



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Office of Accountability  
2008-2009**

# **Quality Review Report 2008-2009**

**Public School 226**

**Early Childhood - High School**

**345 East 15 Street  
New York  
NY 10003**

**Principal: Dania Cheddie**

**Dates of review: April 24, 27, 28, 2009**

**Lead Reviewer: Corinne Brown**

## Part 1: The school context

### Information about the school

Public School 226 is an early childhood-high school with 278 students from pre-kindergarten through grade 12. The school population comprises 37% Black, 41% Hispanic, 13% White, and 8% Asian students. The student body includes 9% English language learners and 100% special education students. Boys account for 82% of the students enrolled and girls account for 18%. The average attendance rate for the school year 2007 - 2008 was 85.5%. The school is not in receipt of Title 1 funding.

This District 75 special education school is located at seven sites in Manhattan, serving students with a range of delay in their expressive and/or receptive language. Some have other disabilities including autism, learning disabilities, hearing impairment and physical disabilities. The majority of students follow alternate assessment programs with approximately 3% of students following standardized assessment courses. Class staff ratios reflect students' needs, at 6:1:1(students to teacher to paraprofessional), 8:1:2, 8:1:1 and 12:1:1.

### Overall Evaluation

#### **This school is proficient.**

The evident mutual trust, regard for others and dedication shines out at this school. One parent spoke for many others in highlighting the positive difference the school has made to the lives of students and families, as "a diamond in the rough." With students' best interests at the core of all activities, this school community works collegially with common determination to facilitate students' independence. Efforts show good results. One student perceptively commented, "I can do everything for myself now. As an individual, no-one has to babysit me." As reflective practitioners, teachers and staff benefit from the calm purposeful direction of the principal, ably supported by the assistant principals. Through streamlined data gathering and analysis systems, staff maintain an ongoing clear picture of student performance and progress, linked to individual education plans. Short-term learning targets in all core subjects guide staff, parents and students toward the incremental next steps for progress within longer-term goals. However, teachers' use of task analysis to define and communicate this detailed information and fully integrate support staff is inconsistent. Within a relevant curriculum that caters suitably for the varying ages and service categories of students, teachers emphasize real-life applications. Valuable programs enhance students' experience, develop self-advocacy and extend a welcome to the wider community through useful peer support and partnerships. Lessons build-in differentiated instruction, but this does not always fully engage students in varied activities matched to their levels that offer sufficient challenge and extend thinking. The cohesive administration rigorously harnesses staff strengths and builds capacity to improve student outcomes further. Teachers establish meaningful individual professional goals, although these do not sufficiently reference measurable student outcomes. Leaders enshrine the core values and vision perceptively in a five-year development plan that references all subjects. The administration recognizes the value of consistent evaluation against specific milestones to secure robust interim monitoring of all goals across the school. The principal and assistant principals rightly set high expectations and accountability for themselves and staff to continually improve student outcomes.

## Part 2: Overview

### What the school does well

- The school's streamlined uniform systems for gathering and analysis of data relevant to student service categories mean that staff maintain a detailed picture of individual and group progress and performance.
- In all subject areas, teachers set relevant goals for students as part of their individual educational plans, and identify short-term learning targets to support and promote the school's high expectations for academic and social progress.
- Teachers and leaders ensure that students benefit from a relevant curriculum tailored to their needs, which includes opportunities to apply learning through real-life connections.
- Meaningful programs develop student self-advocacy and social skills, fostering evident mutual trust and respect between students and staff that extends into the wider community.
- The cohesive and purposeful administration utilizes a perceptive lens to hone teachers' skills, empower and build the reflective professional community in order to improve students' learning.
- A strong set of core values underpins the community's shared long-term vision and planning that guides students successfully toward independence.

### What the school needs to improve

- Consolidate teachers' professional goals and associated processes, incorporating quantifiable outcomes and interim milestones related to student learning to evaluate further the impact of professional development.
- Refine differentiation of instruction so that lessons consistently challenge each student at their level, develop critical thinking and highlight ways for continued improvement to empower students' as learners.
- As part of the whole school planning cycle, secure robust strategic monitoring through formalizing data referenced markers to measure progress toward goals across all subjects.
- Maximize student ownership of learning, enhancing student and parent understanding of next steps, through consistent use of task analyses and associated specific feedback, fully integrating paraprofessionals' and related service providers' skills.

## Part 3: Main Findings

### How well the school meets New York City's evaluation criteria

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

Within a rigorous determination to revise and refine practice, leaders and teachers valuably extend data gathering and analysis across all subject areas. Newly devised tools, such as the daily and monthly individual educational plan update sheets, suitably streamline the process and maintain focus for all staff. The associated tracking spreadsheet means that administrators maintain a sound overview by site and service category. Using assessments pertinent to different student populations, teachers regularly gather data so they have an ongoing picture of individual and group performance and progress. Teachers note baseline information for the majority of students who follow alternate assessment programs, especially using Brigance Inventories. For the few standardized assessment students, teachers suitably use tools such as Acuity to gain insight into progress. Coupled with teacher-made assessments and student profiles, related service providers usefully add to the battery of summative and formative data. Leaders analyze longitudinal data to note patterns and trends, but observe no statistical differences between the performance and progress of various groups when defined by gender, ethnicity or English language learner status. The school correctly analyzes data by various groups such as inclusion students, those taking part in travel training and those in need of academic intervention services, in order to action timely interventions. Comparing results across District 75 for New York State Alternate Assessment, the school knows it continues to serve students well as they mostly reach Level 3 and 4 in all core subjects. Similarly, percentages of students who move to less restrictive environments, who require less intense related service provision and who are travel trained, pleasingly grow year on year.

Teachers maintain frequent communication with parents regarding progress and parents proactively advocate for their child as required. Communication books for some student service categories, monthly newsletters, outreach from the parent coordinator, family and attendance workers all usefully serve to engage in an open exchange of information. The new *Family Connection* website already provides a forum for exchange of ideas. Transition and college portfolios enable students and parents to maintain oversight of learning and progress. However, the quality of detailed information communicated to parents and students regarding next learning steps varies.

**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 proficient.**

A wide range of cohort and team meetings enable teachers to support each in devising and revising subject specific goals for every student as an integral part of their individual education plan. Teachers valuably define individual incremental steps from task analysis, but with varying specificity. Functional behavior analyses similarly result in successful individual behavior intervention plans. At whole school level, the Comprehensive Educational Plan rightly prioritizes meaningful goals rooted in data analysis. The school leadership team, with active participation from students and parents, derive these goals through examination of the previous plan, and other information such as the Learning Environment Survey, Quality Review and classroom walkthroughs. While the administration and leadership team regularly revisit these goals and assess progress toward meeting them, the lack of formalized milestones means that this monitoring is not robust.

Parents rightly participate in individual education planning meetings, as do students according to their cognitive level. Vocational assessments and person-centered planning meetings actively involve students. Student portfolios include useful interests and learning style information. Report cards vary according to site but mean that parents formally receive information on progress five times a year. Proactive tools for extending communication, and engaging parents further in the learning partnership, such as the website and newsletters, show promise. The school sets a high academic tone, including through daily homework tasks. Commendations for effort and attendance usefully reinforce expectations. Teachers use rubrics to grade student work, some holistic and others more specific to task, but feedback on work does not always include clear next steps for improvement. Students and parents understand, and appreciate, rules and consequences. As a result, the school runs smoothly in a pervasively calm learning environment. Display of students’ work in classrooms validates their efforts, with artistic work notably beautifying hallways. In this way, parents and students know that staff believe that each student can, and will, make good progress.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

**This area of the school’s work is well developed.**

Across each site, leaders ensure that teachers implement a relevant curriculum for particular service categories. Accordingly, teachers collaborate suitably to devise curriculum maps for each subject and transition. These topic-based maps relate to the general education Standards by grade level, with inbuilt suitable adaptations. Cross-site curriculum leadership teams support community building and ensure accountability for all. In this way, leaders secure comparable access for all students, which significantly aids smooth transition to less restrictive environments and inclusion settings. The school facilitates exciting academic and vocational learning opportunities that valuably enrich students’ experience. Accordingly, many students take part in jobsite training, where they learn useful skills to support their chances of competitive employment. In addition, several students notably follow courses at Pace University, high and middle schools. The school rightly emphasizes transferable social, vocational and academic

skills. At weekly team meetings, teachers, paraprofessionals and related service providers exchange information and plan together. Teachers differentiate instruction according to students' strengths and needs. However, some lessons miss opportunities to maximize learning through varied tasks matched to students' levels that challenge and extend thinking. Some lessons valuably exploit paraprofessionals' and related service providers' skills so students are fully engaged in learning. However, this is inconsistent practice, resulting in too much "wait time." Skill streaming means that students receive instruction outside their service category staffing ratio for reading or math if data so indicates. One parent gratefully explained the positive impact of this approach, saying, "I didn't think my child would ever be at this level."

Staff and students evidence palpably high levels of mutual regard, trust and respect, as reflected in the Learning Environment Survey. One notable feature of the school is that this embraces partnership school students. Students pair successfully with general education peers in the Best Buddies and SOS programs to encourage suitable socialization skills. These prove mutually beneficial and break down perceived barriers. Good levels of comfort and safety within school mean students feel safe to take risks as learners. Modeling positive interpersonal relationships emanates admirably from the principal to all staff, who know and value each student. As a result, students make good progress in social and academic growth.

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

**This area of the school's work is proficient.**

Leaders place high value on supporting teachers and staff in their professional growth. The introduction of the "Professional Teaching Standards" means that staff share a helpful common reflective language when evaluating their skills. The principal and assistant principals perceptively build capacity by harnessing staff strengths and providing distributed leadership opportunities. "Home grown" themselves, other notable examples include the parent coordinator who started as a school aide. Leadership curriculum teams, functional academic planning cohorts and the inquiry teams exemplify teachers' relevant involvement in decision-making. Lead teachers equitably hold paraprofessional meetings to raise awareness and share concerns. The two inquiry teams' work shows systematic analysis of data that evidences success for students, in addition to turn-keying successful strategies and findings to other members of the school community. The staff encapsulate a culture of reflection. New teachers benefit from pairing with experienced colleagues to share best practices as well as monthly supportive review meetings. The principal and assistant principals exercise sharply critical eyes in observations and walkthroughs within a supportive framework. Teachers devise professional goals related to the "Professional Teaching Standard", but these do not contain formalized quantifiable outcomes and interim milestones related to student learning. As a result, leaders do not fully evaluate the impact of professional development. They recognize the value of refining observation tools aligned with increased specificity in teachers' goals in order to evaluate impact on student learning.

The family worker facilitates valuable connections for families with supportive agencies, at all ages. Seventeen organizations provide important vocational training sites for junior and senior high school students, including Staples, Maymount College and Food Emporium. Post-graduate and inclusion placements result from fruitful partnerships with other education and training providers. Students grow through programs that promote self advocacy, such as GRASP. Teachers and staff develop partnerships that enrich

students experience, learning and social skills, so they participate in golf, horse-riding and tennis opportunities, with enriching visits to MOMA and other museums and galleries.

**Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 proficient.**

Teachers regularly assess students' progress and performance through following the clear monthly assessment calendars. In this way, the administration ensures accountability as they also oversee ongoing data collection and examination monthly. Reviews of students' individual education plan goals formally punctuate the year five times. Additionally, the useful move to define specific subject short-term targets means that review and revision is ongoing and cyclical. Embedded programs and methodologies, such as TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) ensure that teachers continually modify and adjust instruction. Pacing calendars include overarching subject goals, collaboratively devised and monitored, which guide teachers. Periodic assessments for standardized assessment students and portfolios, with recent enhancements, for alternate assessment students, provide tools for teachers and leaders to track instructional progress suitably. In this way, teachers and leaders maintain a sound ongoing picture of individual, group and site performance and progress. The principal and assistant principals work cohesively, offering strong, supportive leadership to their dedicated staff. They correctly identify the school's strengths and areas for continued work. However, because many goals across the school do not incorporate formalized quantifiable interim monitoring indicators of progress, evaluation is not sufficiently robust.

The administration shares a cohesive vision for the school, shared by the community, to guide students to independence and foster a sense of responsibility. A strong set of core values drive the schools' short and long term planning. The resulting innovative and successful programs draw many national and international visitors. The best endorsement comes from the students' quotes that the principal proudly publishes and displays. During the Quality Review, one student spoke for many in praising how the school helps him, saying, "It's diverse. It's cool. You can meet a lot of people your age, make friends and learn from them."

## School Quality Criteria 2008-2009

<b>School name: Public School 226</b>	△	➤	✓	+
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.</b>				
<i>To what extent do school leaders and faculty regularly...</i>				
	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?				<b>X</b>
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?				<b>X</b>
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			<b>X</b>	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			<b>X</b>	
<b>Overall score for Quality Statement 1</b>			<b>X</b>	
<b>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.</b>				
<i>To what extent do school leaders and faculty...</i>				
	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?				<b>X</b>
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?			<b>X</b>	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			<b>X</b>	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?				<b>X</b>
<b>Overall score for Quality Statement 2</b>			<b>X</b>	

### DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.**

<i>To what extent do ...</i>	Δ	➤	✓	+
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?				X
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X	
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?				X
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
<b>Overall score for Quality Statement 3</b>				<b>X</b>

**Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.**

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X	
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?				X
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?			X	
<b>Overall score for Quality Statement 4</b>			<b>X</b>	

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

<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?			X	
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X	
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X	
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?				X
<b>Overall score for Quality Statement 5</b>			<b>X</b>	

**Quality Review Scoring Key**

Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed
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