



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Edward Collins Public School**

**Public School 146**

**968 Cauldwell Avenue  
Bronx,  
NY 10456**

**Principal: Janet-Ann Sanderson-Brown**

**Dates of review: October 24 – 25, 2006**

**Reviewer: Richard Woolf**

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## Part 1: The school context

### Information about the school

Public School 146 - Edward Collins is located in the Morrisania section of the Bronx. It has approximately 466 students from pre-kindergarten to grade 5. Students come from mainly the Black (44%) and Hispanic (55%) communities. There are a very small number from other backgrounds (1%). There are higher than normal numbers of special education students and English language learners. The number of students who are Title 1 eligible is nearly 100% and is far more than is usually found in other schools in the City. The school's attendance rate has increased over the last three years and now sits at about 94% which is slightly above average when compared with City and similar schools. The school is fully staffed and in addition to the teachers and support workers, has a part time psychologist and speech therapist.

Upon graduation most students move on to Paul Laurence Dunbar School MS 301.

## Part 2: Overview

### What the school does well

- The strong principal places high expectations on raising the standards of teaching and learning.
- Supportive senior colleagues clearly demonstrate a united approach to achieving success.
- Channels of communication are 'open' and are clearly understood by all within the school.
- More efficient use of data has manifested itself in improved outcomes in test results.
- The school is orderly and well managed, with a strong focus on learning.
- The system of lesson observations, both formal and informal, is valued by the staff and is indicative of the need to further raise standards.
- Standards of achievement are rising.
- The school is a happy place where students want to learn.
- The school has effective relationships with the local community.
- There is an open approach to quality review and self-evaluation.

### What the school needs to improve

- Make even better use of data to analyze the performance of students from different ethnic groups, English language learners and special education students.
- Enable and encourage all staff to analyze their own teaching methods and to further develop differentiation in their planning.
- Recognize and plan for the needs of more able students in all of the school's activities.
- Make sure that all performance data is easily available to all staff.
- Encourage further development in the contribution of the parent body to the day to day life of the school.
- Improve the use of Information Technology throughout the school.

## Part 3: Main findings

### Overall Evaluation

#### **This is a proficient school.**

The principal has been associated with the school for three years and provides strong leadership which is now being valued by staff, parents and students. She is determined that the school will deliver a curriculum which enhances the opportunities of each student. She has been largely successful in this and the improvements seen over the last two years are greatly appreciated by the whole school community.

By the more effective use of data the staff are being challenged to rethink their approach to differentiation and to raise their expectations of student performance. This approach is fully endorsed by cabinet colleagues. The assistant principals are experienced teachers who, along with the literacy coach, mathematics staff developer and English as a second language teacher, are driving the innovations that have been introduced throughout the school. The flow of data is now starting to provide classroom teachers with the information they require to develop strong systems which will allow them to become more effective in their work and to further raise standards.

Parents are increasingly aware of the efforts being made by all the staff to raise their children's expectations. A number of parents have re-enrolled their children after having removed them prior to the principal's return to the school.

### 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 is building effectively on the work started last year on the use of data. It uses the results of State tests as a basis to plan teaching groups and to identify students in need of extra support and guidance. However this year more detailed and guided work is being done to break this down further by conducting internal baseline assessments of all students from pre-kindergarten through to grade 5. These are completed within the first two months of the new academic year. The data collected and analyzed will then enable the cabinet to meet with the academic intervention team on a weekly basis to identify and highlight those students at risk for missing specific academic goals. Grade level meetings and are held weekly where staff discuss curricular matters and the progress of individual students.

The achievements of students as assessed and recorded every six to eight weeks by the teachers. For those students displaying particular needs, a system of extra support has been established involving specialist teachers and outside agencies.

Although standards are still below those achieved by students in most similar schools, they are rising steadily. However, the principal is sure that with an even greater emphasis on

the use of data this rate of improvement will be further improved. More work is required to improve the analysis of the performance of students from different ethnic groups, special education students and English language learners.

**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.**

There is a growing confidence amongst faculty staff that the improved use of data in the planning process is having a positive effect on the quality of teaching and learning. A system of common planning time for each grade is now in place to enable staff to meet weekly to discuss elements of their work. This meeting also acts as an early warning system for students who may be falling behind in their work or are experiencing difficulties. With the introduction of the student conference binder the staff now have more up to date knowledge of the progress their students are making and can call upon specialist help when identified situations occur.

The school’s extended day program further enables students in grades 3 through to 5 to benefit from smaller group work which helps in addressing identified weaker areas. The principal is aware of the need to ensure all staff have ownership of these new systems and that support is given to those who may not appreciate its value. in raising standards. The breakdown of the Comprehensive Education Plan into structured curriculum plans on a monthly basis has ensured a degree of continuity and allows for the principal to monitor closely the work of her colleagues.

The wealth of data now available to staff is having a very positive impact on classroom instruction, as was demonstrated by the meeting of grade 3 teachers. The level of debate was high and challenging and throughout was focused on how best to improve student understanding and development. The work of the literacy coach, the mathematics developer and English language learner teachers is clearly making a significant contribution to school’s efforts to raise standards. The schobis particularly focused on the needs of special educational students and takes particular care to assess and record the achievements that they make, even though the steps may be very small.

Parents are encouraged to be active partners in their child’s learning. However, due to the school’s past problems there has been reluctance by some parents and it is taking a lot of hard work to break this down. The appointment of a parent coordinator by the principal has had a very positive effect in this regard and many more parents are now attending meetings called for by the school.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school's work is proficient.**

The school has a balanced curriculum with a clear and appropriate focus on developing the basic skills of English language arts and mathematics as well as providing opportunities for science, art, music and physical education. There is evidence of good teaching which engages the students and this has had a significant impact on standards, which are rising steadily. The students are aware of the need to try hard and be successful and they have great respect for their teachers and principal. Staff are aware of the principals' goals and are very supportive of her challenging agenda. This is highlighted by their use of common planning time which is scheduled into their work to meet with colleagues and discuss future developments, share ideas and strategies. Data is now being used more carefully to examine how well particular skills are being taught. Staff are appreciative of the time to discuss and are now becoming much more accountable for their student's progress. The principal acknowledges a substantial amount of further work is required to make the data work for the school in the delivery of differentiation, although some evidence of the planning for this was seen during the grade 3 teacher meeting.

The principal has creatively used the budget to ensure the most appropriate use is made of both human and material resources and the effect is already evident as, for example, by the use of increased specialist staff and new reading programs. Further developments are planned to make better use of information technology.

Attendance has improved dramatically and continues to improve on a daily basis. Parents put this down to the principal's clear leadership and building up of the student's self esteem.

**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 principal is very clear in her staff selection policy. New staff have to be personable, adaptable and creative and make good use of data. She has built up a strong team of like minded individuals who appreciate their students can succeed in life by being given a positive and encouraging start. Teachers accept she is a 'workaholic' and a 'risk taker' but are delighted that she is supportive of them. There are good opportunities for professional development both within the school and outside and this is greatly appreciated by staff. Professional development is driven by the issues which emerge from the analysis of data.

The principal sets high standards and is well respected for being approachable and having an open door policy. She is a constant presence around the school and frequently makes informal visits to classes as well as conducting formal classroom observations. She has a detailed knowledge of the strengths and weaknesses of her staff. As a result of new initiatives, i.e. common planning time and the academic intervention team, staff are responding more quickly to the needs of the students and this is having a positive effect throughout the school. The school is now better managed and it has an order about it

which encourages learning. The parents fully endorse this and becoming more supportive. Partnerships are being developed with outside community based organizations that will further impact upon curriculum delivery.

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

**This area of the school's work is proficient.**

The school is in a transitional period whereby the staff, following the lead of the cabinet, are adapting their approach to teaching and learning as they become more proficient in the use of data.

Each student takes a school based assessment at the beginning of the academic year where their targets are set and are included in an assessment folder which then becomes a working tool to demonstrate progress toward the target. Conversations regularly take place between the cabinet and staff to ensure that progress towards those targets is being met and any required adjustments to the targets are made. A greater emphasis is being placed upon diagnostic test results and comparisons between individual classes within grades are being made to determine how well each class is progressing. There is evidence of a flexible approach to an identified need by the use of 'push in, pull out' arrangements for students who are feeling more challenged. Those students who show higher level skills need to be challenged more fully, especially those aspiring to levels 3 and 4.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Edward Collins [PS 146]</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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.</b>	∅	✓	+
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"> <li>• each student, classroom, grade level,</li> </ul>		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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>	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"> <li>• all other categories of interest to the school*</li> </ul>		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	
<b>Overall score for Quality Statement 1</b>		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.

<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 2</b>		X	

<b>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.</b>	∅	✓	+
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
<b>Overall score for Quality Statement 3</b>			X
<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 4</b>		X	
<b>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.</b>	∅	✓	+
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	
<b>Overall score for Quality Statement 5</b>		X	