



The New York City Department of Education



Quality Review Report

The Mickey Mantle School

Elementary-Middle School 811

**466 West End Avenue
New York
NY 10024**

Principal: Barry Daub

Dates of review: January 31 – February 1, 2008

Lead Reviewer: Ronnie Young

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Part 1: The school context

Information about the school

The Mickey Mantle School is an elementary-middle school with 374 students from pre-kindergarten through grade 8. The school population comprises 40% Black, 50% Hispanic, 7% White, 2% Asian and 1% Native American students. The student body includes 10% English language learners and 100% special education students. Boys account for 83% of the students enrolled and girls account for 17%. The average attendance rate for the school year 2006-2007 was 82.3%.

This is a District 75 school located on five different sites in Manhattan. The students, who range in age from almost 5 to 14, present with a variety of conditions including multiple disabilities, autism, severe emotional and behavioral difficulties and severe language and communication disorders.

Part 2: Overview

What the school does well

- The staff have excellent knowledge of the progress and performance of every individual student, class and grade level.
- There are extremely high levels of collaboration across the whole school and all its sites.
- Excellent systems are in place to identify students' individual strengths and areas for improvement, which target academic and emotional support.
- There are very good communications with parents, with a wide range of information being passed between home and school.
- The school has developed sophisticated systems of long- and short-term goal setting, which is measurable and time-limited.
- All work in school is differentiated and personalized to meet the needs of individual and groups of students.
- The school provides extremely well integrated support from related service providers and has devised an innovative self-development program.
- Very clear and consistently applied policies and procedures facilitate the clear running of the school.
- Students show very high levels of respect, politeness and good behavior as well as enjoyment of and enthusiasm for learning.
- Staff are flexible and quick to change plans or practices as necessary.

What the school needs to improve

- Break down data into ethnicity and gender to ascertain possible trends.
- Ensure teachers' goals have formal, measurable benchmarks timelines and to assist monitoring and evaluation.
- Simplify and articulate the school vision so it becomes the main driving force across the school.
- Develop a differentiated strategy, based on data, to improve the quality of teacher instruction.

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 has worked extremely hard to make sure the individualization of students is paramount, even though that means that it does not disaggregate data by ethnicity or gender. The nature of the students and their needs has meant a great emphasis on behavior and on preparing students to access learning. Therefore, the school's relentless gathering and use of data concentrates on behavior and emotional issues, as much as on academic progress. This has translated into routine short- and long-term goal setting and monitoring, which is always carried out jointly between school staff and the students themselves. Differentiated instruction is also routine in the school, and staff are always looking for new ways to personalize teaching and learning.

Staff work in collaboration totally, whether they are teachers, paraprofessionals, related service providers or the administration. This carries over into families, who are so much regarded as part of the learning community, that counseling and therapeutic services take place with families as well as students. The nature of the students' disabilities has meant consistent organization and routines have to be in place and this has led to high levels of mutual trust and respect between students and the staff. Because of the strong emphasis on working proactively with students, less work has been done on differentiating strategies for staff development, resulting in a reactive approach for teacher outcomes. The administration has worked hard to produce a consistent vision across the school, but it is vague and so does not constitute a sufficient driving force for school development.

The inquiry team is working well and currently focusing on two groups of grade 3 and grade 5 students whose number sense scores on Scantron are in the bottom third percentile. Good progress has been made since the last review. Dismissal procedures were changed so now instruction carries on until students are escorted from classes. Busses run to the school's instead of their own schedules. Scantron has facilitated the use of student data and increased teachers' knowledge and skills in applying data to planning, and physical education opportunities have increased throughout the school.

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 Mickey Mantle school has developed an excellent system of data collection so all staff have a completely up to date understanding of the progress of each student. There is a huge amount of non-standardized data in the form of individual education plan compliance

data, behavioral points sheets and goal achievement statistics. All staff rigorously complete these records and individual students are carefully tracked by homeroom teachers. Teachers keep a detailed binder on every individual student which follows that student through the school and contains all data plus individual education plans, samples of student work, conferencing notes and running records. Coordinators then work with teachers individually to monitor and evaluate student progress. Abundant professional development has helped staff to feel confident with collecting and using data.

The school tracks English language learners separately and includes the non-verbal speakers in that total. The school does not track ethnicity, however, because the emphasis is on individualized need and ethnicity has not found to be relevant. This means possible trends in cultural attitudes are not identified. Once ARIS comes on line, with its comprehensive reporting system, the school intends to use ethnic data in all its reports. The school does not do any detailed analysis of data relating to the progress and achievement of boys and girls. Again, this means opportunities for spotting possible trends are missed. The school has good systems for comparison. It always looks at the last three years of data and includes school, cohort, grade and individual students, focusing specifically on attendance, students with promotion in doubt, English language arts and math scores and any students not achieving Level 2. It compares itself with other District 75 schools, other schools in the Region and its general education partner schools in Manhattan.

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.

Although the staff are hugely disparate, consisting of teachers, paraprofessionals, therapists, counselors and psychologists, there are extremely high levels of collaboration. All staff support each other totally and this is continually modeled for students. As the principal says, “This school is not adversarial or based on fear – students learn by sharing.” Related service providers work closely with teachers in classrooms as well as discretely and guidance counselors are always on call, coming to classes to intervene should there be a crisis. Behavior management data identifies those students in greatest need of improvement. Counselors and teachers work very closely together to create a positive behavior plan and any academic intervention that the student needs. Academic intervention services are provided after school in small, differentiated groups so students receive exactly targeted support.

Communications throughout the school community are excellent. Whole school goals are shared with all stakeholders via monthly staff conferences, parent-teacher meetings and school newsletters. Students and those staff working with them set individualized student goals, which are then communicated to parents via daily communication notebooks for alternate assessment students and daily points sheets for standardized students. Staff also communicate with parents via frequent phone calls. These ongoing communications help parents to advocate for their children and support them with ongoing strategies for improvement at home. Parents are asked continually to inform the school of anything at home that may affect their children’s behavior, attitude or progress. All school staff have high expectations of students, although parents are quick to point out that expectations are differentiated according to students’ capabilities. Said one parent of the staff, “Our children are their children and they know them as well as we do.” Goal setting for students is sophisticated. Each student has an input in the long- and short-term

measurable and time-limited goal setting which is based on individual education plan recommendations and the constant flow of data. Attainment of goals at various levels allows points to be awarded, which can be used at the end of each week to “purchase” goods from the school store. Behavior and progress charts are visible all over the school, in classrooms and hallways and in students’ binders. Students are expected and able to self-monitor their goals and update their charts at all times.

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 worked hard to provide a curriculum that gives meaningful data and accommodates the individual interests and talents of its students. The enrichment and after school activities include yoga, basketball, calisthenics, poetry, information technology, drama, model-making, chess and culinary arts. Artistic and physical education pursuits are integrated into daily schedules in the form of art and crafts, basketball, gym, dance and movement. The school’s understanding of differentiation is “going to where the student is at, socially, academically and physically” and to this end, individualizes classroom instruction completely by task, by level and by learning style. This enables students to learn in their own way and at their own pace. In class, they show great enthusiasm for and enjoyment in learning. Teachers are always looking for new ways to personalize teaching and learning. Multiple intelligences are now being used to raise self-esteem in students, by letting them see their individual profile of talents and areas of weakness. This also assists with individualized goal setting, and data is used continuously to plan lessons, groups and academic intervention. Students have individual workstations, which help with tracking, as well as giving them responsibility for self-monitoring and keeping their own records.

Respect is paramount in the school and is multi-leveled. Staff are continually exhorted to model appropriate behavior to each other and to students, and the administration sets an excellent example for this. Consistency is very important so students can learn trust, and students speak of the trust the staff has in them, resulting in students being polite and respectful at all times. Said one, “More than in any other school, I now feel totally trusted which makes me feel OK about myself.” Parents spoke of the total support the staff gives the whole family, which adds to the school-home partnership. If there is a major incident in the classroom, just as counselors and therapists debrief and support students, the administration is consistent with debriefing and supporting the staff. When the principal says, “Trust comes from us to be there for them,” he is talking about the whole school community. As a result, there are extremely high levels of good behavior in the school. A telling comment from one parent is “My son refuses to stay at home even if he is sick. He prefers school to being at home.”

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.

Extensive support from guidance counselors, therapists and psychologists, who work collaboratively across all the sites, is completely interwoven into students’ programs, both

in the classroom and in one-on-one and group sessions. This supports students very effectively and raises both behavior and achievement. Related service providers also work with whole families when necessary, to help with student attendance and out of school issues. One teacher has devised an innovative and popular program for character education, which is part of every student's program. This has helped to raise levels of social skills and emotional intelligence across the school. Peer mediation has also been introduced into all classes, where teachers choose one representative from each class to be trained to mediate between classmates. Although it is too early to see impact of this, it is proving to be very popular with both students and staff and is helping to reduce inter-student conflict.

The administration is highly visible in classrooms and regular observations and walkthroughs take place, always with some sort of feedback. However, although it is a vital tool in monitoring differentiation, levels of engagement and use of data, it is not used in effectively forming differentiated strategies for teacher outcomes. Intervisitations and learning walkthroughs are encouraged and are popular with staff, when time allows.

Because routine and consistency are vital in setting expectations and raising trust, the school is insistent on rigorously implemented organizational systems. The principal meets the teachers' union chapter leader daily who disseminates information to all teachers and monthly meetings with the whole staff also help to keep staff informed. Rules for students, called "The Matrix", are visible in all classrooms and hallways and class rules are present in each classroom. There is even a matrix for the bus, with specialist training for bus drivers and matrons on behavior management. The points system, with its incentives for good behavior, is very helpful in ensuring all students do the correct thing at all times.

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 sophistication of the school's data collection and practice with individual education plans have facilitated staff's skills in providing interim goals which are time-framed and measurable. The daily data collections inform planning for differentiated lessons and as the students know their own goals, they are easily self-monitored. It also helps strategic whole school planning and the speedy revision of plans or practice. Individual behavior intervention plans also exemplify the routine goal-setting and monitoring. At present, teacher outcomes are monitored retrospectively, at post-observation meetings, which make goal-setting and monitoring difficult.

Staff are extremely flexible at revising plans and practices, based on data. Scantron is enormously useful for this, and each student has his or her own workbook produced by Scantron. This is immediately adapted should the next assessments suggest different work or a different focus. In the alternate assessment classes, plans are modified daily, depending on the data being collected that day. The staff are encouraged to be risk-takers and try different ways of supporting students. Although all members of the community agree on the school's vision, it is vague in detail which detracts from its message. However, the aim for the whole school community is the same, which is to work on an individual student basis to move the students into less restricted environments.

Part 4: School Quality Criteria Summary

| | | | | | |
|---|---|---|---|---|---|
| SCHOOL NAME: The Mickey Mantle School (M811) | 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 |

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