



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Ten Eyck School

Elementary School 196

**207 Bushwick Avenue
Brooklyn
NY 11206**

Principal: Janine Colon

Dates of review: March 13 - 14, 2008

Lead Reviewer: George Wallace

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Part 1: The school context

Information about the school

Ten Eyck School is an elementary school with 420 students from pre-kindergarten through grade 5. The school population comprises 13% Black, 85% Hispanic, 1% White, and 1% Asian students. The student body includes 27% English language learners and 30% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006- 2007 was 91.8%. The school is in receipt of Title 1 funding with 100% eligibility.

Part 2: Overview

What the school does well

- The school runs extremely smoothly and its very positive climate means students work in a safe, nurturing, stimulating and respectful environment.
- The school collects and analyzes past performance data extremely well and uses this and other data very well to guide teachers' lesson planning.
- Instruction consistently engages students, who are very responsive to challenges presented to them, whatever their prior achievement.
- Teachers' high expectations of student learning ensure that all relationships and attitudes to learning and behavior are excellent.
- Students love coming to school, know their goals and what they need to do to improve, and respond very well, no matter what their specific needs are.
- This is a strong learning community in which staff have an excellent commitment to continuous improvement through high levels of teamwork and collaboration.
- The effective monitoring and evaluation undertaken by senior leaders ensures that achievement continue to rise.
- An ever-growing and strong partnership with parents is supportive of students' learning.
- The school provides students with a broad, interesting and enriched curriculum which includes a very good arts program.
- Through a very well-managed professional development program, the needs of the school and all staff, including those new to the profession, are met.

What the school needs to improve

- Train staff further in data analysis and interpretation, so that they are able to identify differences in the performance of students from different sub-groups.
- Sharpen up the whole-school planning process so that school goals are written in clear English, are measurable and reflect the school's priorities for improvement.
- Produce a summary action planning document that is strongly owned by the school and shows clear success criteria for each annual and interim goal.

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.

This is a good school that is well led and managed by a strong and effective principal, ably supported by an effective cabinet. Senior staff know the students and their performance extremely well. All staff are committed to ensuring that the experiences students receive are of a high quality. Teachers and other staff work collaboratively and team meetings reveal a high commitment to ensuring that the needs of students come above all other aspects of the school. Teachers collect, analyze and use individual student data well. Their recording and tracking systems for student performance allow for effective lesson planning and preparation based directly upon student needs. Senior leaders also track student progress very well and keep abreast of their performance by different classes, grades and subjects, although this does not extend to other sub-groups. Many years of analysis of students' performance has sharpened senior leaders' interpretation and use of data. For example, outcomes from English language arts have led to successful modifications in the program. Math pass rates are now high. School analysis shows that special education students in collaborative team teaching classes show the greatest improvements in learning. Senior leaders keep detailed records of the performance of other schools to aid their own improvement, and the school has shown an annual rise in achievements for many years. Teachers have high expectations of student learning and ensure that students know their next learning steps. Parents are excellent advocates for their school. The curriculum is broad and features a very interesting arts dimension. Teachers are acutely aware of their responsibilities and accountability for students' learning. The school budget is managed very well and expenditure relates to planned needs, as does professional development. The school runs extremely smoothly and guidance and partnerships with outside organizations are strong. The inquiry team is well focused and intelligent analysis and discussion ensure that students' next steps occur. School annual goals, though written, are not especially clear to the whole of the school community, and they are not detailed enough. However, the school knows its core areas for development and has a strong vision for improvement. The school has worked very effectively on the four areas for improvement from its last Quality Review.

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 school has a wide range of current data that all teachers use frequently. Teachers also use numeric data and written performance information to aid their understanding of

how students prefer to learn, so that planning for differentiation is well established. Staff understand the school's performance data extremely well, especially at student level. This means teachers and other staff know a considerable amount about individual students' progress and performance, and respond to their individual needs very effectively. Strategies to support special education students and English language learners are very strong. This level of understanding has helped improve significantly all students' overall performance year on year. The performance of English language learners in particular has increased with very high success rates in math. Senior leaders acquire and use data very well at classroom, subject and grade level. However, the interpretation of data through sub-groups, for example ethnic groups, to identify patterns of performance and progress, although developing, is not sufficiently advanced.

Senior leaders' understanding and use of school performance data in relation to student achievements over time is particularly strong. They have used comparative data for many years. This has been a significant driver in their tireless pursuit of improving test scores within a broad and interesting education for students. Senior leaders and teachers also take good account of research and what happens in similar schools to improve their practice. The school's monitoring of student progress is excellent. Staff are very aware of the value of keeping good quality records of students' performance. Consequently, data analysis informs all goal setting and planning for instruction. It also provides senior leaders with robust data so that professional development is well targeted in the pursuit of raising students' achievements.

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.

Collaboration between staff is exceptionally strong throughout the school. Much planning at all levels is carried out in teams where cooperation is very strong. Student goals are in place for several subjects, but the frequency with which these goals are discussed and evaluated with students is too varied. The school works very well in targeting specific groups of students. Such targeting of different groups is invariably concurrent so that focused development work occurs on many fronts. For example, preparing grade 2 students for their grade 3 program occurs while other staff work on devising an enrichment program for high-achieving students taking their thinking in math beyond the requirements of the State math tests. Close monitoring of special education students ensures that their needs are met and the school is successful in enabling students to meet their individual education plan targets. Active specialist teams are focused on various students with specific needs. These staff teams share information and work diligently to secure improvements for such students. They exchange ideas on strategies to support the students and conference notes show teachers' next steps for the students as well as previous evaluative commentaries.

Teachers know the main areas for school development, but the school goals cited are not written clearly nor is it evident that they are measured against success criteria to determine the extent to which they have been met. However, in their class work, teachers always convey very high expectations of students' learning. Both parents and students are very clear in their praise of the conscientious approach taken by teachers to ensure learning is effective and interesting. Over the past year, the school has worked

extremely hard on promoting the success of the school in the local community. Its work with parents is broad and valued. Such activities include “Parents as Arts Partners”, which has involved them in many arts activities including quilt making. Parents feel well informed about the activities of the school and of their children’s progress. The school is welcoming, a holds many activities and builds good relations with parents.

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 curriculum is strong in English language arts and math from which a great deal of performance data is collected on students. Some teachers also use advanced statistical techniques to measure rates of student progress. Such hard data, together with samples of writing from each class, provides senior leaders with detailed information from which they provide insightful feedback comments to teachers about the quality of work for their class. This is proving to be an effective way of monitoring class and students’ progress at interim points through the school year. The curriculum is broad and students show that they are interested in the wide variety of activities in which they are involved. The school complements many school activities with trips to help cement learning on specific topics, as well as trips related to rewards for effort or attendance.

Teachers recognize that they are accountable for their students’ learning. Throughout the school, lessons show engaged and motivated students who love their school. Academic subjects are supported through a strong practical arts program with a wide range of supporting activities including photography, cooking and ballroom dancing. They work in a safe, secure, nurturing and stimulating environment. Teachers know their students’ learning preferences, and this information, coupled with their use of performance data, enables them to plan for differentiated learning.

The school uses its budget wisely allowing for strategic purchases that have positively influenced students’ learning. This has led, for example, to improvements in performance of special education students and English language learners. Throughout the school, there is a climate of trust and respect. Attendance is increasing and the systems for promoting good attendance are working well.

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 well developed.

The principal, in addition to formal observations, knows her school, staff and students extremely well because she walks through classrooms every day. Consequently, she sees the quality of teaching, engagement and responses of students as well as providing incisive feedback to her staff. Other senior leaders also observe lessons, and the coaches in particular work alongside teachers and model lessons. Senior leaders know and understand their school extremely well.

Professional development is planned as a consequence of the in-depth knowledge senior staff have of teachers' needs and supported through a needs survey and analysis. Activities are closely aligned to the school's development priorities. Teachers take many opportunities to visit each other's classrooms and, because it is a highly collaborative school, staff will frequently observe unannounced. The school's policy ensures that new teachers watch others teach. The induction program is strong with each new teacher receiving in-school mentor support. All staff strongly support students' personal development as well as their academic needs. Partnerships with outside organizations are also strong. Local organizations lead after school activities, including business links, community activities and trips to other places of interest. The school runs extremely well. Students are happy, diligent and work well with their teachers and other students.

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.

Senior leaders compile the Comprehensive Education Plan, which represents the school leadership team's thinking on school development. Goal setting is in place, but it is difficult to see how the goals are to be measured. In addition, many of the goals are written in complex language that is inaccessible to many people. Teachers are not especially familiar with the core goals in the plan. Senior leaders know the direction and improvements required for their school, work tirelessly efficiently and effectively to secure these and, by word of mouth, ensure all staff also know their vision.

Teachers use a wide range of periodic assessments. Their data records are comprehensive and clear. Consequently, their knowledge of individual students' needs is extremely good and they plan effectively to meet them. Teachers and senior leaders use good quality assessment information to make comparisons between what they have been working on and what the newest data shows them. Individual teachers and teams use current data to revise plans. The school cabinet is well versed in the use of data especially to make decisions about the directions that the school needs to move in order to improve. However, while the use of data drives instruction and aids interim evaluation of the developments, there is no clear written plan embracing measurable and unambiguous time-related goals that are strongly "owned" by the school. Nevertheless, their current strategies work extremely well in the interests of their students.

The principal, together with her very able team of senior leaders, has a clear vision for their school. They are totally committed to improvement, have shown over several years that they know how to achieve this and continue to work diligently and effectively for further improvements.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Ten Eyck 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