



# **The New York City Department of Education**



# **Quality Review Report**

**Augustus Saint-Gaudens**

**Elementary School 040**

**319 East 19 Street  
New York  
NY 10003**

**Principal: Susan Felder**

**Dates of review: February 26 - 27, 2008**

**Lead Reviewer: Ted Solow**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well

What the school needs to improve

### **Part 3: Main Findings**

Progress made since the last review

Overall evaluation

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

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

Augustus Saint-Gaudens is an elementary school with 544 students from pre-kindergarten through grade 5. The school population comprises 8.5% Black, 13% Hispanic, 63% White, and 13% Asian students. The student body includes 3% English language learners and 16% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 was 93.9%. The school is not in receipt of Title 1 funding.

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## Part 2: Overview

### What the school does well

- The principal is highly visible, accessible, provides strong educational leadership and is an effective agent for change.
- Students are well known to staff and supported in an environment of respect and trust.
- Highly sophisticated and effective use of data drives the instructional program in order to improve student outcomes.
- Budget, scheduling and staffing decisions are well designed to support the educational needs of the students.
- The classrooms and halls are richly decorated with student work and rubrics providing an environment that emphasizes high expectations.
- The professional development program is differentiated very carefully to meet the needs and experience levels of the staff.
- Grade teams work collaboratively to provide high-quality teaching and learning conditions.
- The school has well-defined intervention practices and policies in place for struggling students.
- The students are actively engaged and effectively challenged through differentiated learning experiences.
- The arts support the academic program and provide many opportunities for creativity and self-expression.
- Plans for improving teachers' and students' outcomes include interim and long-term goals that are time sensitive and measurable.

### What the school needs to improve

- Further disaggregate data for better understanding of the performance and progress of gender groups.
- Expand conferring sessions to include the establishment of student goals in all subject areas.
- Institutionalize a uniform interim progress reporting system to keep parents well informed of their children's progress.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made very good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is well developed.**

The Augustus Saint-Gaudens School dedicates its efforts to three interrelated concepts of academic excellence, social responsibility and student self-esteem. This philosophy drives all activities and the evidence is readily apparent in every classroom. The principal, a dynamic educational leader, guides a collaborative team of professionals, which results in a highly effective teaching and learning community. The staff uses data at a sophisticated level, which enables them to develop meaningful and challenging, differentiated learning experiences for their students. The principal has acknowledged that in order to bring her staff to an even higher level conferencing sessions and student goal establishment be expanded to include all core subjects other than literacy. Grade teams meet weekly to collaboratively review data, monitor goal achievement, prepare lessons and discuss student work, in order to provide high-quality teaching and learning conditions. Administrators, consultants and staff developers provide excellent assistance to the efforts of grade teams.

In response to the areas for improvement from the last Quality Review, staff members regularly use the Acuity and other data systems to gather and assess student outcomes. Recent data analysis indicates that the school is making forward progress on State examinations and moving students to higher levels. The school does not disaggregate data for understanding how gender groups are progressing. Students who are not making appropriate progress are identified early in the year and services providers work closely with the classroom teacher to plan targeted interventions for these students. Curriculum maps, pacing calendars, and the rich curriculum, aligned with State standards, are addressing the continuum of learning across all grades.

The well-developed arts program supports the academic areas and provides a vast number of opportunities for student creativity and self-expression. The principal has developed many new relationships with outside organizations that expand the dynamic arts program. The strong academic program, aligned with the arts, is enabling many students to get seats in highly sought after, specialized middle schools.

The inquiry team is functioning at a high level. The team is focusing on 29 students in Levels 1, 2 and low 3s in English language arts and providing targeted instruction to improve performance and progress levels and minimize the gaps in performance for struggling students.

## **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 principal assists and provides training for the staff to take advantage of the wealth of information from the Acuity system. This system gathers class and student data which enables staff to gain insight into the performance and progress level of their students. Teachers are very adept at using data from many sources, along with class assessments, to develop high-quality differentiated activities to address the varied needs of their students. The principal effectively monitors data for English language learners, special education students and students in collaborative team-teaching classes, in order to better understand how these groups are performing and progressing. Highly refined programs in literacy, math and language development are in place to support these students. At this time, the school does not analyze data to assess the performance of gender groups.

The principal conducts reviews and evaluations of longitudinal progress among students, classes, grades and subject areas to observe trends and forward progress at the school. These studies, aligned with improvement plans, enable the staff to further student progress toward academic goals in this strong learning community. Comparisons of performance and progress levels and gains are made with similar district schools and peer horizon schools. This school consistently performs at a higher level than similar schools. Current data shows that students, classes and grades at this school improved longitudinally and reveals excellent patterns of high-level growth on State examinations in all subject areas.

**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.**

Whole-school goals, collaboratively developed by the school leadership team, serve as the umbrella for creating rigorous, challenging grade, class and individual goals with interim measures of progress. Grade teams meet weekly to plan, monitor and assess progress towards goal achievement based on analysis of data. The principal, who meets with each classroom teacher to review the performance and progress of each student, carefully monitors individual student growth. Referrals for students performing below grade expectations go to the academic intervention services team, who institute high-quality individual and small-group targeted instruction, both during and after school. Every six to eight weeks, student progress is monitored for pre-defined achievement levels. Students not making appropriate progress are referred to the pupil personnel team for further evaluations and recommendations.

Students and parents regularly receive information regarding school goals from newsletters, meetings and workshops and regular communications from the teachers. Students clearly articulate their current performance levels in reading and math and know what they have to do to become more successful. Teachers establish goals, in some subjects, with each student and set timeframes for achievement. The principal endorses this successful practice although it has not yet been expanded to every core curriculum

subject. The collaboratively developed, school-created report card is very comprehensive and is distributed three times a year. At this time, there is no uniform progress reporting system to bridge the gap between report card cycles to keep parents well informed of their children's progress.

There is excellent communication between the principal and school community. Information about the school goals, curriculum, academic rigor and high expectations for all are disseminated at school-wide meetings, the parent-teachers' association meetings, celebratory events, and through monthly newsletters and the family handbook. The print rich and artistic classroom and hallway displays celebrate student work and reinforce the high expectations of the school.

**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 core curriculum uses the workshop model of instruction in English language arts. Math instruction employs the Technical Education Resource Center (TERC) program and other core subjects are aligned to State standards. Well-defined curriculum maps, pacing calendars, benchmarks and timeframes are available and used in each of the content areas. The teaching and learning continuum of skills assists each teacher to effectively plan for the different learning styles in their classes. The principal holds teachers accountable for the high quality of their instruction, student engagement and achievement levels reached by their students, through a highly rigorous collaborative monitoring process. Active student engagement is enhanced through grade-team development of stimulating activities, projects and rubrics

Very effective management systems are in place to control the budget, staffing and scheduling decisions in support of needs. The budget supports the superior arts program that effectively enhances student self-expression and creativity.

In 2006-2007, student attendance was 93.9%. Through effective measures to encourage better attendance, the current rate is 95.1%. There is an atmosphere of mutual trust and respect throughout the school among all members of the school community. Students stated, "I love to come to school," and "My teachers and the principal are always available if I need help."

**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 has very effective systems in place for monitoring the level of instruction and further enhancing teachers' skills. Staff members acknowledge that the administrative team makes daily visits to classrooms and provides constructive and timely feedback after the visits. Classroom visits are designed to observe the quality of instruction, differentiation of instruction and materials, use of data and active student engagement. Senior staff use their skills and knowledge base to support their grade teams, as well as new and less experienced colleagues. Intervisitations among peers is encouraged and

supported across the school. This procedure gives staff opportunities to share best practices and reflect on their own teaching practice. The professional development program is well designed and differentiated to meet the needs of the students, as well as increasing the staff members' teaching capacity. New and less experienced staff receive support from buddy teachers and mentors. The principal meets with new staff members on a regular basis throughout the school year to support their efforts.

The principal has increased the number of outside partnerships that provide extracurricular activities in the arts both during and after school. These programs allow students to explore and learn dance, drama, music, and the visual arts.

There are excellent procedures in place, outlined in staff and family handbooks that contribute to the smooth, orderly operation of the school. Procedures are clear, insightful, known, and followed by all. One parent stated, "Every day my child learns and leaves school happy."

**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 leadership team and the principal collaboratively develop the school's goals and objectives. These goals, along with the principal's personal school goals and objectives, clearly delineate prescribed procedures, including timeframes, for evaluation of progress towards meeting goals and benchmarks. Staff members are well trained to effectively analyze data, regroup students for instructional purposes and develop strategies to support individual, class and grade goals. Revision of goals takes place in a collaborative setting that includes grade teams, the literacy coach, the literacy consultant, other support staff and the administrators. Interim and predictive assessments, as well as other curriculum-based diagnostic tools, linked to the balanced literacy, reader's workshop and TERC math programs, are consistently utilized to measure goal achievement and to improve student outcomes through revisions and adaptations. Teachers are empowered to revise their plans because of careful analysis of formal and informal assessment outcomes.

The principal and all members of the school community have a clear vision for the future of the school. Expanding technology, enhancing the hands-on social studies program and further developing the science program to meet the challenges of the 21<sup>st</sup> century are the components of the mission to achieve excellence for all. The consistently high pattern of success indicates the school is well situated for continued growth and development.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Augustus Saint-Gaudens School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>				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.**

<b>To what extent do school leaders and faculty provide . . .</b>	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	
<b>Overall score for Quality Statement 1</b>				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.**

<b>To what extent do school leaders and faculty . . .</b>	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	
<b>Overall score for Quality Statement 2</b>				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.**

<b>To what extent does the school . . .</b>	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	
<b>Overall score for Quality Statement 3</b>				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	
<b>Overall score for Quality Statement 4</b>					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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>