



The New York City Department of Education



Quality Review Report

Edward Everett Hale School

Public School 106

**1314 Putnam Avenue
Brooklyn
NY 11221**

Principal: Robert Flores

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Reviewer: Marian Prior

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Part 1: The school context

Information about the school

Public School 106, Edward Everett Hale School, is situated in Brooklyn. The population comprises 648 students from pre-kindergarten through grade 5. Approximately 71% of students are Hispanic, 27% Black, 1% White and 1% are Asian or from other backgrounds. Ten percent are on special education programs and 20% are English language learners, which is higher than typically found in similar and City schools. The school receives Title 1 funding with significantly greater numbers eligible in comparison with similar or City schools. The percentage of recent arrivals to the country, at 8.5% in 2005, is slightly higher than that of other City schools. Those who have arrived most recently come from the Dominican Republic, Ecuador and Mexico. Attendance at nearly 91% is slightly lower than the City average.

Part 2: Overview

What the school does well

- The principal, assistant principal and cabinet have a clear vision of how to support and empower staff so that systems are managed by the appropriate people.
- There is a high level of commitment to the education of the students.
- The climate of collaboration within a framework of accountability supports all staff in reflecting on their own instructional methods.
- A robust and innovative intervention program gives effective support to students who are new to the school, to special education students and to English language learners.
- The school gathers and generates a wide variety of data that is used well to inform planning and determine professional development.
- The wide and varied range of opportunities during and outside the school day enriches students' experiences and enables them to learn new skills.
- Students' successful achievement of the school's clearly set high expectations is celebrated widely.
- Students have very good relationships with the adults in the school.
- The school makes good use of its resources to meet the needs of its students.

What the school needs to improve

- Develop a wider range of strategies to differentiate instruction effectively so that all students are even more actively engaged by their instructional programs.
- Analyze data more rigorously so that teachers and coaches can identify trends in the comparative performance of subjects and the comparative achievement of boys and girls by subject, class and grade.
- Develop planning across grades, building on the existing highly effective co-planning within grades.
- Explore further ways to enhance the learning of higher achieving students.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The school provides students with good role models, helping them to strive for the school's goal, 'To achieve success and seek excellence'. Its facilities enable them to develop as life-long learners, able to act responsibly and respectfully towards each other. Extensive links with community-based organizations, both during and after the school day enrich students' experiences and support the learning of new skills. The library, opened two years ago with support from the Robin Hood Foundation, is proving a very positive facility to students, staff, parents and the wider community.

The foresight of the principal in increasing investment in information technology, through provision of two rolling laptop trolleys, has significantly increased the opportunities for students throughout the school to build their practical skills in this subject. Stability in staffing enables initiatives to be developed, monitored over time, evaluated for effectiveness and re-worked to permit continual improvement. The very good relationships which staff develop with students and their dedication and commitment to help the students achieve as much as possible reinforces the views expressed by students and parents that one of the best things about the school is its teachers and administrators.

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 proficient.

The school uses a wide range of data to gain a secure and regularly updated understanding of what each student knows and is able to do. Data from the City and State tests, the Princeton review, the New York State English as a Second Language Test and Grow report are supplemented well by a wide range of information gathered from the school's own assessments and tests. These take note of student performance and progress by class and grade from year-to-year especially for students most in need of support such as students who are new to the school, English language learner and special education students. The school does not currently routinely analyze variations in the performance of individual students between subject areas or by gender groupings.

Teachers make good use of this data to monitor individual student progress. Test scores in a 'data book' are added to daily throughout the year, producing a portfolio of information on each student. Comprehensive data is then be passed on to the next teacher so they have an immediately knowledge of each student's capabilities and achievements to date. Higher achieving students receive good enrichment opportunities but the school recognizes that more can be done to increase the learning of these students in class.

The school compares the progress of individual student progress effectively to note trends and patterns in performance especially of those who need most support to learn. It looks to see whether its overall performance improves each year and pays some attention to

how it compares with the performance of other similar and local schools. As yet it does not check the comparative performance of subjects and whether boys and girls are achieving at different rates of progress by subject, class and grade.

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 proficient.

The school’s goals are set out in its Comprehensive Education Plan and have clear timescales for their achievement. They are developed following an analysis of data and support the school’s overarching goal that all students will meet grade standards. Students’ progress is checked carefully to monitor who is and who is not on track to reach the standards so that additional support can be put into place. In this way, particularly good focus is given to those students who need most support to learn. The school’s goals drive the activity of all members of staff.

Students considered to be at risk are identified rapidly and a raft of intervention strategies established quickly. Explicit staff training strategies are implemented for those teaching English language learners and special education classes so that all learners receive effective support. The school is not yet putting the same focus on the progress of higher achieving students, to set them more challenging goals to help them exceed the standard especially in aspects of English language arts.

Information from the teachers’ regular assessments is shared with students so they know their goals and what they need to do to achieve them. Parents feel able to discuss freely their children’s progress and any concerns they may have with teachers at frequent intervals. Report cards that are sent home regularly and two formal open school nights enable progress to be shared formally with parents and targets set for improvement. Many informal opportunities are provided for parents to discuss their children’s learning, goals and achievement with school staff.

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 well developed.

The curriculum is well aligned to its goals. Routines are well established and supported by ‘flow of the day’ displays and clearly set-out pacing schedules. The mathematics curriculum is working well and interventions established to mesh with the cross-grade system used. The balanced literacy curriculum is being further developed for September 2007 so that regular monitoring can occur and intended outcomes evaluated. Students enjoy a variety of cultural, musical and sporting programs although not all classes are available for students of all ages. The school customizes materials from the Teachers College effectively to fit the school calendar aligning testing with learning in social studies, science and technology.

Coaches make it possible for teachers to know how to differentiate work, design tests and develop skills. As a result, many lessons are well-differentiated, resources are plentiful, current and accessible enabling students to engage with their learning and develop the

skills required in becoming independent learners. However, some lessons are not so well differentiated because teachers pay too little attention to students' different ability levels and needs when planning and delivering lessons and so higher achievers are not always challenged sufficiently well.

The school manages its budget and staffing assignments well in support of its goals. Student to teacher ratios are kept low so that teachers can develop very good working relationships and detailed knowledge of their students. Scheduling decisions support students' needs as identified by the data, for example organizing additional interventions for at risk students or setting up bilingual classes to support English language learners.

Teachers know students well academically and personally and so respond to their needs and respect their views. Students say there are many on the staff to offer help and support if they have a concern about their work or of a personal nature.

Attendance is tackled immediately there is a concern. Students whose attendance falls to 70% have discussions with the attendance teacher and parent coordinator. Families of poor attendees are visited by designated staff to establish a rapport and encourage better attendance. In order to maintain a strong focus on encouraging good attendance the school is inviting parents to become part of a new attendance committee from September

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.

The principal is highly respected and has very good capacity to implement change. Teachers commend him for his candor in identifying the strengths and weaknesses of the school and his vision in continuing to develop their expertise in the face of changing demands. His clearly expressed high expectations are shared throughout the school and systems are understood and followed by all ensuring the school's smooth running. He has the final decision on the appointment of new colleagues but offers existing teachers the chance to contribute to a committee view. Teacher applicants are asked to teach a model lesson where the school expects to see high expectations for standards and achievement, a high level of student interaction and secure subject knowledge. New teachers are matched with a buddy to enable rapid settling in, ensure good orientation and to develop good knowledge of policies and data systems.

Allocation of two or three common preparation opportunities each week per grade ensures that professional development is ongoing, flexible and appropriate. Grade level meetings with the two assistant principals help identify further professional development requirements such as the recent visits to other schools to see how the Foundations program has been implemented. Coaches provide a valued service in offering training, including running demonstration lessons on new units of study and developing co-teaching opportunities for teachers that develop both confidence and competence.

Classroom observations are carried out regularly by the principal and assistant principals. The information gathered is utilized pro-actively to improve teaching methodologies and raise achievement levels. Where grade-specific or teacher-specific issues are revealed, the school responds quickly to harness the good practice revealed or to rectify the situation with appropriate interventions. Good teachers share their knowledge and expertise through inter-class visitations and in model lessons held during common preparation time.

Regular opportunities are scheduled for teachers to plan and review their work within each grade. There are currently few scheduled opportunities for collaborative planning across grades to ensure skills and learning are developed systematically as students move through the school.

Academic support services make a strong contribution to supporting the school's work with special education students and those who need an extra boost to achieve their goals. The director of the after-school program meets regularly with the principal to formalize arrangements for students taking part and there are plans to extend these links further. Plans are in place for extending after-school opportunities from the start of the new school year so that learning can be further enriched.

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 well developed.

The school's work is evaluated thoroughly and constantly through a scheduled series of meetings and monitoring activities. As a result the school has a clear and accurate view of its strengths and areas for development over the longer term. The cabinet meets weekly to review strategic, whole-school planning and spends time each month discussing the effectiveness of instruction and curricular programs. Outcomes of discussions at the regularly held grade level meetings often lead to adjustments in programs and plans. The leadership team that comprises of representatives from all members of the school community discusses and responds effectively to recommendations from cabinet and teachers. The coaches act as eyes and ears, evaluating the effectiveness of interventions and making adjustments to action planning as and when necessary.

Staff play a full part in the school planning cycle. Teachers work collaboratively to look carefully at data from interim and periodic assessments in grade meetings. The analysis is used to diagnose required interventions and to make flexible revisions to goals and planning so that interim goals can be set and expected academic outcomes achieved. Discussions focus on individual students and those who need most help to learn. Interim goals are not yet established for monitoring the progress across subjects and of higher achieving students and boys and girls as specific groupings. An annual review of the school's performance enables the following year's goals to build on the outcomes of the previous year's review.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Edward Everett Hale School (PS 106)	∅	✓	+
Quality Score		X	

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.	∅	✓	+
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"> • each student, classroom, grade level, 			X
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"> • ethnic groups, English language learners, special education students* 			X
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"> • all other categories of interest to the school* 		X	
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.		X	
Overall score for Quality Statement 1		X	

* 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.

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.	∅	✓	+
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.		X	
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.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
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.		X	
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.		X	
Overall score for Quality Statement 2		X	

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.	∅	✓	+
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
Overall score for Quality Statement 3			X
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.	∅	✓	+
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	
Overall score for Quality Statement 4		X	
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.	∅	✓	+
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
Overall score for Quality Statement 5			X