



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Division of Performance and Accountability
2010-2011**

Quality Review Report 2010-2011

William C. Hughley

Primary School/Intermediate School Q116

**107-25 Wren Place
Jamaica
NY 11433**

Principal: Barbara Fuller

**Dates of review: June 2-3, 2011
Lead Reviewer: Deena Abu-Lughod**

Part 1: The school context

Information about the school

PS/IS 116 is a PK-8 school with 837 students from pre-Kindergarten through grade 8. The school population comprises 71% Black, 19% Hispanic, 2% White, and 6% Asian students. The student body includes 10% English language learners and 11% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 91.7%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school provides a supportive environment for students resulting in high level of buy in and support for academic and emotional growth.
 - Relationships between students and faculty are warm and caring, and students value the extra help offered by teachers during lunch and afterschool. They feel comfortable approaching school leaders and appreciate the guidance counsellor's personalized attention. Implementation of classroom-based behavioral intervention plans resulted in a dramatic drop in suspensions and incidents this year.
 - Upper grade students are enthusiastic about the new advisory structure, which permits them to meet twice a month in a confidential small group to explore academic and social issues. This creates a safe environment for adolescents as they mature. The Book-of-the-Month promotes school-wide character development, which contributes to building a positive school culture.
- Faculty participation in structured collaboration empowers teacher decision-making and results in more targeted instruction and improved performance for some students.
 - All teachers collaborate in teams to improve student outcomes. A first grade team working with the new standards introduced an informational text unit that increased writing volume "because kids were excited about telling the new facts they learned." A math department team working with multiple representations has seen significant development of number sense among its target students as measured by a 12-point teacher-created test.
 - The principal values teacher input and empowers them make curricular decisions. A new technology-enriched math program purchased two years ago was acquired based on teacher research and recommendations, and is now being expanded to upper grades because of gains produced in the lower grades.
- Professional development opportunities support the school's instructional priorities and enable teachers to collaborate to improve their practice.
 - Teachers embrace the semi-monthly opportunities to develop skills in priority areas: differentiation and technology integration. Electronic whiteboards and clickers are now used well in some math classes, enabling teachers to immediately detect and correct misconceptions in well-paced lessons, and nearly all teachers reinforce learning with audiovisual supports. As a result, student performance is increasing in mathematics.
 - Purposeful intervisitations and in-house videos support job-embedded professional development and there is support for teachers to attend conferences. Teachers practice leadership by facilitating their own teams and training their peers while those in leadership development programs enhance internal capacity by conducting their internships in the building. The leadership's acknowledgement of teacher expertise results in strong faculty commitment to their school's learning community.

- The leadership makes organizational decisions to support the school's instructional goals and raise achievement.
 - The principal has secured resources to provide most classes with sufficient technology to accomplish its goal of enriching curriculum, and there is good use of interactive whiteboards, computer centers, and an open use computer lab. A grant allowed the school to reopen its library, which students visit weekly and read for pleasure. Coaches are deployed flexibly to meet teacher needs as identified in frequent classroom visits, which has improved student achievement in some classes.
 - To capitalize on faculty strengths, the principal extended the departmental model from the middle school, where student performance is higher relative to city and peer schools, down to grades 3-5. This enables lower grade teachers to concentrate their energy more directly on student mastery of the curriculum and developing differentiated tasks. Teachers note that this improved student learning.
- Teacher pedagogy reflects a commitment to a differentiated instructional model with diverse entry points, enabling some students to accelerate their learning. (1.2ab)
 - Across the school, there is a belief that students should work on tasks appropriate to their current levels of achievement. Lessons are typically designed around a mini-lesson, followed either by individual work on three different levels to permit multiple entry points into the curriculum or in different learning centers to address diverse styles. As a result, many students engage in activities that are matched to their levels, which helps them improve their learning.

What the school needs to improve

- Establish protocols to analyze assessment and other data for student subgroups so that their needs are identified and targeted through curricular adjustments for improved outcomes.
 - While teachers analyze data from summative and interim assessments to make classroom decisions, there is no school-level system to organize the data to analyze subgroup results. Grading practices vary by grade, reducing the ability to use classroom grades as reliable and accurate measures of student mastery of the standards.
 - All teachers use data binders to collect student information. However, there are no agreed-upon ways to share data with students and their families, or to aggregate information, which results in an inability to identify school needs at high levels of precision for more focused planning and to communicate specific learning steps to students and families.
- Develop coherent, school-wide curricula organized around a purposeful selection of standards and higher-order skills to ensure all students enjoy rigorous learning opportunities.
 - The school grounds its curricula in textbooks and purchased programs which align to State standards and embed components of the workshop model in

literacy and math. However, there is no systematic analysis of the curricula or student needs to identify key standards, and the school has just initiated efforts to plot out a curriculum calendar. As a result, students engage in similar tasks on different grade levels without clear indications of how these tasks differ in level of challenge and expectation. Not all tasks are rigorous and few offer opportunities to problem solve, make interdisciplinary connections or apply learning to real-life situations, hindering student growth.

- Regularize and communicate the use of rubrics and item data to aid students and their families in understanding how to improve the youngster's work.
 - An active, well-respected parent coordinator assists parents in accessing ARIS. However, beyond parent-teacher conferences, parents report that communication about expectations and progress is inconsistent, and there are no procedures for data-based, reciprocal communication. As a result, some parents expressed frustration at not knowing what areas represented challenges for their children, which limits their ability to act as partners to improve student outcomes.
 - There is sporadic evidence of student involvement in reflection and goal setting. Student work generated by a 5th grade social studies class which uses rubric-based peer and teacher feedback was exceptionally high; however, limited evidence of feedback in some classes prevented students from knowing their strengths and working on the areas in which they must improve.
- Establish interim progress goals and systems to measure them so that needed adjustments can be made and communicated to the school community.
 - While the school sets general achievement goals for math and literacy, these are not differentiated by grade or subgroup, and except for reading levels, there is no system for measuring progress in the course of the year. This prevents the school from accurately evaluating where it is and why, and making mid-course adjustments if needed.
 - The school makes insufficient use of data for annual planning and evaluation and does not engage in multi-year planning. For example, it does not use the progress report or its underlying data to identify subgroup or grade-level trends to identify strengths on which it can build to accelerate student learning. As a result, standardized achievement data has been stagnant the last three years.
- Improve the specificity of teacher feedback to elevate school-wide instructional pedagogy to improve student outcomes.
 - Supervisors provide feedback and make performance evaluation decisions based on classroom observations, but make no reference to student data or work products. There are significant differences in the quality of feedback and criteria used by the three leaders who conduct observations, which reduces the potential impact on school-wide quality pedagogy and improving student achievement.
 - Teachers complete a template to articulate their goals, but have only just begun to use specific criteria, and neither formal nor informal observations are intended to match these goals. As a result, the school loses opportunities to provide more focused, differentiated support to meet specific learning needs of teachers and improve teaching and learning.

Part 3: School Quality Criteria 2010-2011

School name: William C. Hughley	UD	D	P	WD
Overall QR Score		X		
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?		X		
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			X	
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?		X		
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?		X		
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?		X		

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?		X					
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		X					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		X					
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?		X					
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?		X					
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			X				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?		X					
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		X					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?	X						
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?		X					
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		X					
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed