



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Yung Wing School

Elementary School 124

**40 Division Street
New York
NY 10002**

Principal: Alice Hom

Dates of review: November 28 – 30, 2007

Lead Reviewer: Jacqueline Pentlow

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Part 1: The school context

Information about the school

Yung Wing School is an elementary school with 999 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 4% Hispanic, 2% White, and 90% Asian students. The student body includes 29% English language learners and 3% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 97.4%. The school is in receipt of Title 1 funding with 61% eligibility.

The school has a region-designated Gifted and Talented Program of one self-contained class in each grade.

Part 2: Overview

What the school does well

- The principal is a dynamic and effective leader respected by all those associated with the school.
- Good behavior and relationships contribute to the calm, purposeful environment that encourages learning.
- The wide range of assessment data informs a good understanding of student performance.
- The structure of the teaching program gives very good support for all students whose first language is not English.
- Teachers know the students very well and quickly arrange intervention activities to support their learning.
- There are a wide range of enrichment activities that supplement the main curriculum and allow the students to develop literacy and other skills in different settings.
- The school takes advantage of every opportunity to use outside agencies to provide an interesting and engaging curriculum for the students.
- The many, well-attended activities for the parents provide them with the skills to assist in the learning of their children.
- Teachers use many formal and informal occasions to support each other and share ideas to make their instruction more effective.
- Frequent formal and informal observations of classes are used well to improve instruction and learning.

What the school needs to improve

- Support teachers in developing short-term interim goals for improving student outcomes.
- Develop the best practice seen in writing constructive comments for students so that they, and their parents, better understand the next step to improving their work.
- Increase the range of open-ended and challenging tasks especially for the gifted and talented students.
- Assemble portfolios of assessed work to enable all teachers to understand the expected standard for each level in each grade.

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.

This successful, outward looking school equips its students well for the next stage of education and for their future life. The principal has a clear vision for moving the school forward and is a dynamic effective force in making this happen. The school leaders, teachers and parents share her high expectations and work very well together to help students make good progress. The school uses formal and informal data to show how students are performing. The school analyzes data and quickly responds to students identified as having particular needs arranging suitable intervention programs for them. Short-term, interim timescales are set and used effectively for whole school goals but not all teachers set these for their classes. The school has identified the benefit of having a selection of portfolios with examples of assessed work in each grade that the teachers can use as reference points to assist in setting challenging tasks and making objective measurements of students' progress.

The students say that lessons "are fun". They behave very well in class and are very willing to help each other. The relationships among students and between students and staff are relaxed and respectful. These contribute to the purposeful working atmosphere where they are engaged in their work and good learning is taking place. Students rarely have open-ended and challenging tasks especially in the gifted and talented groups. There is good use of oral comments in telling the children how well they are doing but the teachers are inconsistent in their use of written comments, so students have no permanent reference point to remind them of what they are doing well and what the next steps are in improving their work.

The English language learner and the English language arts programs are particular strengths. The structure of the extended day is effective and they use funds well for Saturday morning education sessions leading up to specific tests. Teachers show their commitment to the school in the long hours that they contribute to the students' learning. The school uses a wide range of outside agencies and community groups to supplement the curriculum. The students appreciate this breadth. Excellent liaison with the parents is having a positive impact on the students learning. The school has designed its own informative bilingual report card and attendance of parents at school events is very high. The inquiry team has been set up and is looking at those literacy skills with which students struggle. The good progress made since the last review is seen in all the areas identified. The school analyzes the data of minority groups. Education plans are drawn up for all students in need of intervention, there is differentiated work to suit individual students and the teachers share good practice.

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.

The school collects a wide range of data that they use effectively to monitor the performance of the students. They look at this data to check performance by ethnic group, English language learners and special education students, and make good use of the information obtained to plan intervention strategies. The good new math course used by the school has built in helpful assessments to show students' progress during as well as at the end of a unit of work. The teachers are finding this particularly helpful in improving their own skills in the use of formative data. The school effectively uses its own English language learner assessments to identify aspects of language skill that the students have mastered or where they need more instruction. This contributes to the success that the school has in moving virtually all students to proficiency by the time they leave the school. Assessments of students are careful to differentiate general educational needs from specifically English language difficulties. The school makes comparisons with similar schools and uses the information as part of their evaluation of their own performance. They use well the informal interim assessments and the past performance data of students to help predict areas where specific instructional support is likely to be needed. Currently the school is tracking the progress of cohorts of students over several years in order to measure progress as well as performance. Staff receive good support and ongoing training in how to use data to improve their understanding of student performance and progress.

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.

Senior leaders work together to look at the data and evaluate it well to plan the next stage of improvement. All associated with the school work in a collaborative way to set high goals for all students' learning. They monitor the data from students identified as a particular focus, for example hold-over students, more frequently and more carefully. The school then identifies specific areas of weakness and ensures support is given, within the class, on a one to one basis or in extended activities. There are frequent grade-level meetings to plan and review student goals. The school is very careful about and shows great skill in determining whether the learning difficulties of a student are the result of English language problems or other special education needs. The school is quick to arrange for assessments to be made on students newly arrived in the school if data casts doubt concerning the accuracy of these. Then the school provides proper support that the student needs and ensures they have access to the full curriculum. The school makes very good arrangements to share the goals of the school with the parents. Parents also have the opportunity to meet and establish links with their children's teachers, starting a strong relationship that leads to the support of good learning. A "careers day" widens the horizon of many students and their parents. Parents are provided with progress cards which give very good information not only about the overall

subject performance of their child but also about different aspects and topics within the subject. The school holds regular good parental workshops on a range of topics including the school curriculum, health issues and other topics of interest. The students receive a lot of good constructive verbal feedback in class. However not all teachers make written constructive comments for students and so there is no permanent record of what they need to do towards the next step to improve their work. This makes it difficult to consistently communicate information about goal setting and next steps for improvement to all students and parents.

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 teachers know the students very well and provide them with engaging differentiated tasks and intervention to suit their particular needs. Although differentiation is well-developed overall, this is not consistently the case for students who perform at the highest levels. The curriculum provides frequent opportunities for assessment allowing the teachers to effectively monitor student progress in math, reading and writing. Teachers use their good skills at differentiating between English language and other educational needs to provide suitable programs for English language learners. Once students have passed the English language learners proficiency assessment the teachers encourage and help these students develop their literacy skills further. They develop a broader relevant vocabulary and more refined reading skills that include understanding the inference and nuances of a passage.

Work in the classrooms is engaging and encourages good student learning. The school uses carefully planned field trips to allow students good opportunities to develop literacy skills in other settings and provide good opportunities to widen their knowledge and appreciation of the arts. The students describe lessons as “enjoyable and fun” and there is a positive, inclusive environment. Parents give many examples of how their children are “cared for” by their peers. The school uses reading buddies as a way of widening their social experience by providing students contact with other grades. The students enjoy the wide curriculum provided, especially the science, technology, dance, music and art activities. Teachers understand the expectations of them and speak highly of the delegated responsibility and trust to deliver their subjects in a way that best suits their students. When there is a possible attendance or tardiness issue the school uses a range of personnel to assist the family and is proactive in dissuading families from taking extended holidays that affect the continuity of the education of the children. The result of these excellent procedures is the very high attendance rate recorded.

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 school is constantly looking at ways to improve instruction and learning. There are weekly formal or informal observations of teachers with feedback focusing on developing

teacher skills. The senior staff use walkthrough sessions to identify areas of professional development needed and a program for this is then provided. Teachers are very positive about the advice and training they receive to improve their skills. They support each other in a professional and personal way so that their teaching becomes more effective. The school has a range of guidance and counselor services that it uses. These are especially effective in helping new students adjust to life in a different country. The range and impact of partnerships with outside agencies is outstanding. This results in a wide range of trips that educate and motivate students, and their parents, in a variety of interests, such as the arts. The school partners with Studio In a School, New York Philharmonic, Whitney Museum, Museum of Natural History and Central Park Conservancy, just to name a few. The way the school celebrates other cultures is a good reflection of its outward looking philosophy and the good preparation it provides students for moving on to middle schools and later life. The school also uses a range of therapeutic agencies to provide specific support for students who need them.

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.

There is a whole school review of students' progress every six to eight weeks. At this time adjustments are made to programs of study to ensure that any areas identified as weaker are improved. The vision of the principal, shared by her leadership team, is for constant improvement, and the planning for this covers not just the yearly plan in the Comprehensive Education Plan but also the short-term plans. Teachers use regular running records to track effectively what happens in the classroom, reviewing student progress and revising their instructional plans on a daily basis. The new math course and the grade-level meetings are equipping teachers with the skills and information to revise their plans more easily in order to achieve the goals set. The leadership of the school looks at the data and assists the teachers in planning for effective progress. There are regular reviews of the intervention strategies to evaluate how effective they have been. These strategies have a short- and long-term component and in order for students to make good progress the goals are reviewed on a regular basis. There is inconsistency in how teachers use short-term plans to focus on student improvement. In the lower grades there is a formalized way of collecting and analyzing the data so short-term goals are set and effectively used. In the upper grades, there is less interpretation of the data by the teachers to set suitable time-framed plans. The school does not have portfolios of student work that shows examples of the expected standard of work for each of the levels in each of the grades. This means that the teachers find it more difficult to ensure the judgments made are at the same level across and within grades and new teachers do not have that ready resource available to them for reference. The school recognizes this as an element in the shortcoming of their short-term goal planning.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Yung Wing 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 demanding, 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?					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?				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 make 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	