



The New York City Department of Education



Quality Review Report

Mayflower School

Elementary School 191

**85-15 258 Street
Queens
NY 11001**

Principal: Michael Ranieri

Dates of review: October 11-12, 2007

Lead Reviewer: Jo Cheadle-Maruta

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Part 1: The school context

Information about the school

The Mayflower School is an elementary school with 346 students from pre-kindergarten through grade 5. The school population comprises 4% Black, 8% Hispanic, 25% White and 62% Asian students. The student body includes 13% English language learners and 3% 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 96%. The school shares its site with a District 75 school, Public School 993. The school is not in receipt of Title 1 funding.

Part 2: Overview

What the school does well

- The principal provides very effective, visionary and passionate leadership.
- The school uses data successfully to direct instruction.
- Members of staff have an in-depth knowledge of their students' needs and plan effectively for their learning.
- The school has clearly defined plans for the development of its work.
- The school rigorously and regularly monitors progress towards reaching goals set for improvement, and consequently adapts and amends plans.
- School leaders make wise use of finances and other resources to support school action plans.
- The staff are hardworking, receptive and reflective and strives to see the school's plans for improvement become reality.
- The school sets very high expectations for staff and students.
- The school values and encourages parents involvement in supporting their children's learning.
- There are effective and relevant opportunities for professional development guided by the school's improvement plans.

What the school needs to improve

- Continue to analyze the performance data of sub-groups to improve their progress and highlight successful practice.
- Enhance the school's data collection by including information on how students' social and cultural backgrounds impact on their learning.
- Continue the very good work begun by teachers in analyzing and using data to further develop instruction and enhance student learning.

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 Mayflower School is committed to ensuring that students make the best progress they can. There is clear communication of the overall goal to “improve individual student performance”. The principal leads his staff in an intelligent, accountable and passionate manner to ensure the school reaches this goal. The vision of where the school is going is exceptionally clear and shared by all members of the school community. The staff take their responsibility very seriously, and very high expectations are set for students and teachers. Carefully considered plans for development support these expectations. Plans have clear timeframes for implementation and strategically organized opportunities for staff development to ensure that everyone has the skills and knowledge they need to move the school forward. The school recognizes the very important role that parents play in their children’s learning, and their involvement and opinions are valued highly.

The school’s inquiry team complements the work of an existing AIS team. The team has identified a group of students for their main consideration and organized data about this group in a methodical way. Members of the inquiry team are working in a constructive and positive way to identify reasons for the lack of progress made by particular students. In doing so, they have recognized that other students make good progress despite their unfavorable situations and can explain the support the school provides for these students to ensure that they maintain good rates of progress. The inquiry team has identified particular success in the school’s work with new arrivals in need of support to learn English. In looking at reasons for the limited progress made by some students, the team has already established plans for improvement. These plans have clear timeframes and success criteria.

The school has made good progress on the points identified for improvement in the last Quality review. Staff members have afforded enormous energy to the differentiation of work to match students’ needs and are already seeing the positive results. The school makes very good use of data to aid differentiation and target setting for students. The school’s curriculum is stimulating and interesting and students benefit from the skills of motivated and experienced teachers. At this school, staff members want to do well not only for their students, but also for each other. The principal is highly complimentary of his staff and supports them in being the best that they can be.

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 collects and collates data relating to student performance efficiently. The newly appointed data specialist meets regularly with teachers from each grade to look at performance data. In these meetings, teachers consider the implications that data analysis has for instruction. The school is very reflective of its practice and uses data to indicate where improvements are necessary. Members of staff have received training in the use of data, and plans are in place to extend their skills further. While the school recognizes the influences of social and cultural background on student progress it does not yet make as full use as it could of the 'in-house' data it has pertaining to these criteria. Consequently, when the school draws comparisons with similar schools, it cannot measure its successes and shortfalls effectively enough. Moreover, the limited analysis of data relating to the school's most pertinent student sub-groups, such as students from single parent families, means that the school cannot substantiate its successes and make use of its findings to improve programs.

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.

The school sets very high goals for student learning. There is no complacency in how well the school expects students to achieve. Recent analysis of data received from New York City has highlighted certain students that the school predicted would achieve well in grade tests, but whose levels of progress do not compare well with other students. The school has collated additional information that indicates special circumstances for individual students that may have affected scores in tests. The school is highly reflective of its practice. Teachers recognize that when they do not match learning opportunities closely enough to student needs this detrimentally affects student motivation, progress and results in tests. Teachers are effectively involved in creating plans for improving teaching programs for individuals and groups to ensure that rates of progress are continually good. To this end, the role that parents play in supporting their children's learning is of great importance to the school. Parents appreciate that the school consults with them and involves them in its work.

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 draws on a range of curriculum programs and organizational strategies to ensure that teaching is effective, stimulating and interesting. The enrichment opportunities on offer, ranging from yoga to scrap booking, are particularly exciting for students. Using teachers' personal interests and talents makes these sessions more motivating for them. The principal manages the budget and other resources effectively to ensure that the

school offers consistently good opportunities to enhance student learning. Review findings agree with the views of some parents who feel that there should be a wider range of sporting and physical education opportunities. Students confirm that they enjoy these activities, but they mostly participate in them outside of school.

Teachers make increasingly good use of data to plan instruction. While they admit that meeting the range of needs in one classroom involves a huge amount of work, they also recognize the great benefits from planning more individualized learning experiences. One teacher quantified the success of her differentiation in terms of the improved behavior of a high achieving student. This was the result of a better match of work to his prior learning and appropriate challenge for his potential progress.

While the school has higher than average rates of attendance, the staff are not complacent regarding this matter. Where there are incidences of extended absence for visits to relatives in other countries, the school works with parents to ensure that long-term absence is not detrimental to rates of progress. The school is now also considering how persistent patterns of non-attendance on certain days of the week affect learning.

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 outstanding.

The school uses student performance data very efficiently to plan opportunities for staff development. The school's goal to improve students' individual performance directs all staff training. Teachers are now attending courses to improve their skills in the differentiation of teaching and learning and in the extended use of performance data to inform instruction. The school supports teachers in improving their individual skills in the use of technology, not only to collect and analyze data, but also to enhance teaching strategies. Teachers share good practice and learn from their colleagues and the principal regularly observes classroom practice to provide constructive feedback. Consequently, teachers feel that "school days are enriching and learning, rather than fluff and nonsense". The staff are confident that the school waits on no one to improve its practice. When courses and staff development are not available locally, the principal encourages teachers to seek what they need via other avenues. Teachers speak in unison when they say that the school moves its own professional development, creating supportive and beneficial partnerships that improve learning outcomes. The close partnership between Mayflower and Public School 993 further enhances professional knowledge and skills. There are visible benefits from this partnership in terms of the social and personal development of all students. The school is well organized, productive and day-to-day management runs smoothly.

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 makes effective plans for its future development, based soundly on relevant data relating to student and teacher outcomes. Goals are set with clear time scales for intended outcomes and agreed criteria for measuring success. The principal has an

extremely clear vision for the school's future and encourages careful planning, monitoring and evaluation of the progress towards the goals that are set. He empowers staff to do their jobs well and influence the overall success of the school. The principal and teachers recognize that there is always room for improvement. They adapt plans and revise instructional methods to meet students changing needs. The school is currently revising plans to meet the needs of its highest achieving students to enhance further their rates of progress.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Mayflower School PS191	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 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	