



The New York City Department of Education



Quality Review Report

The Nadia J. Pagan School

Public School 226

**1910 Sedgwick Avenue
Bronx
NY 10453**

Principal: Gloria Darden

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Part 1: The school context

Information about the school

The Nadia J. Pagan School is a pre-kindergarten through grade 4 school, located in the Bronx. There are 447 students enrolled. The ethnic composition of the school is 69.6% Hispanic students, 27.5% Black, 1.9% Asian and 1% White. The school is in receipt of Title 1 funding (84.1%). Thirty-one percent of students are English language learners and 6.9% are special education students. Attendance levels at 92% are in line with City and State averages.

Nadia J. Pagan is an empowerment school. These schools have more flexibility to make key decisions in controlling the resources for the school community. Empowerment schools are free to develop or purchase professional development services, choose which schools to affiliate with, and benefit from reduced reporting and paperwork requirements.

Part 2: Overview

What the school does well

- The principal is a very good leader who has a high profile around the school and is well liked by students, teachers and parents alike.
- Staff know and respect students and respond very well to the personal needs that affect their academic performance.
- Students know and trust the teachers and other staff and say there is a good family relationship throughout the school.
- Comprehensive administrative systems have been established to collect data in order to promote student progress effectively.
- Good professional development is beginning to promote the goals of the school well.
- Staffing decisions are effectively driven by the data collected on the students to develop and improve their outcomes.
- The principal has accurately analyzed the school's strengths and weaknesses and has efficiently instigated strategies for improving the quality of each teacher's instruction.
- Parents are very positive about the school and like the well ordered and friendly atmosphere.
- Teaching is well monitored in order? to improve instruction and raise student performance levels.

What the school needs to improve

- Achieve consistency amongst the staff in the use and interpretation of data to monitor students' progress.
- Improve the strategic planning to be over a longer period to enable the school to be more effective so that clear measurable targets for improvement are timetabled, monitored and evaluated to keep them on track.
- Improve differentiation in teachers' instruction and planning

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The principal has effectively created a safe, stimulating learning environment for students. Day to day administration runs smoothly, and students feel they are valued and their views respected. The ongoing challenge is to achieve consistency in the school's work and to improve standards of achievement, particularly in writing and mathematics. An essential element of the school's planning has been to achieve consistency and coherence in teaching throughout the school. Staff are working collaboratively together to bring about this objective. In most lessons the work is geared to students' level of ability, and has sufficient range of activities to motivate them. Students enjoy their lessons. The school is monitoring the progress of individual students proficiently through the development of regular periodic assessments. Parents are very appreciative of the support their children receive and the progress they are making in lessons. Productive partnerships within the community are effectively broadening the learning experience of students. The school has begun to establish a secure and sound basis for its continuing 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 proficient.

The school uses a substantive range of standard tests and formal assessments which are compiled to provide data on the academic and personal development of all students. The New York City tests are analyzed to identify trends and potential areas for improvement. Student achievement is showing an improving trend for low achievers in relation to these City standards. The school has correctly identified reading and writing as a focus for improvement across all grades. The school also generates informative assessment data which is based upon standardized programs. For example, early childhood literacy assessment systems are used well to establish baseline data for the earlier grades. The use of tracking sheets (Rigby and DRA) effectively identifies student competencies in reading levels. The formative assessment of students compiled by teachers is detailed and comprehensive. Each teacher has assessment information of the basic skills of individual students which constitute a running record of achievement. The school has established a coherence and consistency to its assessment data by requiring teachers to compile an Assessment Binder and produce a portfolio of students' work. The school is aware of trends in the data of groups of children related to ethnicity but no detailed analysis is compiled. The diagnostic assessments for students who are English language learners and special education students are proficiently compiled. The former group is significantly large and is a particular focus for the school. For example, a Low Inference Observations Inquiry Project is enabling the school to identify teaching and learning barriers of the target population of English language learners. The NYSESLAT analyses of student competencies provide informative supplementary evidence for teachers.

Overall the analysis of its own data is robust and rigorous. The comparison of performance with similar schools has an appropriate progress through an analysis of the

school progress report. The school has received recognition for its work in closing the achievement gap. Data in relation to past performance is analyzed well to identify trends of improvement as reflected in the Assessment Binders. The compilation of the student portfolio is enabling the progress of students within the school to be evaluated more systematically on a year to year basis.

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.

The administration and senior leadership team are involved in collaborative meetings to establish medium and long term goals such as those identified in the Comprehensive Education Plan. These goals are clearly identified, relevant to the needs of students and set within realistic terms frames. An emphasis has been given to the development of writing genres through all grade levels. This work has been supported by an external consultant who has modelled good practice. Some interim evaluations, resulting from data collected through walk-throughs, have highlighted areas for development such as story structure and responses to literature. The school is encouraging a greater commitment to writing tasks in content areas such as science and mathematics. The school is using its assessment data more effectively to track the achievement of students in mathematics, as the school had identified a declining trend in performance. It systematically uses the error analysis of the Princeton Review and the Every Day Math end of unit examinations to identify skill competencies which need to be addressed across the grades. This information is helping teachers to appropriately identify the next learning steps for students. The greater coherence of data analysis is also giving more effective support to the needs of English language learners and special education students. This is particularly relevant to those who are bilingual but who are also special education students.

The principal has established clear messages about the high expectations she has in relation to improving achievement and promoting personal responsibility. These messages are reinforced in parent’s conference meetings and documentation which goes out to students and parents. At the classroom level there are clear expectations about the compilation of student portfolios which are used to document whether students are meeting grade level requirements. Parents are encouraged to become involved in their child’s education and parent volunteers are proving to be a real asset to 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 curriculum is appropriately aligned with mandated requirements. The school has made a commitment to balanced literacy and balanced mathematics approaches for its delivery of the curriculum. The school is effectively developing literacy curriculum maps to meet student needs and address New York State standards. The units of a prescriptive mathematics curriculum are proficiently assessed to show the progress of individual students. In the literacy context, staff have established exemplar models of writing and these are being used increasingly in grades K-3. This work has provided a more effective structure for the assessment of writing. Staff compile a portfolio of evidence to record

examples of writing skills such as editing and drafting. Curriculum developments are enhancing the capacity of the school to provide more meaningful data about student progress. For example, the NYSESLAT data is being used to develop curriculum and inform instruction for English language learners.

The principal has clearly delineated the responsibilities of staff in relation to improving teaching and student outcomes. Teacher accountability in relation to data analysis is clearly evident. The introduction of an assessment binder has provided a structure for better recording of information. Currently there is insufficient consistency in the use of data for improving instruction, particularly for providing differentiated activities relative to the achievement of students. This is particularly relevant to the interpretation of individual education plans for students with special education needs.

The budget is used creatively to address student needs as indicated by the data. The school prioritizes its staffing according to its data, for example it made provision for additional support staff provided for English as a second language class. The emphasis given to improving English language arts and mathematics achievement is reflected in the hiring of coaches and consultants in these content areas. The scheduling of planning time to accommodate intervention strategies for the bilingual programme is an indication of how the school responds to the specific needs of its students.

Where lessons provide interactive opportunities and a range of learning activities then students are more actively involved in their lessons. Students enjoy their lessons. In a broader context teachers are supportive of students and there is a mutual respect between adults and students. Relationships between students and staff are good. Students say that they feel safe in the school and know whom to go to if they have a problem. The school identifies attendance as an important issue for students and provides incentives for them to come to school regularly. This is reflected in the use of a student attendance board, commendation cards and awards assemblies. Parents actively support the school in these endeavours.

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 administration has clear criteria for its selection of staff. The expectations of working collaboratively and using data to improve instruction are clearly evident. The staff have been given effective guidance on how to collect evidence in relation to periodic assessments and how to assess writing tasks through the development of a literacy binder. Professional development is driven by the needs of the students identified by data analysis. For example training has been given on broadening the range of strategies for English language learners, developing guided reading and introducing the Reading for Success program. The principal has a clearly formulated strategy for improving instruction which is having a positive impact upon student performance. The practice of using informal learning walks is a strong aspect of the accountability strategy but also supports staff. Staff share good practice by visiting each other's classrooms but this tends to be an informal arrangement rather than a structured approach. The collaboration amongst staff is seen in the effective planning which takes place in grade and content area meetings. This support for each other is reflected in the sharing of English as a second language strategy to promote the effectiveness of classroom instruction where there are bilingual students. The positive outcomes of these strategies are reflected in improved student performance.

The principal is highly respected by staff, parents, and students. She has shown that she has the capacity to promote effective change. The principal has built upon good practices within the school and provides support for inexperienced staff. She has also been responsible for the greater emphasis given to utilizing data better so as to inform instructional planning. However she recognizes that this is still a 'work in progress'. The school is well ordered and administrative systems are efficient, enabling the school to run smoothly.

The school is strongly committed to developing its community relationships. A number of effective partnerships have been established including the 'Principal for a Day' program.

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 Comprehensive Education Plan provides an appropriate focus and context for the school's work. It is compiled as part of a collaborative process and contains relevant benchmarks to evaluate performance relative to the school's goals although the longer term element has insufficient strategic timeframes. The plan is periodically revisited and reflected upon in order to monitor progress. It was part of this process which highlighted the underperformance in mathematics. The administration effectively analyzes formative assessment information and identifies areas of underachievement in any classes or specific group of students. Report cards are reviewed after each marking period which leads to an analysis of a student's program and actions for intervention. For example, analyzing the performance of level 1 and level 2 students to determine the level of academic intervention services support or determining the decertification of special education students.

A specific objective, as reflected in the periodic assessment practice, was to establish a consistent basis for collecting and interpreting data within individual classes. Although this is still a work in progress, a more cohesive body of information, has been established to support decision-making about instructional practice. The comparison of student progress is taking place within individual classrooms but that information is not consistently completed to get a picture of comparative patterns across grades. There is evidence of the collection of diagnostic assessment impacting upon practice. For example, in the promotion of literacy objectives the development of writing exemplars is achieving consistency in grading of students' work. Senior teachers are proficient in their evaluation of the school's work within their areas of responsibility. A particular strength is their ability to respond to immediate issues, showing adaptability and flexibility in response to students need, for example in providing small group and individualised instruction in mathematics.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Nadia J. Pagan School (PS 226)	∅	✓	+
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	