



The New York City Department of Education



Quality Review Report

Daniel D Tompkins

Public School 069

**144 Keating Place
Staten Island
NY 10314**

Principal: Jacqueline Barbagallo

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Reviewer: Lysbeth Bradley

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

Daniel D. Tompkins, Public School 69, is a neighborhood elementary school with 785 students enrolled from kindergarten through grade 5. Its numbers fell significantly in 2004 with re-zoning. This freed up accommodation and enabled the school to introduce collaborative team teaching classes and to be one of three elementary schools in the borough to host a gifted and talented program.

The student population comprises 66.1% White, 15.7% Asian and others, 15.3% Hispanic and 3% Black students. Five percent of enrolled students are English language learners who speak a range of home languages. Eight percent are special education students. The school is barrier free with two classes for students with physical and mental disabilities. It also has an increasing proportion of special education students with learning disabilities taught in four self-contained classes. Other special education students are taught in the two collaborative team teaching classes in grades k and 1, or given the services of the resource room.

The school is not Title 1 eligible; although the number of eligible students is growing year on year, matching the average for similar schools, but much lower than the City average. Attendance is 95% which is better than similar schools in the City and much higher than the City average.

Part 2: Overview

What the school does well

- The principal is greatly respected and provides focused and supportive leadership to the school community.
- Students love coming to school and are actively engaged in learning.
- The administration has established highly effective systems for achieving its goals.
- The school is a model of inclusion and is very effective in meeting the wide range of needs and achievement.
- Teachers are skilled in generating and using a varied menu of assessment tools to differentiate instruction and learning.
- The school provides a raft of high quality intervention strategies to support those students most at risk.
- High standards permeate every aspect of the school's work.
- The administration is successful in developing innovative organizational structures to accelerate progress.
- Collaboration is strong because teachers are well supported by a comprehensive professional development program.
- Many parents work in partnership with the school to support their children's learning.

What the school needs to improve

- Invest the same rigor into the curriculum and assessment for social studies as in other mandatory content areas and make explicit and meaningful links with mathematics and science.
- Build on teachers' effective use of rubrics to identify next steps consistently when annotating students' work.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

Under the expert guidance of the principal, the school has gone from strength to strength over the last seven years. Changing circumstances are seen as a challenge by the dedicated staff and each goal is pursued with the same level of commitment, energy and enthusiasm. The evidence of this is not only seen in improving scores in State tests, but in teachers' detailed assessments of progress and achievement in English language arts, mathematics and science. The school is rightly proud of its investment in science with close to 30% of grade 4 students exceeding expectations in 2006.

The school's mission is understood by everyone and is expressed in students' own words outside every classroom. The school's goals, or 'bottom lines' are equally visible and underpin the work of every member of staff. High standards and clear expectations are visible everywhere and there are impressive levels of consistency in many aspects of the school's work.

The curriculum provides many opportunities for students to become active learners. Emphasis is given to problem solving, accountable talk, exploration and investigation, as well as the visual and performing arts. By the time they are ready to leave for the local intermediate school, the students are confident and well rounded young people.

There is excellent two way communication between the administration and the staff. Outstanding teamwork means that the needs of individual students remain uppermost at all times. The administration and staff are acutely aware of what has been achieved and where the school can become even better. The school has a proven capacity for sustained improvement.

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.

The school has been proactive over a number of years in gathering and analyzing data to drive forward instruction and to ensure that students are making the best possible progress over the short, medium and long term. The instructional cabinet is constantly evaluating the reliability of different tests and assessment tools to ensure that procedures are manageable and provide high quality feedback on students' progress and the effectiveness of instructional programs. For example, the school has developed its own assessment to monitor students' progress in mathematics because the State test focuses on computational skills and does not measure students' progressive grasp of mathematical concepts.

In the classroom, teachers make regular use of running records, focused conferencing notes and well conceived rubrics to gather daily feedback on students' progress. This ensures that they are constantly updating their knowledge of individual achievement. Pre- and post-testing also provides good quality information about students' strengths and where to focus next.

The pupil progress team is equally rigorous in the wide range of high quality information that it uses to identify the needs of English language learners and special education students. The data is also used to pinpoint those students at risk of repeating a year or failing to make the progress of which they are capable. The data has not indicated any significant difference in the performance of students from different ethnic groups, although the school keeps a close eye on patterns and trends.

Thorough knowledge of individual students and meticulous record keeping mean that the school constantly makes valid internal and external comparisons and seeks to identify ways to improve the performance of individual students, groups, grades and content areas.

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.

High quality collaboration and collegiality drive the work of the school at all levels. The principal and the two assistant principals are good role models. They constantly question their own practice and promote rigor in professional discussions. Excellent communication ensures that everyone is on the same page and stays focused. Students and their parents clearly understand the school's goals and expectations. Although the loss of professional development time has made it difficult to schedule common periods for grade level meetings, teachers continue to meet together at 'lunch and learns' to evaluate the curriculum and share best practice.

The use of rubrics is developing well and enables teachers to ensure their work is standards based and that students know precisely what they are aiming for in reading, writing, mathematics and science. Classrooms all display prominent rubrics relating to elements of learning that encourage students to become self-evaluative and develop independence. All teachers provide clear explanations on students' work, indicating where they meet the standard. Not everyone includes constructive comments for students about how their work can be improved.

The school takes a holistic approach to monitoring students' progress and draws on all available information to understand what is holding a student back. Everything is done to engage parents in determining the best plan of action and to involve them in working in partnership with the school. Those students most at risk are monitored by the pupil progress team on a very regular basis. The team is broadly constituted and this leads to continuous fine tuning of individual programs and the search for creative solutions when all else fails. The school's reading recovery program is achieving impressive results for carefully chosen grade 1 students. Long term tracking of achievement indicates that these gains are sustained well beyond the program of intensive support.

Parents appreciate the open door policy which ensures that concerns are tackled promptly. They welcome the 'hands on' approach to learning that the school fosters and that classrooms are places of fun, as well as rigor. They understand clearly how well their children are achieving and what will help them get to the next level.

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 are skilled in generating and using a wide range of assessment tools to differentiate instruction and learning. The administration is successful in developing innovative organizational structures to accelerate progress by making excellent use of the school's accommodation. For example, two grade 1 classes are taught this year by two teachers who utilize every advantage to provide a wealth of targeted activities, based on day-to-day assessments. The recently introduced collaborative team teaching classes make the most of team teaching, with the general education teacher and the special education teacher constantly switching roles to take the mini-lesson or provide one-to-one support. The administration is closely watching both structures in order to compare rates of progress with classes.

The school's abridged Comprehensive Education Plan is a highly effective tool with a small number of goals that derive directly from close examination of a wide range of data. The plan enables these 'bottom lines' to drive the work of the school community. The instructional cabinet is focused not only on the 'what', but the 'how'. Such a level of detail enables monitoring and evaluation of teaching and learning to have a clearly defined purpose and to feed back into the planning cycle for curriculum alignment and professional development. This also ensures that the budget is closely linked to the goals and that all scheduling and deployment is justified with reference to the determined strategies for improvement.

The thoroughness with which the school has developed its curriculum for English language arts, mathematics and science is not yet visible in its approach to social studies. It is presently planned through readers' workshop. Consequently, it is not perceived by either students or teachers to have a defined content where knowledge, understanding and skills are built incrementally and consistently.

Students love school and relish the interesting learning experiences that are a feature of all content areas and classrooms. Their attendance and behavior are outstanding because they are so involved in what they are learning. They want to live up to the principal's high expectations and know that there is always someone there to help. If there are issues relating to the behavior or attendance of individual students, the school is quick to follow up and identify the issue.

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 principal is respected as a person and as the leading professional. She has promoted a culture of success because she does not ask anyone to do what she is not prepared to do herself. As the teachers affirmed, 'She has never forgotten what it's like to be in the classroom'. Parents value her as a strong leader and know her to be a person who 'will find any which way to sort out an academic or personal issue.' She sets the up-beat culture of the building and is well supported in this by the assistant principals. This is a school where hard work and laughter go hand in hand and where people want to come to work. Each one contributes in their own way to the smooth running of the school because everyone understands the purpose of their role and systems are embedded. Succession planning is well developed. Established teachers undertake different roles and the school wisely recruits as often as possible from the student teachers and substitute teachers who work in the school. This enables new staff to hit the ground running, as they already share the school's expectations and understand the systems. The school is also adept at identifying which agencies and organizations can be called upon to enrich students' learning.

Teachers are well supported by a wide ranging professional development program that relates closely to the school's goals and individual professional needs. The coaches for mathematics and literacy provide well tailored support and work very effectively alongside teachers in the classroom. The school has long had a policy of promoting visits to other schools and also enabling teachers to visit each other's classrooms. The administration is highly involved in visiting classrooms and focuses on students' learning in order to gauge the impact of teaching and the curriculum. Their observations are used productively to drive instruction and accelerate progress. Consistently high quality teaching and learning are a direct result of teachers' willingness to work collaboratively and to reflect on their own and other's practice honestly and supportively.

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 has established highly effective systems for achieving its priorities for improvement. The abridged Comprehensive Education Plan is the main tool that drives improvement. It includes very specific information about desired outcomes, data driven rationale for each goal and how activities will be supported from the budget. As well as a formal mid-term evaluation of the school's progress towards its goals, all teams take account of interim data to check where adjustments are needed.

Because the school has chosen wisely and is focused on a limited number of goals, teachers understand how their work in classrooms relates to the plan. They can pinpoint precisely what help they need to build towards success. The school has embarked on a long-term strategy to embed the principals of learning into its curriculum by choosing to

focus on one or two every year. Administrators and all staff are all driven by the same agenda.

This unified approach to taking small but significant steps towards the school's mission means that the small cogs are well oiled and drive the big cog at a steady and sustained pace. The success of this approach is apparent in the improvements in curriculum and instructional practice. It is also seen in the high level of consistency in classrooms and students' successful participation in a broadening curriculum.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Daniel D Tompkins (PS069)	∅	✓	+
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