

ROSE E. SCALA SCHOOL

Public School 071

3040 Roberts Avenue

Bronx

NY 10461

Principal: Lance Cooper

Dates of review: May 17 – 19, 2006

**Reviewer: Godfrey Bancroft
Cambridge Education**

ROSE E. SCALA SCHOOL Public School 071

Content Of The Report

Part 1: The School Context

Background information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

What is the school's overall performance

How well does it meet New York City's evaluation criteria

Other key observations

Part 4: Evaluation Criteria Grade Summary

ROSE E. SCALA SCHOOL Public School 071

Part 1: The School Context

Information about the school

This is a well established school which currently has students from pre-kindergarten to Grade 6. It has gained approval for expansion and over the next two years will add students in grades 7 and 8. There are currently 1140 enrolled students. This number is expected to rise to approximately 1500 students in 2007. The social and economic circumstances of the community range from relatively affluent to those who face significant challenges. Students come from a wide range of ethnic and cultural backgrounds, including a higher number of White students than found in the majority of New York schools.

ROSE E. SCALA SCHOOL Public School 071

Part 2: Overview

What the school does well

- The kindergarten provides students with a good start to their education.
- Students make good progress, enabling many to exceed the grade levels expected for their ages.
- The curriculum, instruction and learning are all well-developed, especially for English and mathematics.
- Teachers have high expectations. Students respond by behaving well and have good attitudes to their learning.
- Arrangements for school leaders and teachers to gather and respond to assessment data are well-developed.
- Students and their parents have very positive views of the school.
- There are good links with the parents and guardians.
- The community and partner organizations contribute well to students' learning.
- The energetic and enthusiastic leadership of the principal inspires a culture of self-reflection and commitment to continuous improvement.

What the school needs to improve

- Further enhance students knowledge of their attainment and progress by;
- Drawing their attention to the criteria contained in assessment rubrics at more frequent intervals.
- Setting more short term goals for individual learning.
- Using the latter part of lessons more effectively to involve students in the assessment of their learning.
- Ensure that work is matched fully to the needs of the full range of abilities in each class.

Part 3: Main Findings

Overall Evaluation

This is a well-developed school

This is a well-developed school in which learning is exciting and enjoyable. Students make good progress and attain grades that usually exceed the expected level for their age. The curriculum, instruction and learning are all well-developed. Students and staff benefit from good leadership. They feel valued and enabled to do their best. The leadership promotes a culture of continuous improvement effectively. The areas for improvement identified in this report are aimed at making a good school even better.

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

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.

This area of the school's work is overall well-developed.

Arrangements to gather and respond to assessment data are good. A well-structured battery of tests is used throughout the year across each grade to ensure that students' progress is checked carefully. The available data is used well. School leaders and teachers gather information about students' attainment and progress carefully and consistently. The information is recorded in accessible and manageable forms. Teachers are able to analyze the information they gain thoroughly and use it to identify strengths and weaknesses in students' performance. This enables them to plan the subsequent stages of students' learning precisely. The grading of work in English is a particularly effective feature. In English students are able to record how they feel about the quality of their written work. Their comments are verified by those of their teachers, who also provide good advice about the next steps to ensure further improvement. Making comparisons with other schools and with similar schools is more difficult. This is because the information provided is often out-of-date by the time it arrives at the school.

The kindergarten provides students with a good start to their education and they make good progress, successfully acquiring the basic skills and good learning habits needed in all areas of their development. Older students continue to make good progress, especially in reading, writing and mathematics. Consequently, year-on-year they attain grades that exceed the level expected for their ages.

Quality Statement 2: 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.

Teachers work together effectively in grade and faculty teams to plan and set goals for students' attainment and progress. These goals are invariably challenging and sensibly

ROSE E. SCALA SCHOOL Public School 071

based on students' prior attainment. There is a clear and consistent focus on improvement and teachers have high expectations. These expectations are shared openly with students and with parents and caretakers. Teachers make good use of thoughtfully constructed rubrics to assess the quality of students' work and the progress that students make. Rubrics are adapted well to make them accessible for younger students by using 'smiley faces' to grade the quality of their work. Good use is made of opportunities to ensure that students are aware of the rubrics and understand what they need to do in order to make their work even better. However, some teachers do not use these opportunities sufficiently and do not draw students' attention to the rubrics as often as they should. Some teachers also make insufficient use of short term individual goals for students' learning. Consequently, some opportunities to keep students informed of their progress and to plan their work in easily managed and progressive sections are missed.

Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.

This area of the school's work is well-developed.

The curriculum, instruction, and learning are all well-developed, especially for English and mathematics. The planning of students' learning across each year is good and there is good continuity from year-to-year. Clear timescales are identified for students to learn essential skills progressively, for example, in reading. The curriculum gives good attention to students' progress in other areas of their learning. In a history class for example, the students worked on the knowledge of world events and in their understanding of a range of religions and cultures. The school spends its available budget wisely on teachers and on resources to support students' learning. A significant amount is focused each year on keeping class sizes small and manageable. This is greatly appreciated by parents and caretakers. Arrangements to monitor and evaluate the quality of instruction by the principal, assistant principals, subject coaches, and faculty leaders are good. Consequently, school leaders have a very accurate view of the quality of instruction and of its strengths and weaknesses. In addition to successfully supporting students' academic progress, teachers also make an effective contribution to students' personal, social, and emotional development. Students value their teachers greatly and are very appreciative of the support they receive for their learning. Relationships between students and teachers are very good. As a result, students behave well, work hard, and apply themselves to their learning. Teachers are very good at recognizing and celebrating students' attainment and progress. This helps to ensure that students are well-motivated. Teachers are knowledgeable about the range of subjects they teach and plan what they intend to teach in great detail. However, some teachers do not give enough consideration to ensuring that the work they prepare is matched closely to the needs of the full range of abilities in each class. During classes teachers monitor students' progress closely. Even so, some teachers make sufficiently effective use of the latter part of lessons to involve students in assessing the progress they have made. Attendance is good. Staff members are good at monitoring attendance closely and following up any unexplained absences promptly.

Quality Statement 4: 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.

ROSE E. SCALA SCHOOL Public School 071

School leaders and staff work effectively to accelerate students' learning. Arrangements to support any students who are failing to make progress or who begin to fall behind on their grades are also good. Plans are well advanced to introduce classes to provide additional challenge for those students who are identified as being gifted and talented. Much of the school's work is typified by critical self and peer evaluation. This applies to school leaders, to teachers, and to students. The principal provides energetic and enthusiastic leadership that inspires a culture that is committed to continuous improvement. He is very aware of what the school does well and of those areas that need further development. There is no complacency and the school thrives on its culture of continuous improvement. The school is well organized and runs smoothly on a day-to-day basis. There are good links with partner organizations and these contribute well to students' learning.

Quality Statement 5: 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 procedures for undertaking diagnostic assessments and responding by introducing intervention procedures are well established and are applied consistently by teachers and grade teams. Special education students are supported effectively by teachers and by para-professionals. Responses to the needs of these students are prompt and increasingly precise in their match to the students' learning needs. The school provides a good range of classes to support all students who have fallen behind in their learning and are identified as not making sufficient progress. Students are very appreciative of the support they receive in these classes. Students also have access to carefully tailored opportunities that help them to be well prepared for tests and grade examinations.

Other key observations

Students, their parents and caretakers have very positive views of the school. Students are very appreciative of the time and energy their teachers give to providing additional activities that enhance their learning. For example, students in all grades have access to a good range of educational visits.

ROSE E. SCALA SCHOOL Public School 071

Part 4: Evaluation Criteria Grade Summary

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.	o	✓	+
<p>1.1 The school uses available data (e.g., diagnostic, formative, and summative assessments, students work products, standards-based portfolios, attendance, descriptive review, security data, etc.) and generates its own to provide an objective, constantly updated understanding of how well each student, classroom, grade level, and other important categories of students and the school are:</p> <p>(1) currently performing, and (2) progressing over time, on English Language Arts, mathematics, and other important academic subjects.</p> <p>Criteria for measuring student progress are "objective" when they are</p> <ul style="list-style-type: none"> • standards-based, • consistent across students, • capable of revealing progress or a lack of it over time and ways to close the gap between current and expected practice, <p>and when they allow</p> <ul style="list-style-type: none"> • the performance of different students to be compared, and • learning activity to be broken down into component parts so strengths and weaknesses on each sub-activity may be identified. 			X
<p>1.2 The school makes effective use of the data to assess the performance and progress of students by racial and ethnic groups, English Language Learners and special education students, and all other categories of interest to the school.</p> <p>{This criterion and the next are partially aspirational as of now. City and State Report Cards and Division of Accountability and Assessment reports provide only some of the necessary data. The NYC DOE will soon provide schools with fuller access to better data.}</p>			X
<p>1.3 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, racial and ethnic groups, and other groupings of interest within the school.</p>		X	
Quality Statement 2: 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.	o	✓	+
<p>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 it develops plans and timeframes for reaching those goals.</p>			X
<p>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 warranting attention.</p>			X
<p>2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.</p>		X	
<p>2.4 High expectations are conveyed to students and parents. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. That information is central to setting reasonably challenging goals and developing, evaluating, and revising plans.</p>			X
<p>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</p>			X

ROSE E. SCALA SCHOOL Public School 071

Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.	0	✓	+
3.1 The school selects the curriculum based on how well it aligns with the school's high expectations and improvement plans and on the curriculum's capacity to generate meaningful interim data about progress towards goals.			X
3.2 Decisions about the use of teacher and student time are based on the organization of the day and week needed to inform teachers about each student's performance and next learning steps, set goals and plans for improved student learning, and implement and continuously improve plans for reaching stated goals.			X
3.3 Staffing decisions are driven by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.4 Budgeting decisions are driven by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.5 Teachers are accountable for student outcomes. 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
3.6 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
3.7 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
3.8 Instructional programs actively engage students.			X
3.9 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X

Quality Statement 4: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	0	✓	+
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 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 Leaders, faculty, and staff share the same goals and frequently evaluate themselves, their interventions and each other's plans and interventions, including, when possible, by comparing outcomes across classrooms and schools. The school monitors its performance and tackles weaknesses. Even in areas where the school is successful, leadership is not complacent, but aims to improve further. The goal in all cases is to improve student and school performance and progress.			X
4.4 Planning, evaluation of results and revision of plans takes place in teams.			X
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear and are generally followed.			X

ROSE E. SCALA SCHOOL Public School 071

Quality Statement 5: 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.	o	✓	+
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 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 interim 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 each successive phase of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve students' academic outcomes.		X	