



**Department of  
Education**

*Joel I. Klein, Chancellor*

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

# **Quality Review Report 2010-2011**

**John Tyler**

**R045**

**58 Lawrence Avenue  
Staten Island  
NY 10310**

**Principal: Christine C. Chavez**

**Dates of review: December 8 - 9, 2010**

**Lead Reviewer: Erminia Claudio**

## Part 1: The school context

### Information about the school

John Tyler is an elementary school with 998 students from kindergarten through grade 5. The school population comprises 22% Black, 33% Hispanic, 38% White, 5% Asian and 1% Native American students. The student body includes 6% English language learners and 15% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2009 - 2010 was 94%.

### Overall Evaluation

**This school is Developing.**

## Part 2: Overview

### What the school does well

- The school's leadership makes practical and effective use of resources in making organizational decisions that support student achievement and schools goals.
  - Despite financial hardships, the principal uses her resources to sustain both literacy and math coaches and has programmed two common preparation periods for each grade. This enables the school to provide ongoing targeted professional development, which has deepened the level of instruction and has positively impacted teacher practice and student achievement as observed in informal and formal observations.
  - Academic intervention teachers are programmed into grades 3,4,5 classrooms to work with targeted students on specific skills. Academic intervention teachers are programmed to pull out students in grades K,1 and 2 to target individual student needs. This structure has resulted in higher levels of achievement for at-risk students and progress towards school wide goals.
- The principal has created a positive climate that welcomes collaboration, promotes academic growth and celebrates the importance of learning for all stakeholders.
  - In response to concerns expressed on the Learning Environment Survey, the school has expanded a positive behavior intervention support program to address behavioral concerns and foster socially acceptable outcomes. Students receive Eagle dollar rewards for positive behaviors exhibited during morning arrival and at lunch time. These rewards, which represent the school mascot, are used to purchase items from the school store. Consequently, the school has seen a decline in student occurrence reports, as compared to this time last year.
  - Students, teachers and parents feel comfortable and respected by the newly appointed principal. She encourages all stakeholders to be an active member of the school community and inspires collegial sharing. Teachers model new strategies through classroom intervisitations. During the parent meeting the parents commented that, "We feel welcomed and the principal involves us in the decision making for our children." As a result of increased comfort levels, students, teachers and parents are more collaborative and involved in the life of the school.
- A wide range of data from formative, summative and student work assessments is collected, disaggregated and evaluated by the principal and her instructional team to ensure that student needs are identified and addressed.
  - The principal and her instructional team analyze various data to set schoolwide goals to improve cohort and individual student achievement. These goals are communicated through weekly grade meetings and the weekly "Memo" published by the principal each week. Because reading comprehension is identified as a school wide focus, teachers universally utilize a daily planned read aloud, which supports comprehension, raises the level of rigor and increases critical thinking skills as seen in student work products and processes.

- The school uses the Learning Environment Survey, attendance reports and occurrence reports to capture school trends. This is evidenced in the outreach by the parent coordinator and attendance teacher who follow up on student lateness and absences. The school telephones and sends letters to parents of student that are excessively late and absent. The attendance teacher makes home visits to students that are in need of intervention. Students that achieve monthly perfect attendance are rewarded by having “Pizza with the Principal.” As a result, student attendance rates have increased modestly.
- School leaders have created a learning community that is well focused on students’ outcomes with a vision to continue to accelerate learning.
  - Recognizing the severe decline in students’ reading skills, the principal has set coherent goals that are visible in the schools Comprehensive Educational Plan and other school related documents that focus on improved student achievement in reading comprehension. This has resulted in the implementation of a focused read aloud initiative schoolwide to address individual student needs.
  - School leaders set clear expectations for goal-aligned consistency across grades. All classrooms use the workshop model to provide small group instruction, and teacher teams are focusing on developing units of study aligned to the new Common Core State Standards to support reading comprehension. Consequently, there is a universal awareness of this specific need and consistent support for small group instruction from all members of the school community.
- The implementation of purposeful professional development aligned with school wide goals and the evolving state standards created options for researching effective instructional techniques
  - Reflecting on data, the school’s professional development plan is synchronized to the school’s goal of improving reading comprehension and need for a cohesive reading instruction. School leaders formed a partnership with another New York City public school that has a high rate of student achievement. Groups of teachers have visited the school to observe best practice in teaching reading resulting in incorporating these best practices into the planning and implementation of their lessons.
  - Teachers receive ongoing feedback to evaluate their teaching practice. The principal in tandem with the assistant principal meet with teachers at grade level meetings to discuss student data. This data is then used to differentiate professional development, resulting in classroom instruction improving, as evidenced in informal and formal observations.

### **What the school needs to improve**

- Develop the use of technology to provide students with richer and more diverse experiences that promote individualized learning opportunities in all content areas.
  - Only one fourth of the school’s classrooms have laptops, hampering the school’s ability to provide technology opportunities to students. In addition, parents suggested that they would like to communicate with their students’ teachers through e-mail. This lack of capacity impacts communication as well.

- Due to budgetary constraints, the school has been unable to purchase laptops and much needed SmartBoards. Not having these important 21st century technology tools limits the opportunity for differentiated and rigorous instruction for all students. The school understands the importance of technology as a tool and is making every effort to secure funds through grants and other sources.
- Utilize a careful analysis of student needs at teacher team meetings in order to prioritize key standards and create differentiated tasks that are challenging and thought provoking.
  - Teacher teams have begun to reflect on student data to target students in need of differentiated support. However, this focus is not embedded in classroom practice, as evidenced in individual student work.
  - Student work products and classroom tasks do not consistently motivate all students or produce rigorous levels of learning, as a result not all students are actively engaged and work products are uniform and limited.
- Construct a uniform standards based protocol that is implemented schoolwide to analyze student work and determine trends within grades and across grades in order to facilitate planning next steps for cohorts of students and individual students.
  - Inquiry teams use a wide range of summative and formative assessments aligned to standards to measure achievement, but the lack of a common rubric limits the reliability of the data or the ability for teachers to track trends.
  - Grade level teams meet twice a week to analyze student work and plan next steps for individual students and groups of students based on strengths and needs. However, this is not yet leading to consistency of differentiated instruction schoolwide.
- Generate a comprehensive and individualized professional development plan that enables school leaders to consistently monitor the growth of non-tenured teachers to support tenure decisions.
  - School leaders meet frequently with non tenured teachers; however a concise and targeted plan to create content knowledge capacity to improve instruction and student achievement is not evident.
- Develop a schoolwide protocol for sharing student strengths and areas of need with all stakeholders in order to monitor progress and growth and plan for next steps.
  - The school has started aligning the curriculum with the evolving Common Core State Standards and teacher teams and grade teams meet regularly to plan curriculum and look at student work. However, there is not a structured protocol in place to monitor the effectiveness of this work, which makes it difficult to assess trends of individual and cohorts of students.
  - While parents do receive feedback from formal and informal assessments, the sharing of data with parents and students is not consistent throughout the school. This makes it difficult for parents and students to gain a reliable gauge of student strengths and weaknesses.

## Part 3: School Quality Criteria 2010-2011

<b>School name: John Tyler</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>				
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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	
<b>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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 <b>Gather</b> 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		

<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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					
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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				
<b>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.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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					
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>

