



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

Public School 16

Elementary School Q016

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

Principal: Elaine Iodice

**November 3-5, 2010
Lead Reviewer: Madelene Chan**

Part 1: The school context

Information about the school

Public School 16 is an elementary school with 1483 students from kindergarten through grade 5. The school population comprises 84% Hispanic, 2% White, and 13% Asian students. The student body includes 45% English language learners and 4% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 96.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The dedicated principal and staff have created a data centered action plan that is well focused on long and short term goals that continue the acceleration of student learning.
 - Based on last year's test results the school realizes the urgency in comparing previous interim and annual reading data and students' current results on the Teachers College Reading and Writing Project Assessment Pro data system. There is an action plan in place that lists short and long-term goals specifically highlighting the anticipated acceleration of students' learning and clearly communicating those needs to the school's community.
 - Step by step data based planning is conducted throughout the school, where teachers assess students on a regular basis by gathering data and analyzing trends. Teachers analyze students' reading levels using conference notes and running records in order to develop student goals. Teachers then revisit classroom goals and instructional strategies with a keen eye towards improving the reading progress of students with disabilities in the same time frame as general education students.
- The school uses very effective systems for gathering, analyzing, and using a wide range of student data that drives instructional planning.
 - Teachers assess the progress of English language learners on a quarterly basis and track progress using a computer program. The data specialist works closely with the entire staff to organize and compare the data identifying trends and make modifications to school plans. Recent findings indicate data-discrepancies in reading and writing levels, calling for an instructional change, which resulted in additional professional development supporting teachers' use of varied narrative writing practices.
 - Teachers utilize a class reading and writing profile sheet to determine student progress based on subgroups of students and their different styles of learning. The findings indicated that small group reading conferences strengthened English language learners' decoding skills during reading sessions.
- A positive and nurturing learning environment where students feel safe and well supported by a dedicated, professional, and conscientious staff has evolved, so that students are active members of the school community.
 - In response to the results of the learning environment survey additional after-school enrichment activities, including the arts, were instituted. All students can now participate in program cycles of ballet, hip hop, tap and jazz dance, Greek language development, painting, sculpture, technology, robotics, and Saturday classes. Students and parents speak highly of these club programs that promote new experiences and enjoyment. One parent said that his daughter is more organized in her approach to learning as a result of her participation in the robotics team.
 - Students articulate that the teachers are extremely dedicated to their classes. One student said, "My teacher would never let me give up", and another child shared, "All of the teachers work hard and are always there for us, no matter what." In addition, fourth and fifth graders have a voice in the selection of members to the Student Safety Patrol which monitors morning line up and reviews safety procedures in order to make any necessary changes.

- Teachers across the grades embrace opportunities to participate in collaborative inquiry and differentiated professional development in order to strengthen instruction and improve learning outcomes.
 - Inquiry teams meet regularly and focus on goals that are aligned to the comprehensive educational plan and the principal's performance review. Teams are responsible for analyzing student data, reflecting on their instructional strategies, and creating an action plan for change. The first grade team determined that boys successfully met benchmarks based on a three-week cycle of teaching and retelling through the readers' theatre curriculum.
 - An analysis of students' writing assessments indicate a lack of writing progress with English language learners (ELLs) which prompted a teacher survey centered on gathering ideas regarding the best ways to develop new instructional writing strategies for ELLs. As a result, the literacy coaches worked with staff to develop instructional skills in interactive writing and shared writing. From this initiative, an increase in student outcomes was evident on the writing continuum.
- Teachers develop lessons and align the curricula to Common Core Standards focusing on student data to facilitate students' ownership of learning.
 - Teachers and coaches regularly review student work using exemplary samples from their narrative writing continuum. Instructional strategies in the dual language classes' link to shared reading have been altered as an outgrowth of the review. As a result, students in dual language classes are meeting and surpassing their interim benchmarks in reading, writing and math.
 - Students with disabilities, dual language learners, English languages learners and gifted and talented students are assessed at the beginning of the year to determine their math level and appropriate placement in flexible groups within the classroom. Teachers align their daily plans depending upon the needs of each group. The impact of this procedure has encouraged students to be reflective after a math session and express what they learn during writing.
- Teachers work collaboratively to develop tools, which analyze data and plan data-based curricula, so that instructional decisions can be made that enable teachers to met the individual needs of all students.
 - A determination was made that male students did not do as well as female students in reading. To remedy the situation, the data specialist designed a reading and writing class profile sheet to input data and track trends and progress of male students. The results are shared across the grades and used as a foundation for future planning and differentiated classroom instruction.
 - Through analysis of data gathered from reading conferences and tracking the progress of students using running records, teachers have adjusted their lessons to better meet the unique needs of their learners. Formative assessments are consistently aligned to summative scores with a keen eye towards the progress of ELLs, linking literacy strategies like comprehension and making inferences to diagnostic prescriptions of how students are progressing and choosing the correct text for these students to become stronger readers.

What the school needs to improve

- Expand the current structures that evaluate processes within the school to incorporate data analysis so that adjustments made lead to improved professional collaborations and distributed leadership.
 - The administrative team, including the data specialist and coaches, recognize the need to monitor the progress of teacher teams and facilitate self-reflective practices towards progress. A plan of implementation to determine which teacher teams have benefited the most from the professional collaborations is surfacing.
 - Although professional collaborations are regular and differentiated, systems to determine how these collaborative structures impact classroom instruction and the level and quality of distributed leadership roles in the school community are evolving.
- Implement structures that include a protocol for regular written feedback on observations to increase effective instruction while adding to the existing evidence of artifacts depicting promising practices of staff.
 - The most current formal observations grapple to show feedback on data driven instructional plans, student assessments, or instructional adjustments made due to students' needs. In addition, these observations uncovered disconnects between recommendations provided and teachers' current needs. As a result, feedback provided on staff observations does not offer recommendations towards developing practices that move the quality of instruction being delivered.
- Establish greater consistency with parent communication structures so that parents are more engaged and play an active role in the school community.
 - Parents are extremely pleased with this school and the level of dedication that is conveyed by their child's teacher, but a greater awareness of the school's high expectations aligned with the standards would benefit all constituency groups. Parents receive letters outlining students' goals with an area for a parent signature on the bottom in acknowledgment of the letter. Without an opportunity afforded to parents to comment and make suggestions about their child's goals, parents are unable to develop a shared commitment with the decisions made regarding the school. In the absence of a stronger and more consistent communication system, families struggle to be more familiar with school wide expectations and how parents can support the focus of the school's goals.
- Deepen the differentiation of instruction so that lessons provide a clear indication of academic interventions and extensions that engage all levels of learners.
 - Differentiation is practiced in classrooms throughout the day. However, instruction provided by academic intervention specialists and cluster teachers reflect teacher-directed lessons with little opportunity for differentiation of students' needs. Academic support staff service students in reading and math instruction, yet learning goals, high levels of student engagement, and student work are not consistently aligned with the standards. In the absence of these practices, struggling students do not have their needs met consistently through challenging and engaging academic tasks.

Part 3: School Quality Criteria 2010-2011

School name: Public School 16	UD	D	P	WD
Overall QR Score			X	

Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.

<i>To what extent does the school ...</i>	UD	D	P	WD
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?				X
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?		X		

Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.

<i>To what extent does the school...</i>	UD	D	P	WD
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X		
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X	
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			X	

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

<i>To what extent does the school...</i>	UD	D	P	WD
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X	
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X		

Quality Review Scoring Key

UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed
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