



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Manhattan High School

Elementary - High School 035

**317 West 52 Street
New York
NY 10019**

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Dates of review: February 14 - 15, 2008

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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

Progress made since the last review

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

Manhattan High School is an elementary-high school with 350 students from kindergarten through grade 12. The school population comprises 49% Black, 46% Hispanic, 2% White, 1% American Indian and 2% Asian students. The student body includes 11% English language learners and 100% special education students. Boys account for 85% of the students enrolled and girls account for 15%. The average attendance rate for the school year 2006-2007 was 64%. The school is in receipt of Title 1 funding with 100% eligibility.

The school operates over two sites in Manhattan. The main site serves students from grade 9 through grade 12. The second site is a day treatment center in a hospital setting and serves students from kindergarten through grade 12. Virtually all students have severe emotional and behavioral needs.

Part 2: Overview

What the school does well

- Staff have extremely detailed knowledge of the performance and progress of all individual and groups of students.
- There are sophisticated systems for the collection, analysis and routine use of data, backed up by excellent professional development.
- The principal, ably assisted by the assistant principals, provides strong and inspiring leadership for a team of highly committed staff.
- Intervisitation of classes and other schools is commonplace and facilitates the sharing of good practice.
- There is a strong emphasis on youth development and guidance, which prepares students well for life after school.
- Staff members are extremely flexible in adapting plans and practice in response to data.
- The administration, staff, students and parents have very high expectations of themselves and of each other.
- There are very high levels of collaboration across the school so all staff know the performance and progress of all students very well.
- The pervading atmosphere across the school is one of optimism and positivism, which adds to its ethos of support.
- The curriculum is broad, with vocational options, which provide extra opportunities and enhanced experiences for students.

What the school needs to improve

- Extend the use of learning styles in classrooms to aid differentiated activity.
- Involve students more with setting their own goals so they can take increased responsibility for their own learning.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report

Overall Evaluation

This school is well developed.

Manhattan High School has a pervading atmosphere across the whole school of optimism and positivism. This, coupled with its ethos of support, has led to its successful transition from a facility to a school. The principal, ably assisted by the assistant principals, provides strong and inspiring leadership for her team of highly committed staff, and is a fierce and passionate champion of her school and all its students.

The school uses data routinely and confidently. It has developed a sophisticated yet user-friendly system of collection, analysis and use of data. Staff are practiced and comfortable in using a range of external and internal data to track students' performance and progress. This has resulted in their having excellent knowledge of each of their students as individuals and as groups. It has facilitated regular goal setting, differentiated instruction and speedy revision of plans and practice whenever necessary, and students improve their English language arts and math scores, on average, by one month for every month they are in the school. Students benefit from a broad curriculum with a wide range of vocational, artistic and sporting electives, which enriches their experience. They receive an excellent range of youth development opportunities and guidance.

Communications between the school and parents are very good and an emphasis on attendance has decreased voluntary absence, although incarceration and hospitalization keeps the figures lower than average. Staff members work very well together with well-developed collaboration, although collaboration with students in target setting is not as developed. In classes, differentiation by level and task is the norm. This means students can work at their own speed. However, not all staff take full account of students' preferred learning styles. Staff at the school are well supported by professional development and there are excellent systems of intervisitation and support for new teachers.

The inquiry team meets regularly and is following a group of ninth graders who are following the new "Talent Development High School Model" in a special class to assess their progress. Since the last Quality Review, good progress in following the recommendations has resulted in teachers having much greater understanding of data use, which has helped staff to refine goals more intensively.

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 the student's progress over time.

This area of the school's work is well developed.

Manhattan High School has developed excellent systems for collecting, analyzing and using data that give staff an extremely detailed knowledge of the performance and progress of individual and groups of students. The school has designated an assistant principal as a data analyst and he works closely with staff and the testing coordinator to ensure each one feels confident in data use, providing ongoing professional development, which supports staff extremely well.

The school tracks back data to 2003, including students' performance at their previous schools. This gives staff detailed comparisons of performance and assesses the benefits the school has given. The school tracks all groups of interest rigorously, including English language learners by their native languages, and cohorts. All students are special education students, but still tracked individually, via related services, such as counseling or speech impairment to assess progress since joining the school. The school tracks by ethnicity and tries to link students with staff of the same ethnicity as this improves staff-student relationships. The school always compares itself to other District 75 and local high schools to identify good practice, although Manhattan High School is unique in its student profile and organization. Because all tracking is meticulous, both year by year as well as via the categories of interest, staff are able to examine student progress very easily and effectively. The school provides each teacher with a useful and easy to use flash drive. This contains an electronic spreadsheet containing all school data to provide disaggregated reports as needed. It is updated regularly and added to by internal data on behavior, and monitored in classrooms by paraprofessionals. As well as the data, there is information on each student such as individual education plans, testing modifications, a current photograph and their school schedule. In this way, staff can track students' progress at any time and in any location. As one teacher said, "the flash drive is great, we're able to see where any student is straight away and I feel really confident about using it".

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

Collaboration across the school is very good. The school is divided into small learning communities, with three cohorts in grade 9, one for grades 10 and 11 and one for grades 11 and 12. Each cohort works with the same four teachers and support staff and this gives a sense of family as well as facilitating staff and students in working closely together in activities such as planning and target setting. Classes are small because of the transient nature of the students and this allows staff to give a lot of individual attention to students. However, teachers tend to set goals set for students, rather than students setting their own. This leads to passivity in some students and does not help them to take sufficient responsibility for their own learning.

The administration, staff, students and many parents have very high expectations of themselves and of each other. As one teacher said, "We want them all to graduate and be successful." The school has joined the College Now Program with 30% of the senior class enrolled in a college class and on track to receive a college credit this year.

Communications between parents and the school are strong. The school shares whole school goals in mass mailings and parent meetings, and invites parents into the school to contribute to individual education plans. Parents have good access to the school to provide their own information as well as the school having an open-door policy. The principal has given her cell phone number to all parents so they can contact her at any time. The school helps students in greatest need of improvement by creating small classes and by using the Twilight School program, which is for students who are over age and under credited to recover credits. There is also a full range of academic intervention services during school hours, which includes Wilson Reading and Achieve 3000.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed.

The school has chosen its core curriculum carefully, both for its ability to produce data and to be interesting and accessible for students, as many of them are repeating classes. As well as the core curriculum, art, music, a foreign language and physical education form part of every student's schedule. There is an excellent range of electives from which students can choose. Culinary, auto, theater, digital photography and cosmetology, including barbering, are just a few of the choices on offer. In addition, the school also runs teams for boys' and girls' basketball, co-ed football, softball and bowling. These electives are popular with students and help to maintain attendance, as well as giving skills that will be useful after they leave school. As one student said, "The electives are excellent. They are fun, with loads of sport and the teachers work well with us."

Wherever, possible, teachers use differentiated activity in classrooms, by both task and by achievement. This is especially necessary because of the transient nature of the students, and the readily available data has made it easier. Teachers and clinicians plan curricula and lessons based mainly on Scantron results, in order to tailor them to ability levels and skills deficits. The school is just beginning to use learning skills as a further differentiation tool so students can work in a way that is even more personalized. The school has made strategic budgeting decisions based on data. An example of this is the Twilight Program, originally funded from the school budget, but now expanded with an external grant so 12% of the school can take part.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

The administration carries out daily walkthroughs at both sites, ensuring staff use data correctly to differentiate work and that student and teachers meet their goals. This also

gives the administration the opportunity to set further goals for staff. The school has well established and constant intervisitation of classes. This is an excellent forum to share good practice and so cohort members can easily monitor students. Staff speak of its usefulness, especially when planning curricula. Intervisitation of schools is also commonplace and the school plays host to other District 75 schools regularly. This is very helpful in monitoring students who move between schools in the District.

There is very good provision for professional development, which is abundant and differentiated in content and in skills and expertise level. Support for new teachers is also very good. It begins with the summer program, where a new teacher team-teaches with a strong veteran teacher, to understand the students better. After that, a new teacher may share a room with or be mentored by a veteran until confident to be alone. Peer mentoring is commonplace across the school and all teachers constantly support each other.

The school strongly emphasizes youth development and guidance. Students in grade 9 have a valuable specialized program of study skills and self-development during their first term (Talent Development High School Model), which helps them to settle into the school and into high school work. Each class has a homeroom teacher who has regular advisory periods with both groups and with individual students. Various clinicians, including guidance counselors, therapists and psychologists are always available for personal support, especially at the hospital, where there are very small classes. There is a specialist behavior coach at the school, and all staff share responsibility for the behavior of all students. There is a very successful behavior management scheme at the school, "The Six Ps" which is understood by all students and displayed all over the school, even on school t-shirts and sweatshirts. This decreases behavioral incidents in the school. The school has recently added a "step-in" program for students who are returning to the Department of Education following hospitalization or residential treatment facilities. This inducts them back into a school setting, but it is too soon to see the impact.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

The school routinely sets measurable goals for students, which may be weekly, monthly or twice yearly and includes academic, behavioral and personal targets. Individual education plans are the foundation for the target setting and the goals are then broken down into smaller goals. Goals for teachers are also routinely set across the school. Staff confidently use a variety of diagnostic tools and periodic assessments as the basis for goal setting. They have found Scantron to be particularly useful. One teacher said, "Scantron is spectacularly useful for English language arts and math and we can adapt it for everything else". Other assessment tools, have led to a constantly updated snapshot of where any student is academically at any time and all staff use the tools confidently.

Staff are extremely flexible in revising plans and/or practice according to data. Indeed, flexibility is one of the most important traits when hiring new staff. The school prioritizes skills teaching above all, and teachers are quick to revise lesson plans if it is clear students have not sufficiently grasped a skill to apply it. Goal achievement always drives new goals at the school. Again, Scantron is a particularly valuable tool in this. As one

teacher said, "It enhances to the next level if you know what you're doing, if the student is new, it gives a jump start to move forward."

The vision of the school is very clear, which is to provide quality education so students can live productive lives and be able to function well in the real world. The principal is determined that students at the school receive the same opportunities as those at non-District 75 schools and expects the same level of achievement and application from students as if they were at general education schools. This vision permeates the whole of the staff and many students and parents, and is the driving force for the school.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Manhattan High School	Δ	➤	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?					X
1.2 an objective, constantly updated understanding of the performance and progress of special education students?					X
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?					X
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?					X
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?					X
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?					X
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?					X
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?					X
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?					X
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?					X
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?					X
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped