



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



# **Quality Review Report**

**William Hallett School**

**Public School 76**

**36-36 10 Street  
Queens  
New York 11106**

**Principal: M Carole Schafenberg**

**Dates of review: May 7- 9, 2007**

**Reviewer: Ronnie Solow**

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## Part 1: The school context

### Information about the school

The William Hallett School, Public School 76 has 684 enrolled students in pre-kindergarten through grade 5. The ethnic composition of the school is 49.56% Hispanic, 32.75% Black, 10.67% White and 7.02% Asian and others. Just over 14% of students are English language learners and 25% are special education students. Attendance, at 92.2% is above that of similar and City schools. The school receives Title I funding for 78% of the students which is lower than similar schools but higher than City schools.

Special education students are served in nine self-contained and five collaborative team teaching classes. There is one homogeneously grouped, accelerated class on each grade in grades 2 through 5.

## Part 2: Overview

### What the school does well

- The principal and administrative teams are highly visible and respected by students, staff and parents.
- Uniformity of instruction, differentiated learning and behavioral expectations are effectively promoted in the classrooms across all grades.
- Professional development activities contribute to the growth and development of the staff and relate to identified student needs.
- Youth development activities support and enhance the classroom program.
- Classrooms and hallways are decorated with examples of current student work related to the standards.
- Budget, scheduling, and staffing decisions are driven by student needs.
- Data is reviewed to address the needs of students requiring additional educational services.
- The educational program actively engages students.
- Students are well known across classes and grades by the administration and staff.
- Staff members support one another in a collegial, cooperative manner.

### What the school needs to improve

- Consolidate all data sources to include 'class at a glance' information.
- Include data analysis of ethnic groups and other groups of interest in the school.
- Consolidate the multiple portfolios into one source to include all data and evidence of student mastery of skills.
- Continue to investigate strategies to increase parental involvement in the school life of their children.

## Part 3: Main findings

### Overall Evaluation

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

Teams and teamwork are evident at the William Hallett School. The focus of every team, led by the administration, is the student body. The school is a quiet, orderly learning environment in which students are actively engaged in their activities. Parents and staff cited the school as a 'school of choice'. Reduced class size throughout the school enables the staff to provide every child with increased attention.

Professional development and academic interventions focus on the needs of students not yet achieving at or above grade level expectations. Teachers are effectively supported by literacy and mathematics coaches, content area specialty teachers, consultants and the administrative team. The principal and her cabinet have an accurate view of the school's strengths and areas for development.

### 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 gathers and analyzes data in order to plan adequate educational programs for the students. Data is collected for State assessments, periodic Princeton Review assessments, classroom reading indicator tests, informal reading inventories and teacher-made tests. The data is then used to establish the goals for each student within the parameters of the curriculum for the grade. Goals are established for English language arts, mathematics and the infusion of literacy skills into the other content areas, as well as the content goals. Many forms of data exist in different places making it difficult to read and analyze the data. The principal is investigating how to develop a system to organize and integrate all the data so that it is readily accessible and more user-friendly.

Teachers and related service providers analyze the data for their students and are knowledgeable about their needs and progress. The school does not specifically track the progress of students by ethnic group, English language learners, special education students or other sub-groups of interest to the school. The principal recognizes the need to include this analysis in order to better plan for them, to monitor progress and to assess whether their needs as a group are being addressed.

Student progress is measured from year to year. The school has made significant strides in raising student achievement levels during the past five years. Other indicators of progress include analysis of attendance and the number of referrals to special education. The academic intervention services team reviews the need for additional educational interventions and provides the services based on teacher information about struggling students. In-school, after-school and Saturday services are provided for these students.

The principal compares the school data to that of similar and district schools. The small numbers of level 1 students, mainly in special education programs, are receiving intensive intervention services designed to improve their skills.

**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.**

Goals for the year are established by the school leadership team and written into the Comprehensive Education Plan, a collaboratively developed document. The principal and assistant principals then establish their personal goals and publish them in the staff handbook. Using these goals as a reference, the administrative team reviews the class goals with the teaching staff. Teachers develop individual goals with their students during conferencing sessions. A range of effective systems are in place to review and assess progress. These include monthly school leadership team meetings which include a review of the goals, timeframes, activities and other actions designed to achieve the target goals. Ten working sub-committees discuss and analyze pertinent data in order to assess progress and report back to the school leadership team. Grade conferences serve as planning sessions to develop strategies, create or share materials, review data and confer with the coaches and assistant principals. Classroom work folders include many forms of collected data and current work samples as evidence of the mastery of specific skills. However, the extensive amount of information which is collected is not always immediately accessible and easy to use.

Teachers recommend students for academic intervention services based on achievement data. Progress and service plans for students receiving academic intervention services are reviewed by the academic intervention services team every eight to ten weeks to determine whether progress is being made or if further interventions are required prior to making a referral for special education services.

The school reaches out to parents to share goals, plans and to provide and solicit information about every child. High expectations are communicated to students and their parents. Parents are invited to open school events, orientation sessions, school fairs and classroom celebrations, monthly meetings planned by the parent coordinator and through many informal channels. The principal recognizes the need to continue to develop additional strategies to increase parental involvement in the school life of their children so that they take an active part in the goals to improve progress and performance.

**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.**

The English language arts and mathematics curriculum are mandated by the City. The social studies and science curriculum follow the State guidelines. Staff make effective use of the Readers and Writers’ Workshop model of instruction, using a balanced literacy approach through the use of leveled libraries. English language learners and special education students receive instruction in push-in and pull-out programs that align their

instruction to the same curriculum. Teachers are supported by the administrative team members, the curriculum coaches, Australian and United States Services in Education consultants and content area specialists. A literacy curriculum map for every grade provides an effective framework around which teachers develop their daily lessons. The latest topic in grade 5 writing is 'edge of your seat' stories. Students read their finished pieces aloud to their classmates, while proud parents and grandparents applauded their efforts.

Teachers are held accountable for improving student outcomes. Frequent informal observations by the administration and coaches provide feedback and note the use of differentiated strategies and materials. Across the school, classrooms exhibit student work samples, rubrics, schedules and expectations for meeting success. Data is regularly reviewed at weekly grade and academic intervention team meetings to assess progress.

The principal is an effective manager. Budget, scheduling and staffing decisions are based on student needs. For example, a new program for autistic and general education kindergartners will begin in September 2007. The budget supports reduced class size in all grades in order to give students more individual attention. Other direct student services include computer specialist teachers, a librarian, music teacher, physical education staff, science and social studies specialists.

Students are actively engaged in independent, small group or whole group instructional activities. They support one another, are able to articulate their levels, individual goals and the strategies being employed to further their learning. Students feel that they know and trust many adults at the school who they can turn to for assistance, help and support, including the principal.

Attendance is a high priority. The school attendance plan incorporates awards, incentives and an honor roll for excellent and improved attendance. Absence triggers an immediate response. Attendance for the year to date is 92.2%, placing it above that of similar schools.

**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 personnel hiring committee review the many resumes sent to the school. Candidates attend an initial interview and then return to teach a demonstration lesson. They are questioned on their knowledge of the use of data to drive instruction and the differentiation of instruction based on the use of data.

The professional development plan for the year has three major components related to priorities outlined in the Comprehensive Education Plan and shows the effective alignment with student needs. An analysis of the English language results for level 1 and level 2 students showed a need to develop phonics instruction. Consequently, special education staff, coaches and academic intervention service providers were trained in the Wilson phonics program. Australian and United States Services in Education consultants are providing mainstream and special education teachers of younger students with assistance in writing, handwriting and the specific literacy genres outlined in the curriculum maps. Schools Attuned, is a program based on a child's learning preferences. Currently, one assistant principal, the coaches, academic intervention service providers, the members of

the pupil personnel committee and the collaborative team teaching teachers have been trained to implement 'Schools Attuned' a program based on a child's learning preferences.

Less formal professional development activities include grade conferences, formal and informal classroom observations by the administration and lunch and learn meetings. A regular schedule of formal observations, including pre-observation and post-observation conferences, provides timely feedback and suggestions for strengthening the classroom program. These are designed to strengthen teacher ability and improve student performance outcomes. Curriculum coaches assist classroom teachers with materials, teaching strategies and suggestions along with modeling lessons for the classroom staff. Faculty conferences, grade team meetings, sub-committee meetings and the principal's cabinet regularly focus on the use of data, assessment results and information culled from staff surveys in order to determine the next steps.

The principal is respected for her knowledge and leadership skills. Rules, regulations and procedures are clearly spelled out in the staff handbook and in English and Spanish in the parent handbook. They are followed by all members of the school community resulting in the very smooth running of the school.

Very effective use is made of partnerships with community organizations to enhance and support the classroom program. The East River Development Association, I Have a Dream Foundation, and the New York Junior Tennis League sponsor successful tutorial and recreational programs. The school sponsors Penny Harvest and City Harvest drives to teach social responsibility. A program designed to promote self-esteem and responsibility sends students into lower grade classes to assist the teacher.

**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 proficient.**

The Comprehensive Education Plan is the action plan for the education program at the school. The school leadership team meets monthly to assess progress towards the goals for the year. When needed, revisions are made. While assessing the data, the principal recognized that a significant number of referrals for special education were being made prior to trying other interventions. A weekly pupil personnel team meeting was instituted and included the classroom teacher as well as the academic intervention service staff. Minutes of each meeting are published including the strategies that have already been utilized. Alternatives to special education services are implemented and monitored for success. The progress is reviewed in one to two months. These monitored steps have resulted in fewer referrals and increased success for the students involved.

Data from all sources is used to monitor student achievement outcomes and to determine the next steps in the education program for each student, class and grade. Grade meetings focus on student needs. Coaches, subject area specialists, consultants and assistant principals are constantly reviewing the data with the teachers to determine if student needs are being met. When issues are identified, steps are taken to address the problem, monitor the revisions and restructure the activities being employed. Revisions and implementations are constantly monitored and assessed for efficacy. August planning ends with planning the following August as the Comprehensive Education Plan is spiraled into its new form. One phase of the planning process leads into the next successive stage.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: William Hallett School (PS 76)</b>	∅	✓	+
<b>Quality Score</b>		X	

<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>		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"> <li>• ethnic groups, English language learners, special education students*</li> </ul>	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"> <li>• all other categories of interest to the school*</li> </ul>	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	
<b>Overall score for Quality Statement 1</b>		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.

<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.		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	
<b>Overall score for Quality Statement 2</b>		X	

<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	