



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Shell Bank School**

**Intermediate School 014**

**2424 Batchelder Street  
Brooklyn  
NY 11235**

**Principal: Anne Tully**

**Dates of review: October 16 - 18, 2006**

**Reviewer: Cheryl Baker**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well

What the school needs to improve

### **Part 3: Main Findings**

Overall evaluation

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

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

Shell Bank School, IS 014, is a grade 6 through 8 school, with a population of slightly over 800. This is a decrease of approximately 50 students from the 2005-2006 enrolment. Black students represent 68% of the population, Hispanics 12%, Whites 11% and Asians and others make up approximately 9%. English language learners form about 10% of the population and just over 16% are special education students. The school receives Title I funding for over 90% of its students which is a much greater percentage than schools across New York City and above that of similar schools.

Attendance in 2005 was 90.1% which was below that of City schools. The attendance rate for the first month of the 2006-07 school year was 93% showing a good improvement.

## Part 2: Overview

### What the school does well

- The school provides specialized programs and interventions to address the broad spectrum of students' learning needs.
- It has developed mechanisms to hold teachers accountable for aligning their instruction to State standards.
- Staff encourage the display of students' academic and artistic work.
- Practices that deepen teacher's understanding of their students' baseline knowledge to inform planning for instruction are being established.
- The school hires and deploys ample support personnel to service students most in need of improvement.
- The school provides a safe, supportive school culture in which students feel respected.
- The administration employs ample advisory and supervisory personnel to assist teachers in improving instruction.
- The school is straightforward in identifying its needs.

### Areas for Improvement

- Elevate the importance of regular school attendance urgently among students, staff, parents and support personnel.
- Set and communicate measurable short- and long-term goals for academic achievement, measure their attainment through the routine use of objective data and adjust interventions and programs to produce success.
- Gain a deeper understanding of the knowledge and performance of all students, classrooms, grade levels, academic subject areas and ethnic groups through training in data analysis and ensure that administrators, teachers and other service providers habitually use the available data to make decisions
- Support teachers in learning new instructional techniques, including the use of technology, through collaboration with all stakeholders.
- Continue to devise training and support for teachers whose classroom management skills are weak so that effective teaching and learning can take place.
- Ensure that all personnel responsible for gathering and reporting student data are sufficiently skilled and meticulous to be relied upon for accurate information.

## Part 3: Main findings

### Overall Evaluation

**This is an undeveloped school, with some areas of proficiency.**

The school is led by the former assistant principal who was appointed in May of 2006 after a period of unexpected administrative restructuring. All three assistant principals are also new to their roles. The new principal is moving quickly to put practices into place that support current New York City Department of Education initiatives in differentiated instruction, inclusion, balanced literacy and standards-based mathematics.

Students at Shell Bank have shown growth in English language arts and mathematics scores on City and State tests from 2003 to 2005 and students performed better than those in similar schools. Due to participation rates below the required 95% on these tests, IS 14 has a corrective action status for mathematics and is a school In need of improvement in English language arts.

Results for 2006 indicate that nearly 42% of students in grades 6 through 8 scored level 3 or 4 in the New York State English language arts examination, an increase of four percentage points over the 2005 scores. In mathematics over 42% of the students in grades 6 through 8 scored at levels 3 or 4, on par with the 2005 scores.

### 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 student progress over time.**

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

Prior to the 2006-2007 school year, the school did not gather and use data to understand what each student knows and is able to do or to monitor students' progress over time. Under the current administration, the school leaders and teachers are beginning to use the available data to gain an overall understanding of the progress of the school and its students. At the opening of the 2005-2006 school year, each faculty member received a handbook containing, among other pertinent information, a copy of the 2004-2005 annual school report. This was the first time teachers had received this information and the data contained therein regarding the school's progress and status.

School leaders administer the required assessments to special categories of students but administrators do not display a deep understanding of the potential of information beyond diagnosis and program placement. Test scores and other data are not routinely analyzed for differences among ethnic or other sub-groups. State test reports inform placement of students into instructional settings.

For the first time in September 2006, teachers were required to administer pre-tests to determine the learning levels of their students in all content areas. These tests were individual to each teacher and, thus, did not provide an opportunity to analyze student performance across a grade or content area.

The school does compare its performance on State and City tests with its nearest middle schools and was able to produce data showing the 1999-2005 scores of students in mathematics and English language arts. Specific actions resulting from the review of these data were not apparent.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

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

The school as a whole is at the beginning stages of regularly using data to understand each student's next learning step and to set high goals for improving teaching practice and accelerating learning. While the process of developing the Comprehensive Education Plan through the collaboration of parents, teachers and school administrators offers the potential to set very public goals for learning, at IS 14 this remains an exercise completed by a few individuals. Parents' participation in the planning process is insufficient. The current document expresses yearly goals for increasing achievement in the tested areas but offers no interim measures of progress or clear steps for reaching these goals. While teachers receive an overview of the plan that describes the school's general goals for the year, this document serves to inform rather than set forth specific actions and expectations.

For special populations such as English language learners and special education students, individual plans and interventions are prepared by teams of specialists and monitored according to regulations. The student support team meets on a weekly basis to review specific cases and plan for interventions. Anecdotal and objective data inform the decision-making process.

At the beginning of the 2006-2007 school year, the school formed an academic intervention services program for the purpose of providing support to students in need who fall outside of other identified populations. At present, the school does not yet have the technological capacity to identify specific student weaknesses.

Students are instructed in honors, general, collaborative team teaching and special education settings. Opportunities for Regents testing set high expectations for students' achievement in those settings. Achievement expectations for other students are less obvious.

In order to provide standards-based, incremental measures of student progress towards promotion in mathematics, the school produced a guide, 'Promotional Assessment for Grades 6, 7 & 8'. It was distributed to teachers of mathematics in September, 2006. This guide has been recognized as a model for the region. Literacy portfolio guidelines are less specific and guides in science and social studies are not yet developed.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

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

During the spring of 2006, teams of teachers worked to align their curricular practices with State and City mandates, particularly in mathematics and literacy. Science is under development and literacy practices have reflected balanced literacy approach for four years. The mathematics department's creation of the promotional assessment guide is a step in the direction of capitalizing on the curriculum's power to provide meaningful interim data to drive instruction.

Teachers differentiate their instruction using the workshop model that is characterized by large group instruction and modeling by the teacher, followed by differentiated small group instruction with tiered exercises. Teachers who are highly skilled in this practice serve as models for their peers and the staff is moving towards wider implementation of this form of instruction. The administration does not set specific expectations for student improvement at the class or grade level.

To date, the use of student data to drive budgetary decisions remains a goal. The decisions to create the positions of mathematics coach and academic intervention services leader were based upon the identification of needs: to provide greater support to teachers working to effectively implement the Impact Math curriculum and to give greater support to struggling students in the regular education setting. Both are focused on increasing students' academic achievement. Students whose performance indicates a need for extra help are scheduled into extended day and Saturday programs and students feel supported by the school and their teachers.

Attendance rates, while increasing to 93% for the first month of the 2006 -2007 school years, remain below City-wide expectations. Vigilance with respect to reaching out to students not attending school is increasing as is awareness of the need for the flawless recording and reporting of enrollment and absenteeism.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

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

Under the current principal, the school has begun to focus on instructional practices that are identified by the City as having the potential to increase student achievement and the school is providing professional development for teachers. Structures are being put into place to improve teachers' instructional and management skills. Assistant principals and coaches visit classes regularly to observe and support instruction. Grade level teachers have common planning time during which they discuss lessons and students' progress on an informal basis. Collaborative team teaching teachers have three common planning periods for lesson planning.

Teachers are hired based on the areas of vacancy, their licensure and interest in working with the school's population. Commitment and capacity to use data to analyze progress, revise plans, or compare outcomes across classrooms and schools is not yet part of the

current hiring criteria, nor has it been identified as a professional development topic for teachers or administrators.

The current principal is well liked by staff, students and teachers. The school climate is orderly and purposeful. Adults and children greet one another with respect and warmth. In addition to mandated extended day activities, students are supported in their learning by after school and weekend programs with specific entrance criteria linked to their needs for remediation or enrichment.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

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

The school has built-in structures for reporting students' progress through report cards and parent-teacher conferences. Staff review the progress of students on State and City tests. The school has begun to develop expectations for formalized measures of student progress in mathematics through the promulgation of the promotional assessment guide.

The school is moving towards using information contained in the available data to devise plans with measures of progress aimed at driving student achievement. As yet, the school has not formalized the practice of comparing students' progress within and across classrooms. Nor has the school formalized the use of periodic assessment results as a routine mechanism for measuring incremental progress and adjusting instruction for individual students or groups of students.

Finally, the potential of the school leadership team with its responsibility to use the Comprehensive Education Plan as a driving force in measuring, guiding, and revising school improvement measures has not been realized.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Shell Bank School (IS 14)</b>	∅	✓	+
<b>Quality Score</b>	<b>X</b>		

<b>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 student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• each student, classroom, grade level,</li> </ul>	<b>X</b>		
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• ethnic groups, English Language Learners, special education students*</li> </ul>	<b>X</b>		
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• all other categories of interest to the school*</li> </ul>	<b>X</b>		
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	<b>X</b>		
<b>Overall score for Quality Statement 1</b>	<b>X</b>		

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.	<b>X</b>		
2.2 Goals and plans focus on the school as a whole and 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.	<b>X</b>		
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		<b>X</b>	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.	<b>X</b>		
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.	<b>X</b>		
<b>Overall score for Quality Statement 2</b>	<b>X</b>		

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	Ø	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.	X		
<b>Overall score for Quality Statement 3</b>		X	
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	Ø	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.	X		
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.	X		
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.		X	
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	Ø	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.	X		
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.	X		
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
<b>Overall score for Quality Statement 5</b>	X		