



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Thurgood Marshall Magnet School

Elementary School 080

**171 – 05 137th Street
Queens
NY 11434**

Principal: Paulette Glenn

Dates of review: September 26 – 28, 2007

Lead Reviewer: John Collings

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Part 1: The school context

Information about the school

Thurgood Marshall Magnet School is an elementary school with 603 students from K through grade 5. The school population comprises 91% Black, 6% Hispanic, 1% White, 2% Asian students. The student body includes 2% English language learners and 22% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance is 93.2%. The school is in receipt of Title 1 funding with 67.5% eligibility.

Part 2: Overview

What the school does well

- The school has a very strong commitment to special education students.
- The school uses data very well to identify student needs and to modify the curriculum to meet those needs.
- The school is creative in using innovative ideas to improve the performance of different groups of students.
- Teachers use data very well to differentiate instruction and to monitor the progress and performance of all students.
- Professional development is very well structured to support teachers in addressing curricular changes and in interpreting data to meet student needs.
- The school has very high expectation of students and constantly reviews practice to ensure students are challenged through a stimulating curriculum.
- There are good procedures for holding teachers accountable for the progress of students in their care.
- Students are very well supported to meet academic and personal development goals.
- The school uses its budget very well to maintain a high adult student ratio in order to ensure that special education students are well supported.
- Good use of classroom observations in a climate of mutual support ensures teachers reflect on their practice and strive to improve.

What the school needs to improve

- Use data the school has to develop year to year targets for student progress and monitor their progress against these targets.
- Continue to develop the good practice of differentiated instruction to ensure all students are fully challenged to meet their goals.
- Ensure all staff are clear about the long and short-term vision for the school.

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 a strong climate for learning. This is created through the dedication of the teachers who continually reflect upon their practices to ensure students receive an education best suited to their needs. There is trust among teachers, students and other supporting adults, which enables staff to be innovative and develop strategies to meet individual and group requirements. The school makes significant effort to support special education students and, as a result, they make very good progress.

Students are fully engaged in learning because the staff are continually reviewing and modifying the curriculum to ensure it is stimulating, interesting and challenging. This has resulted in changes to the English language arts program, math, science and, in particular, the introduction of Foundations to support early readers and writers. Early indications suggest these recent changes have been very successful but it is too soon to measure their impact on student learning. The school uses data very well to track student progress. Prompt identification of students who are not making the progress expected is responded to with differentiated teaching to match student needs. There is potential to use data more effectively by combining it with teachers' knowledge of students' performance to learn to set long and short-targets for students.

The school uses professional development very effectively to support teachers in the use of data to inform their instruction. Professional development also supports teachers with regard to any curricular changes. Consequently, teachers are committed to reflecting on the effectiveness of their practices and striving for improvements. There is a clear vision for the school but staff are not fully aware of precisely what it means for them in the classroom. The school has made good progress in setting up an inquiry team and it is monitoring the impact of a new reading program that was introduced to support students in greatest need of improvement. Since the last Quality Review the curriculum has been developed through good use of data. This has led to better differentiated teaching and learning.

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 makes very good use of data. It analyzes very systematically which students and groups of students are in greatest need or improvement. As an outcome of this

analysis, the school uses the information gained to modify the curriculum and provide targeted support to enable students to succeed. It then monitors the effect of these changes very well. This has enabled the school to make good progress in improving students' performance.

The school has an increasing number of English language learners. It is using data very well to identify and support their individual needs. For example, by using the wide range of expertise and the range of languages spoken by staff, the school is able to support students effectively in developing their competence in English. This has resulted in English language learners to be able to access the curriculum effectively.

Through the good use of data, the school is very aware of the differences between the performance of boys and girls. It has used this information to begin to create innovative ways to engage boys more, particularly in reading and writing. The good use of data, not only by the cabinet but also by teachers, is largely due to good professional development, which has enabled teachers to differentiate work to meet student needs very effectively, resulting in students making good progress. The school compares its performance and progress with similar schools but there have not been any significant issues to address.

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.

There is a very good use of data to set goals. This in combination with high expectations results in the school performing well. This is achieved because teachers are held accountable for the goals set for their classes at the start of the year. Goals are based largely on each student's expected annual progress. The school is particularly successful at monitoring the small steps it identifies for those students in greatest need of improvement and as a result they make good gains in learning. However, the school does not do all it could with the comprehensive range data and teachers' assessments to further accelerate student progress.

The school works very hard to involve parents. There are regular discussions with parents, including telephone calls when necessary, to ensure all are working in the best interests of the student. As a result, students feel well supported and want to do well by the school. Parents are right to think they are very well informed about the progress and care of their children, and that the school has high expectations of what their children can achieve. In spite of the school's best efforts, some parents are not clear about the school's goals and do not always supply useful information about their children's learning.

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 used data very well to create a stimulating and interesting curriculum motivating students to learn and make good progress. This is because the school has been very proactive in using data to identify where the curriculum has not been developing the knowledge, understanding and skills as well as it could. In response to data analysis,

the school has changed its programs for English language arts, math and science. Early indications suggest that the more practical approaches in, for example, science and math, are improving student engagement and learning. The school is also reviewing the strategies used for teaching reading and writing to students who do not make the expected progress to ensure these students are not disadvantaged by poor literacy skills by the time they reach grade 3.

There is a climate of mutual respect, not only between teachers and students, but also between teachers, and between students. Increased levels of student motivation have largely been achieved by good professional development for teachers in differentiated instruction. Students now often receive work that is challenging and best suited to their individual needs, but the school recognizes there is still more work to do in this area. Students are also very well supported through the way the school uses its budget to maintain a high adult student ratio. This results in all students and, particularly special education students, being well supported. There is a strong climate for learning in the school with all working in the best interest of the children to enable them to make the best possible progress.

Staff have welcomed the changes in the curriculum they also appreciate the professional development they get in order to implement the changes. They are supported in meeting their class goals for which they are held accountable.

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 places great emphasis on professional development as a means of raising student achievement. Priorities are clearly identified through a combination of factors. These include classroom observations, the interrogation of data, and staff surveys. Walkthroughs by the principal and assistant principals are a regular feature and have an impact on improving teaching and learning. Inter-visitations and visits to other schools also enable teachers to reflect on how they can improve their teaching. This multifaceted approach ensures teachers are fully involved in determining the most appropriate professional development for the school. This results in teachers being fully committed to the professional development provided, being willing to reflect on their practice and continually strive to improve.

There is a climate of mutual respect between staff and a strong desire to improve instruction so that students receive the best teaching possible. There are good opportunities for them to observe each other's instruction and to meet to share, plan and evaluate effective practices. In this supportive professional climate, teachers feel secure in discussing and reviewing where their teaching has been less effective than they would like. This sharing of ideas helps them define strategies for improvement in their instruction. Openness and professional reflection have been significant in enabling teachers to develop more differentiated teaching to meet the needs of students and this has resulted in improved student performance.

There are very effective procedures within the school for supporting the academic and personal growth of students. There are outstanding counseling opportunities. These have resulted in a significant reduction in anti-social instances within the school. Consequently, there is very positive climate for learning in the school where children are

not distracted, and concentrate on learning. Students are given many worthwhile opportunities outside the school day not only for support with their academic studies but also for participation in arts and sport.

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 use data strategically to monitor and evaluate its actions. The administration and staff are continually reflecting on whether the curriculum and instruction are addressing the needs of the students. Modifications are made promptly where necessary. by selecting interventions that are targeted at identified areas for development. Periodic assessments are used well to monitor students' progress and ensure they are challenged and fully engaged in learning to meet their individual goals.

The school is continually evaluating itself against the priorities set to ensure that it is on track to meet its ambitious goals. The continual reflection on the effectiveness of teaching and learning leads to the creation of innovative approaches to address issues identified for improvement. As a result, students enjoy their time at school, want to learn and so make good progress. The school is planning to use the very good data it has in order to set targets based on students' prior achievement and the knowledge teachers has of their ability to learn.

The school-wide goal is to raise student performance. This is evident throughout the school. However, although the principal is very clear about what she wants for the school, staff do not consistently articulate the means by which school goals are to be reached.

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 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 . . .	△	▶	✓	+	◇
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 . . .	△	▶	✓	+	◇
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	