



The New York City Department of Education



Quality Review Report

Don Pedro Albizu Campos School

Elementary School 161

**499 West 133rd Street
New York
NY 10027**

Principal: Barbara D Brown

Dates of review: April 7 – 8, 2008

Lead Reviewer: David Wynford Jones

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Part 1: The school context

Information about the school

Don Pedro Albizu Campos is an elementary school with 877 students from pre-kindergarten through grade 6. The school population comprises 15% Black, 83% Hispanic, 1% White, and 1% Asian students. The student body includes 44% English language learners and 4% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2006-2007 was 92.5%. The school is in receipt of Title 1 funding with 94% eligibility.

Part 2: Overview

What the school does well

- The principal maximizes the strengths and talents of the strong administration team to promote school improvement.
- The school has good systems for gathering and analyzing data to identify the performance and progress of individual students, groups, classes and grades.
- Systems for setting whole-school and grade goals, and monitoring the progress towards them are good.
- There are good systems in place for monitoring the quality of instruction, holding teachers to account and for identifying professional development needs.
- The budget, supplemented by a significant amount of sponsorship and donations of equipment from local organizations, is used well to enhance and support students' learning.
- The school provides a very good level of resources to support the instruction and learning in technology for all students.
- Throughout the school, informative displays reflect a broad curriculum which is enhanced significantly by a wide range of activities both within and outside the school day.
- Support for teachers new to the school is good so that they quickly become part of the school team.
- There are good systems in place to ensure the school runs smoothly.

What the school needs to improve

- Provide additional support and training for some members of staff in the use and interpretation of data to inform instruction.
- Improve the consistency in the quality of instruction to ensure that lessons are differentiated to challenge students of all achievement levels.
- Ensure that English language learners make quicker progress especially in English language arts through differentiated support.
- Consolidate and further extend the support for special education students by disseminating the good practice identified by the inquiry team.
- Provide more explicit information to parents about how they can support their children's progress and performance.

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.

The school is rightly proud of its resources for technology and its links with other entities to support students' learning. The additional resources, particularly those for technology, contribute effectively to enhancing the curriculum. In addition, a significant number of additional activities both within and outside the school day also stimulate learning. Students' work reflects a broad curriculum and is displayed well throughout the school. As a result, the students are developing a positive attitude to learning and enjoy school. Their attendance is improving. This is because the principal provides effective leadership. She deploys her senior staff well to maximize their skills, talents and expertise to facilitate school improvement and has a clear vision for the school's development.

The administration sets challenging but realistic goals for its students. There are good systems in place for assessing and recording students' achievements and their progress is carefully monitored and analyzed. Where appropriate, intervention strategies are implemented with good outcomes, as the vast majority of students are making progress. Since the last review, the use of data in tracking students' progress, in holding teachers to account and for informing instruction has improved. As a result, the administration rightly identified that English language learners do not make sufficient progress. They have taken effective action by appointing additional Spanish speaking staff. This is having a positive effect in math but the support for English language arts is not as effective.

Systems for monitoring the quality of instruction and for identifying staff professional development needs are well established. Although most of the staff understand and use data effectively to plan differentiated lessons this is not consistent in all classes. As a result, some instruction lacks differentiation. This is being addressed well in grade meetings and in the teachers' one-to-one conversations with administrators. However, for a few teachers, this remains an area for further professional development.

The school inquiry team meets on a regular basis and has clearly identified good practice. However, this good practice is not being shared sufficiently with all members of staff to promote effective learning.

The response of the administration to the last review has contributed significantly to improvements within the school. There is greater involvement of the academic intervention services, data is being analyzed and used more effectively to support learning, and strategies for monitoring and evaluating the work are more robust.

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 has good systems for gathering and analyzing data. This begins with the initial conversation with the parents when the students start school. The information is supplemented by teacher assessment to create a baseline assessment. Ongoing regular testing and accurate teacher assessments add to this information as students move through the school. The data is recorded systematically and analyzed to identify the performance and progress of individual students, groups, classes and grades. As a result, the administration has correctly identified that some groups of students, particularly those who are English language learners, are not making sufficient progress and has put into place strategies to support learning. The full impact of the interventions has yet to be seen in the overall performance of the school. Nevertheless, there is good evidence to indicate that students are making quicker progress. The administration monitors the achievement and progress of special education students carefully. This responsibility is correctly devolved to one of the assistant principals. He has a good overview of their performance. The administration regularly compares the school's performance with that of similar schools and also those in the locality. As a result, the principal is working closely with other principals to identify and share good practice. An assistant principal has attended training on data interpretation and uses her knowledge well to support others in analyzing the test results and patterns and to inform strategic planning. The administration is aware that some members of staff require further training in the use and interpretation of data to inform instruction.

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 proficient.

The administration meets on a regular basis to monitor the progress of individual students, groups, classes and grades. As a result they have correctly identified areas of strengths and weakness. The analysis identified that students in a particular grade, English language learners and higher achieving students, do not make sufficient progress. This information was used well to target improvements to instruction, the curriculum and staff expertise. This is being undertaken successfully in grade meetings and discussions with the principal. Although the work of the inquiry team has identified good practice, this information has not been disseminated sufficiently to all members of staff to improve practice. As a result, the progress of special education students is not consistent throughout the school. Students are aware of their goals and their reading levels. They understand the book coding system. However, students are less clear about the nationally expected levels. This also appears to be the case with parents. Nevertheless, the students strive, supported by their teachers, to achieve the goals set by the school. Although there are some parents who do not feel they have sufficient information to support their children in their learning, the school offers parents the opportunity to attend workshops and sends out some information about the work the

students will be undertaking. However, this is not sufficiently explicit. In contrast, the school keeps parents well informed about their children's emotional and social development. Consultation evenings provide parents and teachers with a good opportunity to exchange information. Parents appreciate the report cards and opportunities to discuss their child's progress with the teacher.

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 provides a broad, rich and stimulating curriculum. It is enhanced effectively by a significant number of activities both within and outside the school day. The very effective links with outside entities has enabled the school to acquire a significant amount of quality equipment which is used well to support learning. This is very apparent in technology, music and physical development. Some additional good activities are specifically organized to support students who find learning difficult or who are English language learners, while others are open to all students. Teachers are increasingly using data to inform their planning and to group students according to their achievement and needs. Ongoing teacher assessments are used well to adjust the groupings as the students progress. However, there are variations in the teachers' skills and knowledge in using data. In some classes, teachers do not always use their knowledge of the students to differentiate the work. Planning to meet the students differentiated needs tends to be better in reading and writing than in other areas of the curriculum. This is because the school has worked closely with a teachers' college to develop strategies to support students learning. The budget is managed effectively. It is supplemented by a significant amount of sponsorship and donations of equipment from local organizations. This is as a result of the appointment of a school library media specialist. His initiative has already shown significant increase in the resources available to the school to support learning. The principal has recognized that a substantial number of the English language learners are Spanish speaking and need additional support. She has employed additional Spanish speaking members of staff who support the class teachers in their lessons, particularly in working with groups of students. This has been particularly effective in promoting the students' learning in math. Key personnel, for example assistant principals and coaches, are deployed well to support planning and classroom instruction. This contributes to improving the quality of instruction. Relationships within the school are good. Students say they feel safe and enjoy school. As a result, their attendance is improving. The school is on track to achieve its goal of 94% attendance. Systems for monitoring attendance are in place and implemented rigorously.

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.

There are good systems in place to monitor the quality of instruction, to hold teachers to account and to identify teachers who require additional support. The administration

regularly undertakes observations of instruction. They moderate their views to ensure consistency in the analysis of instruction and to identify whole-school issues. All teachers meet with the principal, or with an assistant principal, three times during the year to discuss their work and the students' progress towards achieving their goals. This enables the principal to hold the teachers to account and to identify professional development needs. Good opportunities are provided for teachers to take part in intervisitations, visit other schools to share and observe good practice and to attend conferences. Weekly grade meetings provide good opportunities for discussing and analyzing data and to undertake joint planning. The induction procedures for staff new to the school are good. Several new members of staff stated that they "quickly felt part of the school team" adding the school is "very welcoming". These strategies are having a positive effect on improving the quality of instruction and the rate of student progress.

The school has established significant links with outside agencies to support the students' academic and personal growth. These include the Lorraine Monroe Institute, KPMG, Beaumont Foundation, New York Road Runners Foundation, and Children for Children. These links are being used well to promote learning and students' understanding of their responsibilities to the community. For example, following the collection of their own money, amounting to over \$3000, students debated and allocated the funds to a range of worthy charities and causes. The strategic management of the school is well developed. All members of the administration play a clearly defined role. The principal and administration are held in high esteem by staff, parents and students. Regular grade and whole-staff meetings together with the "day book" provide good lines of communication. As a result, the school operates smoothly; it is calm and well ordered.

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's realistic goals are clearly identified in the Comprehensive Education Plan. The principal deploys the assistant principals effectively so that all aspects of the school's work is supported and monitored well. Students' progress is checked against their goals and explanations sought if students do not make the expected rate of progress. If appropriate, intervention strategies are adapted or adopted. Individual teachers' goals are realistically linked to student performance. These are modified in the event of a change in circumstances. The principal has ensured that the accountability now extends beyond the class teacher. This includes specialist services personnel who support special education students. As a result, teachers and support staff are more involved and this is contributing to the students making greater progress.

The administration makes good use of the data to inform the future development of the school. Key priorities are identified and shared with members of staff so they aspire to promote the best practice for the community they serve, and to ensure the students make good progress. Although, the school leaders do not consistently track periodic assessments with the goal of modifying practices to improve student performance. Staff agree that the focus for further development rests with continuing to promote students' ability to read and write, and to acquire a greater knowledge and understanding of social expectations.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Don Pedro Albizu Campos	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