



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Hubert Humphrey School**

**Public School 57**

**140 Palma Drive  
Staten Island  
N Y 10304**

**Principal: Sandra Barnes**

**Dates of review: January 12 – 15, 2007**

**Reviewer: George Wallace**

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## Part 1: The school context

### Information about the school

Hubert Humphrey School, Public School 57, has nearly 700 students from pre-kindergarten to grade 5. Over 82% of students are Title 1 eligible, which is much higher than the average for all City schools, but lower than that for similar schools. The school student population comprises 66% Black students, 24% with Hispanic backgrounds, 7% White and 3% Asian/others. The proportion of students who are English language learners is nearly 11%, which is lower than the average for all City schools, and below the average for similar schools. Special education students form 10% of the school population and this is well above the average for similar and all City schools.

Attendance is much the same year on year and is in line with similar schools and the City schools average, however, in recent months attendance has begun to improve. The school population is 66% of the total capacity for the school. The school has a full complement of teaching staff and is in the process of appointing a literacy coach. The principal, although new to this post, was an assistant principal at this school. About 150 students enjoy a range of after school activities provided through the YMCA.

## Part 2: Overview

### What the school does well

- The school uses good mechanisms for gathering and using data to increase teachers' knowledge and understanding of student performance coupled with ways to improve performance.
- Data is used to steer both the approaches to teaching generally and the way the school supports and guides students individually.
- It uses data to prioritize those students in greatest need of support and intervention is effective.
- Teachers know their students well and are good at designing specific support programs to aid their learning, especially for underachieving students.
- The principal and assistant principals frequently observe lessons and provide valued feedback to teachers to maintain motivation and secure improvements.
- The outcomes of frequent interim assessments often lead to intervention strategies to raise performance.
- The school operates smoothly on a day to day basis and has an extremely positive climate for learning.
- Teamwork is strong and has led to staff being open, supportive and helpful of other colleagues in the pursuit of raising standards.

### What the school needs to improve

- Sharpen up the process by which all teachers provide evaluative feedback to students during teacher – student conferences.
- Ensure that interim whole school data is used to demonstrate to staff how well the school is on track to meeting its annual goals.
- Sharpen ways in which the school uses interim and final whole school grade data to assess whether there is underachievement of any specific groups of students.
- Develop goal setting as an integral part of the way in which the school drives action planning to find ways to improve student performance.

## Part 3: Main findings

### Overall Evaluation

**This is a proficient school with several well-developed features.**

This is an improving school with standards showing a strong upward trend. The 2006 projections reflect continued improvement. Recent strong attention to assessment data, how students are taught and shared skills of teaching are having a positive impact on students' learning. The school gathers a wide range of useful data. Teachers use their assessments on children to provide feedback to individual students as to whether or not they are making sufficient progress. The administration receives useful individual and whole class data in a format that allows comparisons between classes and grades to occur. In addition the frequent lesson observations by the administration mean that more data is available for them to act on should the need arise. Such observations are valued by teachers who also appreciate the high quality of teamwork and support they receive from various quarters. The principal knows her students and staff well. She makes herself accessible to them, as well as ensuring that she gets to know more and more parents, not only through various communications sent to parents, but also by being visible at the end of each school day. Teachers also know their students well, and as such, working with the administration, specific support programs are put in place to match students' needs. Although there is a new principal, she has set out her vision for the school, understandably there has been insufficient time for many aspects of her thinking to be integrated with other systems in the school. The day-to-day running of the school is smooth; the school is very welcoming and children indicate that they like and enjoy coming to school. Attendance is increasing. At the heart of the school is a drive for continuous improvement with all staff knowing exactly what the goals of the school are and being in a position to help ensure they are reached. Staff morale is high and as such planning is effective and centered on raising standards. Students and parents speak very positively about, and how much they like, their school.

### 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 with some well-developed features.**

The school gathers a great deal of good quality information about its students. Specific tests provide standardized data for all students in specific grades, for example ECLAS, Voyager and Princeton tests. In addition teachers use level descriptors to make judgments on the standards reached by individual students, especially in English language arts and mathematics. These tests and teachers' assessments are used throughout each school year. Of particular importance at frequent intervals during the year are the times when teachers conference with students. The process is one of support and development, but a weakness in the process is the lack of continuity across the school and insufficient attention on evaluating with each student their progress in the target set at the previous meeting.

At different points during the year interim assessment findings determine what kind of additional support is required and how that will be scheduled for individual students. A

particularly good system employed consistently through the school is the teachers' assessments, where they determine the students at most risk of failing to reach their expected level, those that should make it, those that will make it and those who will exceed expectations. Recent test results show girls significantly outperforming boys in both English language arts and mathematics in the grade 4 State tests, but in the last reported year for science, achievements are similar.

However, it is rare that data is used to look for patterns of success or underachievement across a whole class or as a consequence of analyzing the data for the whole school, for example in terms of ethnicity or gender. In the same way it is uncommon for the school to compare its success with similar schools. However, the data gathered ensures that the principal and assistant principals determine what is working well and what is not, therefore allowing them to talk with teachers in an informed way about modifications to the taught program.

**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 wide range of data collected on students' performance is used with increasing frequency to determine the strengths and weaknesses of each student. Held over students have a personal intervention plan, special education students receive an individual education plan and other students, whether English language learners or general education students are tracked through frequent assessments and their needs known and planned for. Teachers set specific teaching and learning goals as a consequence of conferencing with students. Outcomes arising from tests and assessments ensure that priority of intervention support is given to students in greatest need.

The administration's analysis of student outcomes serves to provide good quality information upon which whole school planning occurs. The Comprehensive Education Plan goals are focused on raising standards. However, it is new for the goals and associated expectations to be conveyed to the whole faculty, parents and students. The principal talks to the whole school about her vision and the importance of reaching the school's goals.

The administration is new to tracking whole school data and therefore knowing whether the outcomes of the State and City tests are likely to show the school meeting its goals. Grade level meetings are frequent and teachers are very clear about their accountabilities to students reaching expected levels. The administration receives data for all classes and the information shows interim progress of each class generally and each student specifically. Although the administration is new to the use of such data, it is discussed with class teachers and at grade meetings. Parents are also informed, specifically through reports, but also through a frequent calendar sent home to parents containing news about the school and forthcoming events. However, parental involvement in school issues is lower than the administration and the few active parents want. Parents nevertheless like their school, know that they can contact and meet with teachers almost at any time and feel that it is improving.

**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 with some well-developed features.**

The school follows the mandated curriculum offering balanced literacy and everyday mathematics. Built into the school’s curriculum is flexibility to change approaches to teaching as well as the kind of resources that teachers use. The reason for such flexibility is to ensure that students become engaged in their learning, and so modifications can be made to ensure that specific student needs are met. Although teachers work to secure improvements in students’ standards, there is no continuity of approach with regard to evaluating student progress arising from modifications. The rigorous collection of data helps to ensure that the administration and teachers are clear about the progress being made towards expected levels of achievement.

As a consequence of the high frequency of lesson observations by the principal and assistant principals, teachers receive much valued feedback on ways of improving teaching, and therefore of setting expectations and influencing potential student outcomes. Such information, together with assessment data allows the administration to discuss, for example, staff professional development needs and potential allocation of staff to students’ needs. Teamwork ensures that ideas about teaching are shared in order to make improvements in the quality of teaching. It is evident from cabinet meetings, that budgeting decisions are driven by an understanding of student needs. Students are very largely engaged in their learning and enjoy coming to school. Staff know their students well and teach to improve not only their academic performance, but ensure good personal and social development. Students do feel that staff value them and that there are adults they can turn to if they have concerns. Attendance in recent years has been improving slightly with the 2006 figure at 92%, in line with similar schools, but very marginally below that for the City average. However, recent initiatives to improve attendance are working and it has begun to rise.

**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 with some well-developed features.**

There are good quality procedures regarding selection of new staff in place covering the school’s desire to appoint applicants with high expectations and an understanding of assessment data as a mechanism for monitoring progress and securing improved performance.

Professional development is a strength and plans are based on an analysis of whole school information in relation to students’ needs. The focus has been to improve students’ interest in and raise the quality of their writing. Already standards are rising as students find the new approaches interesting. Staff value the strong system for professional development, including in-school training such as peer observations and courses. There is a tremendous support system in school as a consequence of effective teamwork. The administration frequently observe lessons, their presence in classrooms being welcomed, and feedback valued.

Planning is based on a wide range of data. The core outcomes of planning at whole school level are the goals expressed in the Comprehensive Education Plan. Recently the

principal has ensured that the staff and parents, know what the school goals are. It is clear that the administration recognize the huge importance of setting clear goals that are shared, understood and adopted by faculty. The principal has the support of students, staff and parents and the capacity to effect change. The school runs smoothly, procedures are known, and staff and students know their routines and what is expected. The accommodation is pleasant and this, together with a harmonious school, sets an extremely good tone for learning.

The school has strong links with partnership organizations who support and sometimes run successful programs for students. For example, there is an after school program involving support for homework as well as sport and leisure activities. Partnership with a local college is strong and benefits include mentoring of students by the college male and female basketball team members, helping to enhance students' learning and social development.

**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 with some well-developed features.**

The principal knows her school well. The data gathered allows her to monitor student progress and talk with teachers about any student at any time during the year. In recent years there has been a great deal of diagnostic thinking in the pursuit of improving standards. Outcomes suggest that this is working. The principal has an excellent knowledge of the strengths and areas of improvement required in teaching across the school. This, together with her data analysis and access to teachers' assessments puts her in a good position to produce a realistic and useful plan for 2007-08 and make amendments to the 2006-7 plan if required. However, the amount of class and grade performance data that is used to compare students' strengths and areas for development is small. This is compensated by student data acquired by teacher's frequent assessments of individual student progress. Teachers therefore have a significant body of knowledge to take to grade meetings where issues for development are discussed. Although the school has a wealth of data about students it is only rarely used to show the overall progress being made in relation to overall school goals. The school has not yet fully developed its ways to track performance, take stock at specific points during the year and modify the annual goals. Therefore there is no specific system in place yet to drive successive phases of goal setting, however, data is used in a way that allows flexibility in thinking about the way students are supported. As a consequence of such flexibility, a realignment of the way teaching and resources are used for individuals occurs. A case in point was the principal's evaluation of student writing throughout the school. As a consequence of the findings a professional development program was set up, and the ideas and knowledge arising from such training implement in teaching. Already there are early signs of improvements in students' writing.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Hubert Humphrey School(P S 057)</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	