



Quality Review Report
Division of Performance and Accountability
2010-2011

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Public School 119
08X119
1075 Pugsley Avenue
Bronx
NY 10472

Principal: Lydia Tyner

Dates of review: March 7- 8, 2011

Lead Reviewer: Timothy Behr

Part 1: The school context

Information about the school

Public School 119 is an Elementary school with 958 students from pre kindergarten through grade 5. The school population comprises of 10% Black, 53% Hispanic, 3% White, 31% Asian, 2% Multicultural, 1% not reported. The student body includes 15% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2009-2010 was 93.5%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- School leaders and faculty are aligning curricula to the evolving State standards to offer a variety of positive learning experiences that engages and supports student learning.
 - Teachers, with administrative guidance and input, are revising curriculum maps; ensuring alignment with the evolving State standards while prioritizing the school's chosen key standards of inferencing, reading with detail, persuasive writing, number sense and operation. Rigor and high levels of engagement are embedded into the curriculum. For example, the arts are infused into the core curriculum through classroom teachers who create links between the arts and the school-wide science curriculum, thereby enabling all students to learn and apply the scientific method of investigation. Students utilize problem solving skills to create a project involving interdisciplinary knowledge and skill application. Students received focused instruction and frequent and direct feedback to guide their progress. Consequently, all students are moving towards achieving their academic goals.
- Teaching strategies reflect a common set of beliefs and are differentiated to support students at all levels, in order to increase student outcomes.
 - There is differentiation in all classroom lessons to meet the needs of students. The school structures student grouping according to their performance levels based on formative and summative data, resulting in students currently attaining the teaching objectives. As an enthusiastic student states about his class instruction, "the teachers are fun and they try to help everyone, we work as a group." The school prioritizes independent reading activities as the modality for students to progress academically and achievement is recognized at awards ceremonies. The result is highly motivated students focused upon their skill development.
- The school makes strategic organizational decisions to support the school's instructional goals and to meet the needs of students.
 - The school creates times during the week for teacher teams to meet. The teachers also meet on their own to support instructional goals and to focus on the learning challenges of students. An approved school based option provides teacher teams additional time to review formative and summative data, lesson planning and student work. It also allows teachers to meet with the data specialist and math coach to develop instructional strategies that lead to creating exemplar lesson plans that teachers utilize to improve the delivery of classroom instruction.
 - Based on data, classroom instructional practices are adjusted to best support the teacher and to meet the needs of students. At teacher team meetings, faculty hold themselves accountable for student's academic progress, and share instructional strategies that have proven effective in improving student outcomes. As a result, there is an on going improvement of instruction across grades to meet the needs of all children.

- Teams of teachers share assessment practices and utilize data to successfully identify trends to improve student outcomes.
 - Careful analysis by teachers and teacher teams of summative data led to the current school-wide emphasis on literacy, with a particular focus on inference. Teachers develop and share strategies to support student skill development in the area of drawing conclusions to improve reading comprehension. Teachers are expanding this skill into their students' written responses. As a result, there has been an increase in students' performance as evidenced by student work products, and formative assessment outcomes.
 - The school's consistent collection and analysis of data and its emphasis on reading is responsible for the implementation of the Independent Reading Level Assessment program for all students. The program identifies a student's independent reading level and subsequent strengths and weaknesses. This data is then incorporated into instruction and conferencing to address skill sets resulting in an increase in students reading comprehension, which is evidenced by student work products and appropriate charted growth in independent reading levels.
- The school has effective informal and formal procedures for monitoring classroom instruction with a clear focus on the school's key learning targets to improve instructional practice
 - Through regular and focused lesson observations, administrators have a clear understanding of the quality of instruction throughout the school. Teachers receive targeted assistance through mentoring, outside consultants, the network team, and inter-visitations. The administration and faculty collaboratively address the needs of individual students. Some staff members are coordinating and conducting professional development activities involving the roll out of the evolving State standards. Teachers' understanding and implementation of the evolving State standards, along with assessment and instructional cycles, are improving the quality of planning and instruction, as evidenced by classroom observation reports and an analysis of student work products.
- The school's systems and varied network of specialized support personnel work to meet the personal, social, and emotional needs of students and families.
 - The Promise Zone program involves the entire school community. The administration and faculty plan and implement character education assemblies on topics regarding self esteem, self awareness, efficacy and academics. Students have a voice in resolving conflicts and concerns. Students make community posters that are exhibited in the school. As a result, the school is supporting students' academic success and enhancing social emotional development as evidenced by a decrease in suspensions and an improvement in student work products.
 - The school works closely with community-based organizations (Young Men's Christian Association, Studio in a School, and The New York Historical Society) to supplement services to students in programs offering arts and crafts, field trips, and academic support in a caring atmosphere. Consequently, these partnership activities enable students to grow socially and enrich their learning experiences. As a result, students are excited

about learning and are applying their own ideas creatively, which supports personal growth.

What the school needs to improve

- Refine the use of tools to aggregate data in order to identify and evaluate trends in students' needs and areas of strength.
 - The school analyzes many aspects of targeted student subgroup performance, such as classroom level data and summative tests. However, there is a significant achievement difference in overall English language arts performance for special education students and English language learners as compared to other subgroups and the general school population. The school has not completely analyzed this trend, nor has it developed a tracking tool to benchmark student achievement (content area stands) as the basis to support strategies to improve student performance in these specific subgroups. Thus, not all students are achieving to their full potential.
- Set measurable interim and long term goals in all subjects for all students that are shared with the school community and are evaluated and modified as needed.
 - The school conducts a needs assessment to determine its goals. The principal includes the school community during school level planning to generate support for the school's direction. All goals, including principal goals, the Comprehensive Education Plan, teacher, grade, class, and student goals are aligned. The newest data from the Periodic assessments is shared and analyzed. As a result, the school is supported in assisting students to attain academic success. However, this information is not consistently shared in a timely manner which reduces the opportunities for parents to assist in their children's learning.
 - School leaders and staff engage parents in school discussions. During School Leadership Team and Parent Teacher Association meetings, parents are consulted and feel their opinions are valued in making school wide policy. Parents state that there is a culture of shared commitment to the school's goals. However, parents have difficulty expressing where their children are as learners and what they need to improve by the end of the year. This results in a limited understanding of what parents actually understand about student progress and next steps.
- Refine action planning by developing interim goals and benchmarks for all plans so that progress can be measured adjustments made and success evaluated.
 - The school uses individual formative and summative reports to track and monitor student outcomes. However, the school is not utilizing a benchmark tracking tool to evaluate and adjust classroom instruction based on student learning needs. As a result, some teachers are not updating student goals consistently in order to measure progress toward goals.
- Strengthen teacher responses to all student work to reflect guiding comments and levels of performance that convey clear next learning steps that students may use to improve on their own.

- Students and families currently receive feedback from teachers on their progress that is based on rubrics that are beginning to be aligned to the evolving State standards. However, next steps, particularly on published assignments across grades and subject areas, along with opportunities for enrichment, are currently inconsistent. Consequently, not all students and families know their next learning steps.

Part 3: School Quality Criteria 2010-2011

School name: Public School 119	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