



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Thurgood Marshall Magnet School

Public School 80

**171-05 137th Avenue
Queens
NY 11434**

Principal: Paulette Glenn

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Reviewer: Jean Mackie

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Part 1: The school context

Information about the school

Thurgood Marshall School provides for students from kindergarten to grade 5 and has 610 students enrolled. The overwhelming majority of students are Black and there are only a very small number of students who are English language learners. The school is eligible for Title 1 funding and has been so for a number of years. The proportion of students with special educational needs (approaching 30%) is much higher than for the City and for other similar schools. The school caters to a very wide range of special needs, including learning difficulties, physical disabilities and mental disabilities. A significant number of students require aids to move about the school which is barrier-free for them. The high level of disability means that many of the students come to school by special buses. The school has the largest occupational and physical therapy department in the region.

Part 2: Overview

What the school does well

- The highly respected and experienced principal provides clear leadership and has a strong, visible presence around the school.
- There is a high level of community and a strong team spirit among the staff, who share the principal's commitment to do the very best for all of the students in the school.
- A wide range of data is collected and is used effectively to identify the starting points of the students and to monitor progress as they move through the school.
- Teachers use data well to inform the instructional programs for their students, who show real engagement and enjoyment in their lessons.
- Teachers have high expectations of all of their students, regardless of their level of need.
- The curriculum is well matched to the needs of the students and is enriched by a wide range of activities including trips out of school.
- The school is a calm and orderly place where learning is a high priority.
- There are regularly scheduled opportunities for teachers to plan collaboratively.
- Professional development programs are well targeted to meet the needs of both individual teachers and the school as a whole.
- Review and evaluation is undertaken regularly by the cabinet with outcomes informing the continued drive for improvement.

What the school needs to improve

- Monitor the impact of the recently acquired computers on the progress that the students make in their learning and the use made of the electronically stored assessment data by teachers to refine further their instructional programs.
- Use the monitoring of performance data to help all teachers to recognize their accountability for improving student outcomes.
- Sustain efforts to increase the engagement of those parents who have not yet become fully invested in their child's education.
- Consider more formal ways to review the relative performance of boys and girls to inform the planning for instructional programs.

Part 3: Main findings

Overall Evaluation

This is a well developed school.

The vibrant leadership of the principal is the driving force behind the success of school. She is fully committed to maximizing the achievement, both academic and personal, of all of her students, many of whom are very needy. There is a common sense of purpose throughout the school with teachers and support staff being fully committed to the students in their care. The students respond positively to the high expectations set for their work and behavior. They show real enjoyment and engagement in class and there is a sense of order as they move around the school.

A wealth of data is used effectively to monitor the progress of students and to inform the development of instructional programs. Good systems are in place to ensure that all of the support strategies for special needs students are well co-ordinated so that the students gain maximum benefit. Teachers plan collaboratively so that good practice is shared and the strong professional development program supports them in their work. These features underpin the good progress that the students make.

The leadership team, in particular, regularly monitors and evaluates key developments in the school and uses their findings to inform future strategies for improvement. There has been a recent investment in computers for use by both students and teachers, although it is too early to evaluate the impact of this considerable expenditure. The school works hard to involve all parents in their child's learning, but some have not yet become fully engaged.

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

Quality Statement 1: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor and facilitate the student's progress over time.

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

The school collects a very wide range of assessment and test data to monitor and evaluate the progress of students. The principal and her cabinet, made up of senior staff within the school, systematically track the standards reached each year and have a clear picture of outcomes at subject, grade and classroom level. Trends are scrutinized and performance is compared with similar schools. Given the very high level of students with special educational needs, additional assessments are undertaken to measure the progress that these students make both as a group and individually. The careful tracking of these students has contributed to the good progress that they are making. The school's test results for 2006, for example, are higher than those of several neighboring schools which have similar student populations, but a lower proportion of pupils with special educational needs.

Teachers undertake regular classroom observations to monitor the progress of individuals and take advantage of the wide range of assessment tools available. This information is

used efficiently to keep clear running records of what the students are able to do and where further support is required. The teachers also monitor the personal development of the students so that they have a well rounded picture of the students in their care. All of the staff with responsibility for students who have profound learning or physical needs are involved in the assessment of those needs and the progress that the students are making. This information is shared effectively to ensure that these students' progress as well as they should.

Given the very small numbers of students who are not Black and who are English language learners, progress is tracked on an individual rather than a group basis. The relative progress of boys and girls is monitored informally rather than as part of a strategic analysis at whole school level.

Quality Statement 2: 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.

The clear commitment from the principal that all students, regardless of need, should do as well as they possibly can, is reflected by all teachers and support staff. As a result, expectations of personal development and academic progress are high throughout the school. Students are well aware of these expectations and respond well to the challenges. One girl in kindergarten said that the reason that she enjoyed school so much was "because she could learn lots of new things". A number of the other students in the discussion group shared her view. The principal and senior staff analyze data closely to inform the setting of goals and targets for the coming year. Current year data, which has recently arrived, has been scrutinized carefully and the outcomes have been used to further refine the goals that had been set. Teachers are responsible for setting challenging goals for the students in their class and which are used effectively to inform the whole school targets.

Teachers are very skilled at using assessment data to identify those students in need of additional support, and there are good systems in place to ensure that the support is well coordinated. The gifted and talented classes in each grade enable the teachers to plan appropriately challenging instructional programs to meet the needs of the students in them. These arrangements are significant factors in securing effective progress for all students, whatever their level of need.

Regular discussions with teachers help students to understand what they need to do to improve. Parents are also encouraged to be involved through regular updates about the curriculum being covered and the progress that their child is making. The school is concerned that not all parents are as supportive of their child's education as others and has tried a range of strategies to encourage more involvement. This is seen to be a crucial factor in reinforcing progress made in class.

Quality Statement 3: The school aligns its instructional activity and resources around its focused plans for accelerating learning for each student.

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

The school follows the required curriculum and modifies it well to meet the needs of its students. Good use is made of early morning tutorials and after school programs to complement and reinforce the work done in class by the students who attend them. Trips and in-school celebrations are also used well to enrich the experiences of all of the students.

Teachers use the data about performance effectively to group the students and to provide differentiated activities for them. The paired teachers in the collaborative team teaching classes work closely together to plan focused programs for their students, based on a careful analysis of needs. The instructional programs, and the enthusiastic way that the teachers deliver them in class, capture the interest of the students, who are fully focused and show real enjoyment in their learning. Good progress is made as a result.

There has recently been a large investment in computers to enhance the curriculum for the students and to support the teachers in their work. Assessment data and instructional strategies are now available electronically. The impact of this development has yet to be evaluated, however, given its infancy.

Staffing levels are well matched to the various needs of the students within the school. Many teachers and support staff have been at the school for a number of years and this helps to provide continuity and stability for the students. Teachers are totally committed to their students but a few have not fully recognized the increasing accountability that they have for the progress that their students make.

Student attendance and punctuality are a high priority for the school. Despite a dip in figures for 2005, attendance has consistently been above that of similar and City schools. Some students are often late in the morning, but the school is tackling this rigorously through a range of strategies to encourage greater responsibility from the parents to get their children to school on time.

Quality Statement 4: 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's clear vision for the school and high expectations underpin all decisions about new appointments and the delegation of responsibilities within the school. As a result she has a strong team of leaders, all of whom share her commitment for maximizing student achievement and are capable of both planning strategically and managing developments on a daily basis. The team uses the analysis of data well to identify professional development needs at whole school and individual teacher level. Findings from classroom observations by the principal are also used to inform the professional development program. The school works closely with a staff developer from the local teachers' college to share good practice and develop skills through model lessons and feedback sessions. These are well received by the staff and have resulted in improvements in instructional practice.

The principal has scheduled common planning time for teachers of the same grade which further facilitates the sharing of successful practice. Both the mathematics and literacy coaches are present each week so that they can provide additional expertise and monitor the work that is being planned for the students. This ensures that instructional programs are well focused and provide suitable levels of challenge for all students. There is a culture of openness, with teachers keen to share and receive feedback on how well they are doing. The cabinet meetings ensure that the various strands of additional support required by some of the students are well coordinated to maximize their impact.

The school runs well on a day to day basis with good communication, recently enhanced through the additional computers. Given the range of needs of students within the school, systems for interacting with the outside agencies that provide additional support are very well organized to provide maximum student benefit. The whole school community agrees that the driving force behind the success of the school is the principal. She is highly respected and a real driver of change.

Quality Statement 5: 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 effective systems for monitoring and evaluating the work that it does to deliver improved outcomes for students. Data on performance of students is reviewed regularly throughout the year and the teachers use their running records of student progress to inform and adapt their instructional programs. The teachers use their detailed knowledge of the students to share strategies that have worked successfully to improve rates of progress such that other students with similar difficulties can benefit from a comparable intervention program.

The full range of performance data is also scrutinized by senior staff to identify any variations between subjects and classrooms. This analysis, along with classroom observations, has been used by the principal to identify some inconsistencies in practice across classes within the same grade. As a result, positive steps have been taken to provide targeted support to ensure that these inconsistencies are addressed. The school has recognized the need to use more technology to support both the curriculum and the systematic tracking of student progress and has used some of its funding accordingly to purchase more computers for both students and teachers. Implementation is at an early stage, but both students and teachers are excited about this new development.

The Comprehensive Education Plan underpins the work of the school and its current priorities. It is regularly updated and amended in the light of evaluations undertaken. The school is already reviewing aspects of its curriculum, for example, in the light of the results for 2006.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Thurgood Marshall Magnet School (PS 80)	∅	✓	+
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