



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Children's International School

Elementary School 022

**443 St Mark's Avenue
Brooklyn
NY 11238**

Principal: Carlen Padmore

Dates of review: May 29 – 30, 2008

Lead Reviewer: Patricia Costa

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well
What the school needs to improve

Part 3: Main Findings

Progress made since the last review
Overall evaluation
How well the school meets New York City's evaluation criteria

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Children's International School is an elementary school with 587 students from pre-kindergarten through grade 5. The school population comprises 76% Black, 17% Hispanic, 5% Asian, 1% White, and 1% American Indian students. The student body includes 6% English language learners and 17% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2006-2007 was 89.5%. The school is in receipt of Title 1 funding with 99% eligibility.

This school serves severely cognitively impaired and medically and physically challenged students along with their general education peers in self-contained and inclusive settings. This year the school became a host site for several District 75 early childhood classes whose students share the facility equally.

A sharp rise in enrollment occurs in grade 4 each year when students from a nearby pre-kindergarten through grade 3 school transfer into the school.

Part 2: Overview

What the school does well

- The principal has made good progress in establishing a culture of high expectations and accountability focused on using data to drive instruction.
- A school-wide commitment to instruction and intervention is resulting in improved student progress in English language arts and math.
- A recent strategic focus on improved communication and shared leadership is building a common school-wide vision for continuous improvement.
- A large quantity of data is collected by teachers and administration and made available to staff in a variety of formats.
- Teachers and administrators use data well to identify students with greatest need and to plan and implement effective intervention strategies.
- Effective systems for running the school are in place, creating an orderly and safe environment where students and families feel welcome.
- There is a high degree of respect and collegiality among staff and a growing culture of professional learning is evident.
- The school makes good use of resources in the community to provide enrichment and support to students and families.
- The principal is developing a strong administrative team with the expertise and persistence to ensure student progress.

What the school needs to improve

- Implement a standards based English language arts curriculum, with interim assessments, more consistently across grades and classrooms.
- Develop more coherent school wide assessment and data collection practices, aligned with curriculum benchmarks and interim assessments.
- Build capacity to use technology and online resources to gather, analyze and compare student, class, grade, subgroup, and school data.
- Use data to create, monitor, and revise long-term plans with interim goals and benchmarks for students and teachers.
- Provide consistent and explicit guidance and support to teachers in achieving next steps in instructional and behavior management practices.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is proficient.

Administration and staff at this inclusive, barrier free school work well together to support the progress and well-being of every student. A strong focus on safety and discipline has created a calm, orderly, and inviting environment where students and families feel valued. The well-maintained and brightly decorated classrooms and hallways motivate students to enjoy learning and coming to school. The principal is working hard to build a culture of respect, high expectations, and accountability with good results becoming evident. Students, staff, and parents are clearly proud of their school and admire the principal, the teachers and the quality of instruction provided.

Progress has been made since the last Quality Review. Professional development supports staff in differentiating instruction more effectively, especially for students in greatest need. Professional growth is evident in the quality and variety of student work displayed in hallways and classrooms. Although, teacher observation and feedback is not consistent or detailed enough to provide differentiated professional development. Improved communication, and the use of rubrics to assess performance, is ensuring that students know what they are learning and what they need to do to improve. Writing and the arts are becoming more embedded in the curriculum leading to a more vibrant and interesting academic experience. Attendance has improved due to better strategies for monitoring absence and communicating with parents. The inquiry team has targeted a group of grade 4 students in the lowest third whose proficiency level had dropped. These students are now demonstrating progress in English language arts and math. Although good progress is evident, the implementation of data collection and analysis practices is not consistent enough yet to effectively support planning and decision-making. Consistent implementation of the English language arts and content area curricula, aligned with interim benchmarks and assessments, is not yet well established.

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 the student's progress over time.

This area of the school's work is proficient.

Teachers assess student progress regularly in a variety of ways. In addition to interim, computer-adapted, and City and State assessments, there are teacher-created and published checklists, tests and running records in use in some classrooms. School-wide participation in "Assessment Fridays" contributes to the array of information gathered. There are, however, significant differences in the quality of assessment practices

between classrooms. As a result, the data collected has limited value for grade and school wide planning. Some of the assessments still used by teachers are not clearly aligned with objectives or curriculum benchmarks. Plans are in place to create greater consistency and accuracy in the administration of assessments across classrooms and grades but at this point, there is not strong evidence that current practices are supporting consistently accurate analysis and decision-making. A recently invested in commercial system that provides organized hard copy charts of data collected is supporting some improvement in practice.

The newly formed administrative team focuses on improving school capacity in gathering and using data. This includes improving school wide technology equipment, access, and professional development for staff. These efforts, and a recent focus on accountability, encourage staff to learn and make effective use of the resources available. The progress of all subgroups is not adequately tracked yet. While there is interim assessment data available for English language learners, and for each of the two self-contained special education classes, the progress of all special education students is not tracked as a subgroup. This, and the lack of available data that tracks the progress of all ethnic subgroups, diminishes the school's ability to ensure the progress of all students. Efforts to compare the school's progress to that of similar schools are evident but the data is not charted effectively enough yet to allow administration to draw useful conclusions.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

The administration has created a schedule to allow all teachers to meet twice each week with grade level colleagues for planning and goal setting. In addition, funds are allocated for grade leaders to meet once a week after school for cross grade planning. Administration and the lead teacher provide professional development and support to focus these meetings on the use of data to align instruction with interim benchmarks and long-term goals. As a result, a growing ability to provide data-driven differentiated instruction is becoming evident but is not firmly established yet. The work of the inquiry team, although still in an early stage of development, provides a model for this work. The lack of alignment of instruction and assessment with objectively measurable goals and curriculum benchmarks, especially in English language arts, prevents the school from setting meaningful goals for students, classes, and grades.

The academic intervention and pupil personnel committees use data well from the citywide English language arts and math assessments, along with teacher recommendations, to identify and support students in greatest need. As a result, the percentage of students performing at Level 1 has significantly decreased. Parents report easy and plentiful opportunities for communicating with teachers and administration. Most teachers provide monthly progress reports to parents, in addition to the regular report cards and parent teacher meetings. As a result, parents are aware of their children's progress and strategies to support them at home. The principal's vision for school wide improvement pervades the school. Her long-term goals are prominently displayed for staff, students and parents and she actively invites feedback and accepts responsibility. Administration sends home a monthly parent newsletter and calendar,

however, communications to parents are not always timely enough due in part to the lack of an updated school website. The principal actively supports the parent coordinator and parent teacher association in their efforts to bring more parents to the school. A significant increase in the number of parents who participated in the learning environment survey this year indicates that these efforts are having an effect but parent turn out for events and workshops is still quite low.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is proficient.

The principal has made good progress in creating an environment of mutual trust and respect. Staff, parents, and students participated in a pre-survey early in the year prior to the learning environment survey. The information gleaned was actively used by administration to institute changes, open channels of communication, and bring staff more fully into the decision-making process. Administration is aware of the need to improve the alignment of instruction and assessment with objectively measurable goals and curriculum benchmarks. Toward that end, the recent efforts to revise the English language arts curriculum are being made with strong teacher collaboration. This is resulting in more meaningful, school-wide conversations regarding the progress of individuals, classes, and grades.

The addition to the staff of a full time licensed art teacher this year, and an enhanced music program, demonstrates good progress in providing a broader and more engaging curriculum to all students. The art teacher implements a strong visual arts program and works with administration on long term plans to integrate music, drama, and dance into the curriculum. Good collaboration with community-based organizations including The Friends of Crown Heights, Camp Cobra, Girl Scouts, and Prospect Park Audubon Program, provide enriching school day and after-school experiences for students. Efforts to integrate science and social studies into the curriculum are evident in the recent school-wide science fair, theme-based dramatic productions, and the upcoming health and nutrition fair. The principal has strategically invested in academic intervention teachers and after school programs to meet the needs of students at risk. In addition, collaboration with professional development providers including Aussie, Teachers College Reading and Writing Project, Wilson, and Foundations supports teacher growth in providing improved data-driven, differentiated instruction. There is not yet, however, sufficient data analysis in place to hold teachers accountable for the progress of all students and groups of students. The apparent practice of homogeneous grouping makes class-to-class comparison and consistency in instruction difficult to achieve.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is proficient.

Effective planning and collaboration between administration, teachers, and support staff ensures a smooth running of the school day and a safe and orderly environment for

learning. School wide behavior management strategies include an earned reward system for good behavior and a strictly adhered to discipline code and incident reporting procedure.

Administration is building staff capacity to use data and online data resources more effectively. Several staff members are being trained, and accountability protocols are being established. A recent grant is allowing for the addition of two new computer labs and a computer with internet access in every classroom that will enhance staff ability to collect and track data effectively.

Collaboration with the arts, activities, and social service providers, alongside a partnership with Medgar Evers College contributes to the academic and personal growth of students and families. Two guidance counselors, two nurses, and a strong service provider staff, effectively meet the needs of students and allow for the successful inclusion of students with disabilities into the mainstream school activities. The lead teacher, who was appointed to the staff this year, effectively supports new teachers. The growing ability of the administrative team to provide strategic and data driven professional development is evident in after-school and lunch-and-learn workshops. However, the teacher observation and feedback process is not used systematically or rigorously enough to ensure continuous progress in each teacher's practice. Protocols to support the development of reflective teaching practices through classroom and school inter-visitation and professional conversations are not consistently implemented.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is underdeveloped with proficient features.

The principal's increasingly well-communicated vision for continuous improvement motivates staff, students, and community to work together to effect change. Due to the strategic work over the last three years, the principal and the newly formed administrative team are now well positioned to take the school to the next level in student progress and professional achievement. An improving ability to track outcomes and use data and survey information is evident in the administrative team and in a few staff members. At this point, however, the school does not use data effectively to create, monitor, and revise long-term plans, with objective interim goals and benchmarks, for students, classes, grades, and subgroups. Clear, objective, and commonly shared goals and benchmarks across all curriculum areas are also not clearly established and followed. As a result, the staff ability to measure the effectiveness of plans and strategies or to revise plans based on data is minimal

The school wide collaborative process of revising the English language arts curriculum to align instruction and assessment more consistently is resulting in professional growth. However, progress in each teacher's ability to provide highly effective differentiated instruction and employ best practices in behavior and classroom management is not rigorously supported by administration. Explicit feedback, coaching, and professional development based on data, and aligned with clearly articulated and objective criteria for teacher performance, are not yet consistently provided to staff.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Children's International School	Δ	▷	✓	+	◇
Quality Score			X		

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	▷	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?		X			
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X			
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress based on comparisons with similar schools?		X			
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	▷	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?		X			
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?			X		
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
Overall score for Quality Statement 2			X		

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	▷	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?		X			
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X		
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X			
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X		
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
Overall score for Quality Statement 3			X		

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?		X			
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?		X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?			X		
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
Overall score for Quality Statement 4					
			X		

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X			
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?		X			
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?		X			
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
Overall score for Quality Statement 5					
		X			

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped