectively measure the impact of the priorities on the plan on student outcomes.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

In the five years since her appointment, the principal has been successful in creating a school which meets the needs of students with a wide range of learning difficulties/disabilities very well. She has taken the staff with her in achieving this vision.

Teachers and therapists ceaselessly reflect on what works for the individual child and why. Strategic thinking focuses on improving the primary needs of communication, independent mobility and anger management through a curriculum designed to enable all students to reach their academic potential. There is energy throughout this school, outstanding teamwork, and a commitment that each child will succeed. The principal's skilful delegation to her administrators ensures that this school functions well across seven sites.

Never complacent in achieving the school's goals, the cabinet questions the impact of its curriculum decisions and instructional programs targeted at the different populations of students. The views of what is working well and what does not work so well are gathered from the teachers through an excellent structure of focused meetings. The principal is not afraid to change direction to benefit the students.

The school has developed a robust internal qualitative and quantitative database relevant to the populations of students: focusing on gains in mobility, social skills development, tiny steps in communication as well as gains in literacy and mathematics. Thus it is good at building up a detailed picture of students' individual needs and planning effective programs tailored to these needs. Based on data, new programs have been launched to raise the achievement of students who are being prepared to take the standardized City tests.

Flexibility and innovation lie at the heart of this proficient school, but it does not yet compare the impact of its methods using student outcome data across cohorts of students following the same instructional programs. This impedes its ability to target professional development at the paraprofessionals who most need it in implementing new instructional programs.

The principal's energy to ensure a high quality of education for students with complex needs and work to maximize inclusion opportunities for students is outstanding. She has already begun to consider ways in which whole-school planning could be linked more closely to teachers' classroom planning. Evaluation of the programs for students with autism and who are emotionally disturbed is robust, but the comparison of outcomes for populations in the different classes is not sufficiently refined. Given the skill that the cabinet members have in monitoring the impact of instruction on learning, the capacity to improve the gathering and use of data to raise student achievement is 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 proficient.

The school uses an extensive range of assessments and tests to provide teachers with a full picture of each student. The emotionally disturbed students take the standard assessments; the other populations of students follow alternate assessments. The Brigance Inventory is used to measure the very small steps of progress made by students with complex needs. The skills assessment sheets are used regularly to measure progress for these students and to realign instructional techniques, but these assessments do not feed into short-term learning outcomes for students with complex needs lesson by lesson. Goals on individual education plans are assessed three times a year and findings from this exercise lead to revisions of programs for the most vulnerable students. There is a good balance in the analysis and realignment of planning to develop important life skills such as working towards independent toileting and mobility as well as communicating choices.

Therapists, in partnership with teachers, constantly realign programs and student goals, which results in primary needs being well met. Good positioning and modified resources allows non-ambulant students to access good learning. Feeding plans are kept under regular review and modified to maximize independence with feeding. An eclectic total communication approach maximizes dignity and enables students to communicate in ways most comfortable to them.

Analysis and use of data by ethnic groups is at an early stage of development. However, demarcation criteria to identify students at an early stage of English language learning are robust and avoid confusion being made with a pragmatic and semantic language difficulty. The school does not compare its performance against other similar schools. Emotionally disturbed students, who are prepared for City tests, are assessed and placed on a specific literacy program. Flexibility in the organization enables these students to be moved early into a higher group if they make speedy and rapid gains with their reading and writing. Goals on behavior plans, the primary need of these students, are reviewed and revised regularly; this benefits the emotionally disturbed students significantly.

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.

Teachers have confidence in each other and are keen to reflect on their practice and make immediate changes for the benefit of students. For example, following discussion about the literacy program for emotionally disturbed students, a significant modification was made to the instructional program on Site 15. Teachers of emotionally disturbed students meet monthly with the literacy coach and discuss students' performance data. A flexible model enables them to move students up and down groups so as to maximize challenge and support. This strategy is impacting on raised achievement. There are regular

collaborative meetings to discuss behavior data and realign the behavior goals for emotionally disturbed students. The guidance counselor and crisis intervention teacher are integral to this meeting.

Cabinet meetings with invited therapists and class teachers discuss data and realign targets for students who can be included in mainstream schools. The school is successful in this area. However, cabinet members are not as skilled in analyzing data of populations of the same primary need across different classes. They do not, for example, know how well a cohort of autistic students has achieved against another cohort of the same need students in another class.

The school communicates effectively with parents and involves them in the setting of goals for their children. Students and parents are involved in the regular reviews of individual education plans and so have an ownership of their learning and behavior goals. Parents are delighted with the support they receive from the school to assist them in helping their children to learn.

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 proficient.

The school successfully aligns its curriculum and instruction programs to meet a wide range of complex needs. Organizational structures facilitate collaborative working between teachers and therapists across the population groups in the development of the curriculum and assessment. The instruction method used with autistic students develops their communication and independence skills. A structured literacy program for emotionally disturbed students promotes good behavior and enables them to make good gains in reading and writing. Flexible organization enables emotionally disturbed students to move between classes and so accelerates their learning. There is an innovative curriculum approach to promote students emotional literacy and build their self-esteem. However, instructional programs do not consistently focus on specific learning outcomes for students with profound and multiple learning difficulties. The development of a sensory curriculum for students with the most severe and profound needs is at a much earlier stage than the programs for the other groups in the school.

An eclectic speech therapy approach creates a total communication environment. Data is used effectively to shape goals to accelerate students’ communication skills. There is a good mix of symbols, signs, text and electronic aids to enable students to express themselves. Teachers who focus on particular populations across the seven sites meet regularly to review and realign their instructional programs. However, the assistant principals who facilitate these meetings do not look closely enough to compare how the students in one autistic class or sensory class achieve compared with those in a similar class. Consequently teacher accountability is not always sharp.

Budgeting, staffing and scheduling decisions are driven by the needs of students. Based on data about the needs of emotionally disturbed and autistic students, new programs have been launched. Occupational and physiotherapists work together to support non-ambulant students to be as independent as possible in manipulating their wheelchairs; thus promoting dignity. Speech therapists use data effectively to shape feeding programs. Toileting programs are regularly revised and the occupational therapist provides expert advice on the modification of the height of the toilet seat to foster independence.

Occupational therapists use data on individual education plans to position students comfortably to access the curriculum, and constantly modify resources based on their monitoring of students access to the instructional programs. The use of data to promote communication, independence and dignity lies at the heart of this school. Consequently, students have positive attitudes to learning and are engaged through interesting activities in lessons.

Given the absence for hospital appointments, attendance is good. Procedures for tracking attendance are robust. Students have an adult they trust and can go to with their problems. Procedures to promote good attendance and to ensure students' safety are good.

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 proficient.

The school has an energetic and skilled team of teachers and therapists who have flourished under the leadership of an effective principal. Selected because they are special educational needs specialists, they support the principal in striving to promote students' important life skills alongside raising academic achievement. They are encouraged to think critically in population teams (teachers of students with the same learning difficulty/disability) about the success of their plans and instructional activity, and they are not afraid to make mid-course changes when things are not going well. Robust discussions go on in these meetings, but they are not always sufficiently based on the differences between students' outcomes between different classes serving the same type of need.

There is a good mixture of external and in-house professional development. Professional development is used to improve instructional activity and to drive up standards. However, monitoring of lessons by the principal and other cabinet members does not always focus sharply enough on the connection between the work of paraprofessionals and its impact on student achievement. Consequently, the data to target training in the focused manner required is not always available. Lessons across all sites do not always have short-term planned outcomes for each student; consequently, teachers are not always able to measure the impact of their practice on student learning.

The principal has successfully taken the staff with her in the initiatives she has introduced to improve instructional practice and drive up standards. There is a buzz of excitement about the use of Treatment and Education of Autistic and related Communication-handicapped Children with autistic students and the use the Foundations Program to improve the literacy skills of emotionally disturbed students. The principal manages change effectively because she listens to her staff, and empowers them by involving them in the decision-making process. The school runs smoothly because all staff are valued and so they are keen to self-evaluate their performance. However, they are not always sufficiently skilled in the techniques required to evaluate performance in respect of very small and specific outcomes for students. Partnerships with outside agencies to enhance student learning are effective.

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.

This is a reflective and self-critical school. The cabinet is never complacent and is constantly exploring new and innovative methods to raise student achievement. Teachers frequently review how successful their plans have been in achieving their stated goals, but they are not as adept at then using their findings to realign specific learning outcomes on a day to day basis in their lesson plans. The Comprehensive Education Plan provides a summative analysis of student progress and sets priorities to raise achievement for both student populations. However, the evaluative tools to measure success are not linked sharply enough to student outcomes.

Although the cabinet meets weekly and teachers of the distinctive populations of students from across the sites meet monthly they are not always sufficiently focused on the outcomes of one class compared with those of another. The principal and three assistant principals have a good understanding of cause and effect, but do not always express this in their data analysis.

One of the school's greatest strengths is its use of data to realign behavior plans on a week-to-week basis, and it succeeds in reintegrating a significant number of emotionally disturbed students back into general education by the time they transfer to high school. Intervention and instructional programs are aligned, based on student data and goals are set for different student populations. The goals are relevant and aimed at enabling student independence. The school recognizes that its next priority is to plan more robustly to accelerate the learning of its students with the most severe and profound learning difficulties/disabilities. It knows the importance of professional development for its paraprofessionals to achieve this goal, but is constrained by lack of tactile resources and suitable accommodation to develop an exciting sensory curriculum. The principal would develop a curriculum based around a sensory room with fiber optics and a hydrotherapy pool but does not have the funds for these resources.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 010 Bronx (PS 010X)	∅	✓	+
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	