



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

**Public School 119
1075 Pugsley Avenue
Bronx
NY 10472**

Principal: Lydia Bassett Tyner

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Reviewer: Joy Stopher

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Part 1: The school context

Information about the school

Public School 119 is an elementary school from pre-kindergarten through grade 4. There are 789 students enrolled of whom 17% are English language learners and 11% are special education students. Eighty-one percent of students have Title 1 eligibility which is higher than average for City schools but in line with similar schools. The school is culturally diverse with Hispanic (59%), Asian/Pacific Islander (24%), Black (15%) and White (1%) student groups. Attendance, at 92%, is average for similar and City schools.

The school has more students than can be accommodated on its own site and has an annex at the nearby middle school. Space is at a premium and prevents the growth that parents would like to happen.

Part 2: Overview

What the school does well

- The principal is open-minded, reflective and has a clear vision for the school.
- There are good relationships between staff and students, and behavior is excellent.
- Very good use of data is made in all decision-making.
- The school has a committed, academically able staff who are supportive of each other.
- The school 'pleases the children' and gives them a good education.
- Very effective, holistic support is given to students who have the greatest need.
- Parents are well involved in the life of the school and are represented by an effective and supportive parents' organization.
- There is consistency of instruction across grades.
- A creative and innovative approach to problem-solving is evident across the school's work.
- There is a very strong sense of community.

What the school needs to improve

- Extend the use of technology to support learning.
- Enhance the teaching and support for higher-achieving students.
- Improve the overall quality of the classroom environment.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

Public School 119 is a successful school which is well regarded by its community and has high expectations for its students, expressed as 'work hard, do well, and learn from each other'. The same culture has been embraced by the adults who work at the school. The school attracts and recruits high quality staff. This has all contributed to the school being recognized by the New York State Education Department for two consecutive years as a 'High Achieving/Gap Closing School'.

The principal is well regarded for her open communication and willingness to listen. She is child-centred and ensures that the school is too. There is a culture of responsiveness, open-mindedness and a genuine desire to take what ever steps are necessary to bring about continuous improvement. Data is well used to inform decision-making about what can be done further to improve the performance and progress of each individual student. Parents take a very active role in the life of the school and their participation is welcomed and encouraged.

The students enjoy school and know what is expected of them. In their words, 'the school is great'.

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 makes very good use of a range of data in all decision-making. The academic intervention binder contains data on every student in the school and records what interventions are needed. The child study and academic intervention teams look together at the progress of each child and implements strategies for improving achievement. Each member of these teams has a specific role in monitoring the many sources of data available; these encompass each class and grade level in addition to the individual student. Good use is made of the New York State Education Department data, for example in analyzing the breakdown of students achieving grade 3 and 4 in the State tests by ethnicity and gender as well as the performance of English language learners and special education students. The school is determined that all students should get the same chance and uses the data to monitor the performance and progress of every student. This is not restricted to academic progress.

Data is generated from teacher observations and student work and is constantly updated and used as the basis for discussions about further improvements. The school is aware of the amount of data which is being generated and is seeking ways in which it can be best organized for teachers to use. Classroom assessment binders are being developed in which teachers gather information to support lesson-planning and improve progress. Administration regularly compares the school's performance with similar schools using a

range of reports; this shows quite clearly that the school is rated as a high performing school.

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.

Using the wide range of data available to them, both school leaders and faculty work collaboratively to discuss, plan and implement programs for improvement. This is very evident in all aspects of the school’s work and meetings are characterized by the way in which staff consult and make reference to relevant data. The Comprehensive Education Plan, based on thorough review and analysis of data, identifies appropriate goals for improvement.

The academic intervention team and the child study team work collaboratively to set goals and plans across the school. Their work in improving the performance and progress of students with the greatest need is outstanding. The team identifies struggling learners, assesses their needs, matches them to targeted interventions, monitors progress and ensures communication between the team, teachers and parents. The result is very effective, holistic support for students who have the greatest need. The school has now recognized that this approach would be a useful basis in enhancing the teaching of higher achieving students.

High expectations are central to the work of the school. There is a belief throughout that the students can achieve well in all aspects of their education. Faculty are very conscientious and work hard to meet the needs of the students. Students know what is expected of them. Parents are involved in the life of the school and are well represented by an effective and supportive parents’ organization. Parents receive an informative monthly newsletter and the principal hosts a parent-principal morning meeting on the last Friday of each month. Parent workshops are also well focused, for example on topics such as ‘Helping your children succeed in school’. The successful involvement of parents in the development of the school is evidenced by the fact that between ten and twenty parents each year become learning leaders. The school is highly regarded by its community.

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.

Curriculum maps are well developed and align with the mandated curriculum. Good use is made of monthly sheets which are annotated to record progress towards goals. The school is refining what it does now that all the components are in place, and it is establishing a range of new programs to support instruction. The curriculum is enriched by a varied program of regular trips which give students opportunities to gain first hand knowledge. For example, teachers who had taken students on a visit to the Bronx Botanical Gardens were using the outcomes to engage students in shared writing. The use of technology, as yet, does not fully support learning.

The formal and informal use of data is used to ensure teachers are accountable for improving instruction and outcomes. Differentiation is evident in the variety of activities within classrooms and the varying levels of group work. Teachers hold conferences with students in writing for example, and good use is made of differentiated questioning. There is a notable consistency of instruction across grades.

The budget is well used to support the school's plans and goals. Funds are set aside to support learning, enrichments and intervention and a sizeable amount of money has been devoted to books and resources. A well-considered program to refurbish classrooms has begun in the kindergarten as part of a long-term project to improve the overall quality of the classroom environment. The plan for a new state-of-the-art library is well advanced. Staffing and scheduling decisions are given high priority and are constantly under review. School leaders are considering ways to enhance the opportunities for collaborative staff planning, for example.

Students are very happy and are engaged in their work. They feel challenged and have a good understanding of what is expected of them. The school fulfils its goal to 'please the children and give them a good education'. There are very good relationships between staff and students which extend to all aspects of the school's work. Effective supervision in the cafeteria reinforces the values the students are taught. Students report that they have someone to talk to who will listen to them and provide support.

Improving attendance is given a high priority and is rigorously monitored. The child study team discusses individual attendance issues and shares information including the celebration of success. Creative and innovative solutions are sought, for example, in providing a coat for a student who was subsequently willing to come to school. Each member of the team acts as a buddy to encourage individual students. Effective action is also taken to tackle lateness and non-compliance. The 'morning message' highlights the previous day's attendance figures so all are aware.

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 knows her faculty well and is diligent in recruiting new teachers who are child-orientated, strong academically, caring and have a 'perfectionist tendency in order to fit in'. New teachers learn from the school and there is a strong emphasis placed on making sure they stay. There is a good relationship with Manhattanville College and five recent appointments have been made via this partnership.

Professional development needs are identified collaboratively. Administration identifies issues arising from classroom observations and then come up with strategies to address them. The Tier III professional development team uses school-wide data to plan professional development and align the curriculum with the needs of the school. Teachers actively seek out opportunities for their own professional development and good use is made of the Teachers' College. The needs of the students are at the center of all decisions about professional development. There is a strong program of on-going classroom observation not only directed towards the quality of instruction, but at looking at the outcomes on students' progress. Peer coaching takes place informally and faculty are

very supportive of each other and committed to excellence. Planning in teams happens at all levels and teachers have constant conversations about students.

The principal is open-minded, reflective and has a clear vision for the school. She is well respected by the students, staff and parents. Parents described her as 'an open communicator who is always around school and is very child-centred'. The school is well-organized and runs smoothly using a variety of tools such as the 'morning message' and staff and student handbooks. Students are well aware of the rules and consequences relating to behavior and, as a consequence, it is excellent. Good use is made of a range of programs and partnerships to achieve the school's goals. Examples include the involvement in the 'Principal for a Day' program, the federal funding for the after-school program to support English language learners and the 'Give and Learn Foundation' which supports trips and the new library.

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.

The approach to planning and other interventions is a collaborative process based on monitoring and measuring student progress. The Comprehensive Education Plan is based on the analysis of data. The constant review of attendance and punctuality is the basis for the attendance improvement plan and the curriculum maps have structures in place for implementation and the reaching of goals. There is a good, recently revised, meeting structure in place. Conversations and the information contained in assessment binders are used to measure individual student progress and taken forward to inform decision making. The academic intervention and child study teams are actively involved in looking at interim and long-term goals and in measuring progress. Each member of the child study team has a specific role in monitoring the many sources of data available.

The whole of the academic intervention process is designed to generate information and use it to revise and modify plans and goals when required. The responsibilities of the team include attending meetings to discuss targeted students, conveying information to staff and meeting with teachers individually to discuss the interventions and amount of progress. In addition to maintaining records and data to help track and monitor students, the team develops personal intervention plans for each targeted student. Resources are well targeted to improve academic outcomes. There is a strong culture of self-evaluation in the school and this process has identified the need to develop incremental goals more systematically.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 119 (PS 119)	∅	✓	+
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