



The New York City Department of Education



Quality Review Report

Isaac Clason School

Public School 100

**800 Taylor Avenue
Bronx
NY 10473**

Principal: Ms Linda Amill-Irizarry

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Reviewer: Mary Crampsie

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Part 1: The school context

Information about the school

Public School 100, whose motto is 'Partners in Excellence', is a kindergarten through fourth grade school serving an ethnically diverse community in the Bronx. There are approximately 700 students of whom 50% are Hispanic and 49% are Black. In the past year the number of English language learners has nearly doubled to approximately 60. There are also 58 special education students. Attendance is higher than that of similar or City schools and student stability is in line with City schools. The proportion of students eligible for Title 1 funding is lower than for similar schools but higher than average for City schools.

Historically, the school has benefited from a stable and well qualified staff. More recently, due to retirement and maternity leave, the school has employed a number of new staff. As well as being a 'Title 1 Distinguished School' they recently received the 'Outstanding Early Childhood Program' award and the 'High Performing/Gap Closing' certificate for closing the gap for all children. Non-academic programs include a chorus, dance club, art studio and sports activities. The school benefits from strong community support and links with higher education, and there is an active volunteer programme.

Part 2: Overview

What the school does well

- The principal is an effective leader who successfully shares her clear focus on high expectations.
- There is a strong culture of collaborative working by the whole staff in support of the instructional goals of the school.
- Staff know students very well and they use data to ensure that resources are closely aligned to their needs.
- Attendance is a high priority and effective systems are in place to secure it.
- The school builds strong partnerships with parents, and they hold the school in very high regard.
- The school building is attractive and children's work is prominently displayed so that they understand how well they are doing and what they need to do to improve.
- The school respects and values each child and, as a result, students develop confidence and enjoy learning.
- There is a strong commitment to professional development and intra and inter-school visitation is well developed.

What the school needs to improve

- Provide more access to non-fiction reading materials.
- Induct new staff into the culture of high expectations of student performance and progress, in particular in the capacity to use data to drive outcomes.
- Develop the social studies program.
- Continue to refine the use of technology in order to support teachers' planning and assessment.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

The principal is successful in conveying her high expectations to staff, students and parents. She has nurtured a culture of collaborative working in support of the instructional goals of the school and in the interest of the students within it. Staff use data effectively to meet the academic and wider needs of their students. They know their students very well. Feedback to students on their work is clear, so that they understand how well they are doing and what they need to do to improve. There is a strong commitment to professional development.

The school has a culture of mutual respect, and each student is valued as an individual. Students enjoy school and become confident learners. The school is highly regarded by parents, who are actively encouraged to become partners in their children's education.

Because of recent turnover of staff, there is a need to induct new staff and to ensure that they are able to keep the same high standards as those already in the school. Staff are aware that technology and social studies are the next curriculum areas for 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 well developed.

The school collects a very wide range of data on the performance of each student and this is used carefully to review their progress. Every student has an orientation interview on entry, carried out by one of the cabinet, and this initial assessment is used to inform the student's placement. Staff assess their students' achievement regularly and in a range of ways; formally through the State scores reports and a range of commercial programs, as well as informally through teacher assessment and on-going classroom observation. Teachers make very good use of this data to track progress at classroom and grade level.

The cabinet monitors students' overall performance, ensuring that the achievement of English language learners, ethnic and other groups are carefully scrutinized. The principal takes a particular interest in the collaborative team teaching group, tracking their progress personally. As a result the school devises suitable, focused intervention strategies.

Teachers analyse the outcomes of testing carefully, to identify common problems and areas where there is a need to revise understanding. This is shared with students in order to encourage independent learning.

Teachers compare student performance and progress with similar schools but rely more on student's own past performance and progress within classrooms and across grades.

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.

The school has well-established organizational structures that encourage collaborative working at grade and faculty level. The principal sets goals together with her cabinet at faculty conferences at the beginning of each year. These are linked to goals in the Comprehensive Education Plan and are driven by information from assessment data. Goals are reviewed regularly in the spring and reviewed towards the end of the academic year.

Teachers also regularly review the data on their students in order to set challenging goals. Close attention is paid to the needs of all students including special education students, and goals within individual education plans are very closely monitored. As a result, appropriate programs are tailored to their needs, and students make very good progress.

Very high expectations are conveyed to students, their parents and caregivers. The school values partnership and involves parents in their children’s learning. The school motto is ‘Partners in Excellence’. Parents appreciate this and those who move away from the area struggle to keep their children in the school. Goals and plans are focused on student performance and all members of the school community are committed to this. However, the principal is not complacent, and recognizes that more could be done to involve a wider constituency in meeting the goals of the school. She intends to develop systems for sharing data and strategies that parents can use to support their child at home.

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 is exempt from the Chancellor’s curriculum and teachers are accustomed to selecting a curriculum tailored to the differentiated needs of their students. Staff take professional pride in this freedom to make decisions, which they believe is in the best interests of their students. As a result, achievement has improved every year. Recently staff decided to incorporate elements of balanced literacy and the Lucy Calkins writing program, as they believe that its structured approach meets the needs of its students more appropriately. There is much students’ writing around the building, with annotations which provide students with feedback about their development as young writers.

Analysis of data shows the need for more non-fiction content in reading resources. At present, the social studies program is not as thoroughly developed as other areas of the curriculum, and school plans identify it as an area for focus. Technology is not used sufficiently on a day-to-day basis across the curriculum to practice skills and carry out research.

Budgeting decisions are driven by student need and the principal has chosen to employ more academic intervention staff and to keep class sizes smaller than average. Thought is given to matching students to staff and appropriate programs to achieve the best possible progress. Teachers are held accountable for their students’ progress, with discussion in

teams about relative achievement and strategies for instruction. Data is used to group students appropriately so that work can be targeted at the right level. As a result, students are interested in their work and concentrate well. They are clearly engaged and enjoy learning. They express confidence in the way they are cared for by staff, and know that there are trusted adults in the school to whom they can turn for support if necessary.

Behavior around the school is exemplary. Attendance is good (94%) but remains a very high priority for the principal. Staff and parents are very aware of this and supporting systems and procedures are strong.

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 chooses her staff carefully, based on her very high expectations. As a result, the school has a stable, well qualified staff and morale is very high. Teachers are supportive to one another, in and out of school. Recent retirement and maternity leave have meant new staff being employed. The principal observes all prospective staff teach, looking for rapport with the students as well as a commitment to the culture of using assessment to set goals in order to accelerate student learning. Most appointments have been successful.

Teachers attend Teachers' College in their own time and discuss the relevance of professional development to their students' needs. There is strong moral commitment to student welfare and staff make a distinction between testing for its own sake, and evaluation to identify the most appropriate intervention strategies. Planning takes place in teams and results are shared, but little use is currently made of technology to support planning or delivery of the curriculum.

The cabinet carries out regular formal and informal lesson observations and they engage staff in professional discussion and feedback. The principal is highly regarded and the culture of high expectations and mutual support she has created is very effective in ensuring maximum performance from teachers, other staff and students. The school runs smoothly, and communication and procedures are clear.

The school has a program of extra-curricular activities but parents reported that they would like more if finances permitted. The school uses support and community-based services as appropriate to meet students' wider learning needs.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

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

Goal-setting for whole-school development is a collaborative process. Priorities are developed based on student performance data, and set out in the Comprehensive Education Plan. This is then shared with staff at faculty conferences so that all staff are

involved in meeting the school's goals. School planning contains short- and long-term goals, enabling regular monitoring and review.

Curriculum maps are living documents which are reviewed each term. There is frequent and on-going diagnostic assessment to identify whether or not planning is being effectively implemented. Detailed records are kept for students targeted by the academic intervention staff, and placements are not static but rotated depending on the progress. The success of placements and intervention strategies is reviewed every six weeks and adapted if necessary. As a result attainment has improved every year and achievement is high.

Comparison of student progress is well developed within grades and classrooms and is used to track student progress across grades. Information generated by the frequent periodic assessment is used to revise plans speedily and these are then aligned to the pacing chart to ensure that when students are formally assessed they are in the same place as other students. Where it becomes clear that student academic outcomes require the deployment of specialist resources and time, this is provided, and outcomes for students are positive.

The work of the school has been recognized by the award of the 'Outstanding Early Childhood Program' and the 'High Performing/Gap Closing' award.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Isaac Clason School (PS 100)	∅	✓	+
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