



The New York City Department of Education



Quality Review Report

Public School 16

Elementary School 016

**41-15 104th Street
Queens
NY 11368**

Principal: Elaine Iodice

**Dates of review: May 6 - 8, 2008
Lead Reviewer: Catherine M. Powis**

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Part 1: The school context

Information about the school

Public School 16 is an elementary school with 1374 students from kindergarten through grade 5. The school population comprises 1% Black, 82% Hispanic, 2% White, and 15% Asian students. The student body includes 39% English language learners and 5% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006 - 2007 was 95.5%. The school is in receipt of Title 1 funding with 82% eligibility.

The new principal was appointed in September last year. The school is growing in size and has 10 Dual Language classes to meet the needs of the new immigrants moving into the area.

Part 2: Overview

What the school does well

- The new principal provides excellent leadership and fosters an atmosphere of collegiality and collaboration among faculty enabling them to support each other.
- A very effective system to collect data enables school leaders and teachers to rigorously monitor individual, class and grade progress and performance.
- A wide variety of academic intervention services are very well targeted and matched to the specific needs of students.
- The school's highly effective cabinet has developed a systematic approach to professional learning that supports collaboratively-established school-wide, grade, and individual goals.
- The principal strategically budgets and augments grant writing to procure smartboards, digital projectors and laptop computers as teaching tools.
- There is a real enthusiasm for learning throughout the school that is a result of the implementation of a broad and engaging curriculum.
- A strong focus on small group and individual teaching ensures that learning is differentiated well throughout classrooms.
- The principal is building a strong partnership with parents who strongly support the drive for student achievement.
- Parents/caregivers are consistently provided with ongoing information about their children's progress and performance, and how they can help them achieve their goals.
- The students demonstrate a knowledge and understanding of, and are highly motivated to reach their interim goals in reading, writing, and math.

What the school needs to improve

- Further develop the capacity to understand data sources for gender groups and special education students so that comparisons and trends can be monitored.
- Synthesize and summarize school-wide math data, and continue to formalize monitoring systems that enable the school to measure progress more objectively.
- Build on the existing analysis of student outcomes of targeted interventions to determine which programs are more effective in accelerating student learning.

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 well developed.

The new principal is wonderfully nurturing and has the capacity to move the school forward. She successfully combines high expectations and professional rigor to drive student achievement. Since the last review, a technology plan is in place that supports teachers in learning and in using the newly funded smartboards and digital projectors. A writing committee of teachers, coaches, and assistant principals meet regularly to examine their practice of leveling student writing, and are creating a user friendly writing assessment toolkit for all teachers to use.

The inquiry team has approached its work in the same thorough way that is displayed when any new initiative is undertaken. Collaboratively, the team makes instructional decisions to accelerate the learning of a small cohort of students in English language arts. The findings of this team have led to even further collaborative opportunities for professional development that is an outstanding characteristic of this school. Across classrooms, lesson plans and teaching reflect a differentiated approach toward learning goals. School leaders and teachers monitor student progress toward their data-driven goals very effectively. However, the school does not analyze data for all subjects and groups of students with the same rigor. As a result, it is not as clear about progress in math, and whether special education students and boys and girls could make even more progress.

The whole school community collectively reinforces an enthusiasm for learning, Parents and caregivers are exceptionally fond of this school and comment on how supportive all staff members are of them and their children's success. The school's attendance is very high in comparison to similar schools and City averages. Students enjoy coming to school and do not want to be absent. As one fifth grade boy shared, "I would like the principal to add more grades to the school so I could stay here forever." They understand what they need to do in reading, writing, and math to achieve their goals.

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 well developed.

The principal, the three assistant principals and two literacy coaches regularly monitor students' performance and progress by individual, by class, and by grade using a wide variety of assessments. All teachers maintain a comprehensive data binder that they

use to record individual student assessment in reading, writing, math, and language acquisition. They also make good use of annotated portfolios of student work and reading logs as evidence to support assessment findings. The data specialist and computer cluster teacher provide good opportunities for teachers to hone their skills in this data collection and management. The school has an excellent system for monitoring the progress and performance of English language learners that provides school leaders and teachers with a very comprehensive look at the needs of these students. Instructional decisions are data-informed. As a result, English language learners make very good progress. The school is working on replicating this system to track more closely the progress of special education students.

The criteria for analysis and comparisons in math are not always useful or relevant. The analysis of existing data does not enable the school to monitor progress as closely in math as other subjects. The school does not currently gather and analyze a wide variety of data on the performance and progress of boys and girls. School leaders compile comparisons of data from previous years and across grades, and to similar schools to aid in a self-evaluation of strengths and weaknesses. Comparisons are being expanded to include a longitudinal analysis of the achievement of each student throughout their time at the school.

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 well developed.

Constantly communicated, very high expectations play a key part in raising student achievement. Teachers consistently engage in goal setting for every student in their classes. Students not only have personal interim goals in reading, writing and math posted on their desks, but also can articulate what they need to do to reach these goals. Students know and understand their reading and grade level targets. Goals generally match students’ abilities, including high achievers who have more challenging ones. The school-wide, data-driven goal setting agenda is reflected in individual and small group instruction that differentiates learning in all classrooms. Academic interventions such as the Spell-Read Program are particularly strong in setting cyclical goals that are supported by very focused and explicit teaching of small groups of 5 to 6 students. The school cabinet identified a cohort of special education students as a vulnerable target population and is more critically analyzing data to set more precise and specific goals for this group.

The principal is building a very strong partnership with parents who wholeheartedly support the drive for student achievement. New avenues of communication keep parents informed regularly about their children’s progress and how they can help them achieve their goals in reading, writing, and math. School leaders and teachers work very well together to provide formal and informal feedback to parents through conversations, newsletters, workshops, and individual student progress letters. Communication also includes ways in which parents can help their children at home, such as, read-aloud and practice on the ACUITY periodic assessment website. Parents are frequently invited to the school to celebrate achievements and share in their children’s progress.

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 well developed.

The principal and leadership team make very effective budget decisions to support a highly engaging and broad curriculum for all students. Teachers are excited by the interactive lesson planning they are able to deliver in all core subjects with smartboards, digital projectors, and laptop computers. Students too are excited to use this new technology to enhance the opportunities they have to learn in a challenging atmosphere. The English language arts core curriculum is supported by the University of Columbia Teachers College Readers and Writers Project and is very well suited to the differentiated learning needs of all students. Math games, part of the Everyday Math core curriculum, challenges students to apply and enhance their math skills. Science and social studies lessons are equally rigorous in engaging students in exciting topics and hands on investigations that require the use of higher-order thinking skills.

English language learners are very well supported by teacher specialists, through programs such as dual language, and by an assistant principal who is a specialist in data-informed strategies to develop language acquisition. As a result, they make very good progress. The principal expanded the school’s enrichment program this year. Building on the interest and expertise of the staff, several activities and clubs are offered to students before, during, and after school and in a Saturday Academy. Keyboarding, drama, chorus, and violin are just a few of the offerings that add to a well rounded curriculum. Physical education and art classes for all students complete the picture.

Students love to come to school and the attendance rate is very high. They feel very safe in school knowing that they can go to any staff member if they need help. There are two full-time guidance counselors who meet with students and parents regularly to resolve concerns. The students are very enthusiastic about learning. They welcome the high expectations that adults have for them. They take ownership of their learning, and enjoy being challenged. As one third grader states, “I would like to see my teacher create even more inspiring ideas for our writing topics.”

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 outstanding.

The principal has a very clear understanding of where there are strengths in teaching and where instruction needs to be improved. She and her three assistant principals make frequent visits to classrooms. Teachers value the constructive and developmental feedback given afterwards. As one teacher shared, “We see her (principal) as a mentor, not as a principal.” A teachers’ survey at the beginning of the year determines the areas in which they need assistance. The school cabinet reviews a variety of data to identify areas for improvement and decide on targeted professional development.

The excellent professional development plan is multi layered in its intent and delivery. All teachers including six new ones have multiple opportunities to attend workshops both

inside and outside the school. Labsite intervisitations, committees, grade and planning meetings, and lunch and learns are forums where school leaders and teachers come together to deepen the work that accelerates student learning. Workshops focus on developing a specific aspect of pedagogy, such as small group instruction, or on an extensive development across the school, such as, improving student writing. Several collaborative opportunities are offered throughout the year. The author, Carl Anderson, provides a series of hands-on sessions where teachers develop a specific lens to assess, set goals and identify strategies to improve student writing. Other staff members are part of a writing committee that examines the process of leveling student writing. Many staff members meet regularly in groups to study professional literature and discuss best practices that accelerate student progress. Everyone is responsible for sharing the information learned with their grade colleagues or entire faculty.

This excellent range of professional development opportunities is reflected in the good quality of student work and the progress toward goals for both teachers and students. The organization of roles and responsibilities of all staff members, including specialized services is particularly good and so everyone gives targeted and effective support. A calm and productive environment where children feel safe and cared for by all adults is the result of highly effective procedures implemented throughout the school.

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 well developed.

School leaders, coaches, and teachers are highly self-reflective in examining practice. They come together regularly to measure the effectiveness of planning against student progress toward interim and annual goals. The staff widely recognizes that ongoing assessment greatly benefits planning for new learning. Teachers very effectively use the varied range of formative assessments to systematically monitor progress and to make continuous adaptations to planning for individual, class, and grades that ensure progress toward goals. The inquiry team is currently examining how this practice can be effectively extended to monitoring more closely the progress of the school's most at-risk target population.

Within the school's well-developed structures for evaluating progress and adapting plans and practices, there are some areas where further improvements could be made. The school does not analyze student progress over time to identify trends and patterns in performance, specifically for special education students, and in math. Also the success of targeted interventions is not sufficiently analyzed to inform staff as to which programs and strategies work most effectively in supporting these students' achievement.

The principal's vision for the future development of the school is very clear and well communicated to the students, staff, and parents. She has clear procedures in place to effect change. The shared vision provides the school with a focus to continue to deepen their understanding of how students achieve. During a professional development day every June, teachers and school leaders come together to reflect on the student outcomes of the past year, and make data-driven instructional decisions for the upcoming year. As a result, in September teachers can begin goal setting for each student promptly during the first week of school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Public School 16	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