



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



# **Quality Review Report**

**Public School 016**

**41-15 104 Street  
Queens  
NY 11368**

**Principal: Audrey Murphy**

**Dates of review: April 24 - 26, 2007**

**Reviewer: Chip Morrison**

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## Part 1: The school context

### Information about the school

Public School 16, located in Corona, Queens, currently serves 1269 students in pre-kindergarten through grade 5. 82% of students are Hispanic, 15% Asian, and 3% White. About 10% are special education students and 37% are English language learners. 92% of the students come from homes in which English is not the first language. The most common home language is Spanish. All students are Title I eligible. In 2005, average daily attendance was 95%, above the average for both similar schools (92%) and City schools (93%).

## Part 2: Overview

### What the school does well

- The principal is a knowledgeable and resourceful instructional leader who combines high expectations with friendly, trusting support for staff.
- The school benefits from a highly collaborative, experienced leadership team, most of whom have been at the school since its founding eight years ago.
- School leaders are especially accomplished at using student performance data to manage instructional programs and services to meet changing student needs.
- As a result of careful monitoring, peer support, and ongoing professional development, the quality of classroom instruction is consistently high.
- Teachers work well together, know clearly what is expected of them, and use assessment data effectively to tailor instruction to the needs of students.
- The school's academic intervention staff work especially well together as a team in identifying and meeting the needs of struggling and at-risk students.
- The school has an especially effective multilingual parent coordinator who has been successful in engaging large numbers of parents in the life of the school.
- Students are especially well-behaved, fully acquainted with classroom routines, focused on successful learning, and appreciative of their teachers.
- The school provides a good range of options for its large population of English language learners, including an exemplary dual-language program in Spanish and English.
- A rich variety of arts and other non-academic programs offered both during and after school, significantly enriches the children's educational experience.

### What the school needs to improve

- Expand the standards-based evaluation of student writing.
- Develop the use of technology to extend and enrich learning opportunities for all students.
- Continue to develop the use of lab sites as a forum for professional learning.
- Encourage the use of plants, animals, and real-world artifacts as a means of creating classroom learning environments that are even more interesting and stimulating for children.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well-developed school.**

Over its eight year history, Public School 16 has built a solid track record of improvement aimed at helping all students make progress in mastering challenging academic standards. The school's academic performance is the result of a combination of factors. These include strong instructional leadership, close monitoring of instructional quality and pacing, consistent processes and procedures from one grade level to the next. The careful alignment of curriculum, instruction and assessment with State standards creates a clear focus for the school's work. This is supported by a strong program of internal professional development for teachers. There is a consistent emphasis on positive student behavior that begins in kindergarten, and continues throughout the school. Most importantly the careful use of data to set goals, shape instruction, and monitor interim progress on a regular basis contributes significantly to the school's success.

#### **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 well developed.**

Teachers and instructional leaders make effective use of data on student performance to tailor instruction to meet the students' needs, and monitor their progress over time. In addition to data and reports from mandated assessments, teachers systematically use the school's own internal interim assessments to plan instruction and monitor progress on carefully specified skills. The use of conferencing is especially productive, giving teachers first-hand information about individual student needs.

Instructional leaders maintain worthwhile binders of both quantitative and qualitative student performance data that are regularly updated. These show progress for individual students, classrooms, grade levels, and subgroups of special interest, including ethnic groups, special education students, and English language learners. Teachers also maintain high quality assessment binders, which include data from standardized tests, records of student performance on classroom assessments, and their own conferencing notes, allowing for continual monitoring and evaluation. The school also monitors students in other categories of special interest. For example, one of the assistant principals has looked carefully for disparities across gender.

Instructional leaders are especially adept at using data to make useful comparisons, including comparisons with other schools, comparisons across subject areas, ethnic groups, grade levels and classrooms, and year-to-year comparisons of both grade levels and age cohorts. As a result, they are able to evaluate the impact of changes to instructional programs, make changes as necessary, and hold individual teachers accountable for the progress of the students they are responsible for.

**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 well developed.**

Instructional leaders, working with the school leadership team, set challenging goals for annual progress at a school level as part of the Comprehensive Education Plan process. To ensure that these school-level goals are met, leaders work with classroom teachers to set helpful formal interim goals for mastery of specific skills in reading, writing, mathematics, and English as a second language. Progress towards these goals is monitored on a regular basis for individual students, classes, and levels. Teachers set interim goals for their students based on these school-level goals. For example, understanding that students must reach a certain reading level by the end of the year, they set measurable interim goals based on the progress that must be made meet the year-end goal.

The school pays particular attention to the needs of struggling students. This is achieved through pull-out and push-in and academic services, small-group and individual tutoring, a Saturday academy and an after-school program. The school pays close attention to the needs of English language learners, providing a rich range of options including dual-language classrooms, transitional bilingual instruction, self-contained English as a second language classrooms, and push-in support from specialists. Performance on the State assessment for English language learners is used as a measure of the success of these programs and services. Special attention is paid to identifying and providing services for students who are at risk of being retained. The school has been successful in considerably reducing the number of such students over the course of the year.

The school has an especially effective parent coordinator. More than 80% of parents have attended workshops in English as a second language and other topics. Also, as part of an effort to promote independent reading, parents sign-off on student reading logs. Taken together, these various efforts effectively focus the entire school community, including staff, students, and parents, on meeting challenging, measurable and highly specific goals for student performance. Successes and achievements are widely celebrated to consistently raise expectations.

**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.**

Teachers and instructional leaders work effectively together to align curriculum, instruction, and assessment with State standards. Goals for mastery of specific sub-skills in reading, writing, mathematics and English as a second language have been carefully charted on curriculum maps. The progress against these goals is carefully documented and monitored on a regular basis. The workshop model is firmly established schoolwide. Teachers decide what to teach during mini-lessons based on their understanding of student needs. They make good use of assessment information to decide on the focus for their conferencing and work with small groups. There is an especially effective emphasis on writing across the curriculum. For example, writing is emphasized in mathematics, and

even in art classes, where students are required to provide written explanations and critiques of their art work.

Teachers hold themselves accountable for helping students master targeted skills. They consistently track student reading levels and ensure that they read books at their appropriate level. Instructional leaders conduct monthly grade-level meetings to review student progress, plan instruction, and share problems and successes. Teachers also meet approximately three times each month in grade-level teams to share strategies and plan instruction together.

The principal is especially skillful at managing the administration of the school to improve student outcomes. Management decisions are based on a careful analysis of needs. For example, in order to improve the provision for English language learners, she has invested in professional development sessions in English as a second language for all teachers. The schedule has been carefully and skillfully arranged by the principal to provide for the sometimes conflicting demands of the dual language program. It gives common planning time for grade-level teachers and non-academic activities such as music, dance, and art. When appropriate, teachers are reassigned to classes to obtain the best match between teaching skills and student needs.

There are consistently high levels of student engagement. Students demonstrate at all grade levels that they have a good understanding of the workshop model. They know how it is intended to help them learn by making expectations clear and providing guided practice. Teachers successfully employ the model when working with students on skills they find difficult to master.

The school benefits from an especially knowledgeable and skillful group of academic intervention teachers, counselors, family workers, and other specialists who work together as a team to identify and meet the complicated needs of struggling students and students at risk of not meeting the standard. Relationships between adults and students are generally excellent.

As a result of careful monitoring, combined with successful efforts to ensure that students enjoy coming to school, attendance levels are high. Average attendance at the school is 95%.

**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 well developed.**

The school benefits from a group of skillful teachers who are committed to meeting the needs of children and share the principal's vision for academic excellence. Teachers are hired for their commitment to the welfare of the children, their effectiveness, and their willingness to continue to learn. These qualities are valued beyond certain specific skills, such as data analysis, as it is believed that these can be taught on the job.

The school's in-house professional development program is particularly strong. The school employs literacy and mathematics coaches who work very effectively with both new and experienced teachers. The professional development is differentiated according to the needs of the individual. Staff believe it has increased their confidence and competence in using data effectively to improve student performance. All teachers help to identify their

own professional development needs. New faculty members praise the level of support they have received.

The principal and assistant principals are in classrooms daily and arrange for teachers to visit each other's classrooms on a regular basis. Their observations drive professional development decisions. They also identify and share good practice and monitor the impact on student progress. In addition, through a partnership with Teachers' College, outside staff developers work with teachers to enhance their teaching skills through participation in onsite lab sites during which teachers observe and discuss demonstration lessons and then evaluate student work.

The principal is highly respected. She is widely admired by teachers and members of her cabinet as a transformational leader who is perceived as pioneering, supportive, flexible, and nurturing. Over her eight years as principal of the school, she and her leadership team have effectively managed a process of change that has turned the school into the high-performing learning community it is today.

Students are taught expectations for behavior and academic performance in kindergarten, and these expectations are reinforced consistently at every grade level, in every classroom. This ongoing emphasis on consistency results in the school running especially smoothly. Children are consistently respectful towards adults and towards their fellow students. Transitions between classes are smooth and well organized.

The school has been successful in aligning support services with academic goals. As a result there are a declining number of students who have been identified as at risk of retention over the course of the year. Partnerships with organizations such as Studio in a School and the New York City Ballet provide additional opportunities for enrichment and engagement.

**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 regularly monitors progress toward Comprehensive Education Plan targets.. To monitor progress, the principal and assistant principals review assessment binders and interim test results, directly observe teaching and learning, talk with students during their daily classroom visits, and carefully examine student work. The monitoring is especially rigorous, with clearly defined time scales and checkpoints at all levels.

Classroom teachers, working individually and in grade-level teams, use interim assessment data to measure progress toward annual goals. As a result, teachers and leaders make timely adjustments to lesson plans services to students and groups of students who are at risk of failing to meet the standard. Instructional leaders use samples of student work as evidence of successful teaching and learning.

As a result, the principal and her staff have access to a continuously updated picture of progress by individual students, classes and grade levels. This allows them to intervene when it appears that individuals or subgroups are at risk of failing to meet expectations. Through the Comprehensive Education Plan process, the wider school community participates in and owns school plans and goals. Evaluation of goals and plans are an integral part of the next school planning cycle. This close attention to student outcomes,

combined with a willingness and inclination to make changes where necessary accounts for the school's successful track record in helping increasing numbers of students, including English language learners, achieve at a high level.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Public School 016</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>	∅	✓	+
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>	∅	✓	+
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>	∅	✓	+
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