



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Dr. Rose B. English School**

**Elementary - Middle School 327**

**11 Bristol Street  
Brooklyn  
NY 11212**

**Principal: Dr. Stephen Appea**

**Dates of review: January 22 - 24, 2008**

**Lead Reviewer: Roy Storrs**

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## Part 1: The school context

### Information about the school

Dr. Rose B. English School is an elementary-middle school with 781 students from pre-kindergarten through grade 8. The school population comprises 82.9% Black, 15.4% Hispanic, and 1.7% from other ethnic groups. The student body includes 3.6% English language learners and 13.4% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2006-2007 was 89.4%. The school is in receipt of Title 1 funding with 82% eligibility.

This is the school's first year with graduating middle school grade 8 students. Ten percent of students live in temporary housing. The school shares the building with Public School 396 which is a District 75 school.

## Part 2: Overview

### What the school does well

- The dedicated principal, who is passionate about the school, sets the highest of standards, which are supported by the whole school community.
- The school's impressive commitment to gathering a mass of pertinent data is very effective in driving up student achievement.
- Sophisticated electronic data management systems keep the administration constantly alert to trends and facilitate rigorous monitoring.
- Thorough data analysis and judicious budgeting provide very effective support for low achieving students.
- Many teachers use data very successfully to group students according to their achievement.
- The principal, cabinet and faculty collaborate closely and work tirelessly to ensure all students gain essential skills and experience a broad and interesting curriculum.
- The school provides an exceptionally clean, attractive and purposeful learning environment in which students enjoy school and work very hard.
- A great strength of the school is the trusting and supportive culture amongst the teachers, who consider faculty to be "a wonderful family".
- Community-based organizations work very closely with the school and play an invaluable role in enriching students' lives.
- The extent and quality of parental support and involvement are truly exceptional to the mutual benefit of all parties.

### What the school needs to improve

- Continue to provide training to help teachers make optimum use of all the available data to inform their instruction.
- Make students more aware of the precise short-term goals set for them to engage them more directly in their own learning.
- Build upon the strong base of differentiated instruction to ensure that higher achieving students are suitably challenged.
- Extend opportunities for teachers to observe and learn from the excellent instruction demonstrated in some classrooms.

## 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 principal's passion for his school has successfully led to its distinct improvement. He is greatly admired and supported by staff and parents. His commitment to improvement drives the school's determined collection and use of data to plan and set demanding goals in the pursuit of higher achievement. The school is also highly skilled in comparing its own performance over time resulting in higher achievement and accelerated progress. Sophisticated electronic data management systems are instrumental in sharpening the school's approaches and ensure teachers are centrally involved, although training in its use is not consistent. The administration is constantly alert to trends and able to monitor progress robustly. High expectations are evident in every aspect of school life from the beautifully maintained building to the impressive differentiated instruction in many classrooms. However, in some classrooms, not all higher achieving students are suitably challenged. The curriculum is both rigorous and enriching, lessons are interesting, and so students are actively engaged. The professional development program is substantial. It includes sympathetic induction for new teachers, but there are too few opportunities for teachers to observe and learn from the excellent instruction demonstrated in some classrooms. This excellent instruction promotes the trusting and supportive atmosphere between teachers and students, which is so evident. Community-based organizations play an invaluable role and student guidance is appropriately focused on the new grade 7 and 8 classes. Parental support and involvement are truly exceptional and strengthen the constant exchange of information between them and school. The building is shared with Public School 396 which is a District 75 school. The two schools enjoy a strong and productive working relationship to the benefit of students in both schools. The principal has conscientiously addressed every issue identified in the previous report. The inquiry team takes its role seriously. It meets twice a week. It has had a positive impact in raising achievement in the target group, and sees its influence spreading across 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.**

Since the principal inherited this school with very low performance levels, he has developed a passion for data. The school's impressive commitment to gathering,

generating and analyzing a mass of pertinent data has been very effective in driving up student achievement and accelerating progress. Increasingly sophisticated data management systems have greatly improved the school's efficiency and effectiveness in this important aspect of its work. Student data derived from numerous sources is stored on an electronic data base and disaggregated by a teacher, who acts as the school's data specialist. Early years' teachers are meticulous in using hand-held electronic devices to track students' progress in the acquisition of literacy skills. A recent initiative has been the adoption of a student tracking database which provides an impressive overview of each student. This powerful tool provides a monthly printout for each teacher indicating the degree of progress of each student. Teachers keep these to hand and refer to them daily. The principal and the assistant principals maintain impressive binders containing complete and up-to-date data. These keep them constantly alert to trends. Armed with this wealth of data, the administration is conscientious in identifying the needs of specific groups of students and any variations in achievement related to gender or ethnicity. This informs student grouping and leads to provision of appropriate intervention. The school is highly skilled in comparing its own performance over time resulting in higher achievement and accelerated progress. The principal has also studied the performance of numerous other schools, printing off their data, comparing it with this school and identifying any features which might lead to further improvements. While most teachers have had training in the use of data, the principal has identified the need to continue this to ensure all teachers make optimum use of the available data.

**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.**

Numerous meetings persistently focus on rigorous data analysis to set goals. Detailed action plans for each subject provide the means of meeting these goals. The administration studies data vigorously before making critical decisions about class placement and allocation of students to the various intervention programs. For instance, they have established an enrichment class of highest-achieving students and a special education class in each grade to meet these students' specific needs. Grade teachers meet weekly during common preparation periods to evaluate data carefully to set goals and prepare action plans. The assistant principal who supervises the grade and, where appropriate, the English language arts coach, provide excellent support in this process. Most teachers use data very effectively to group students within classrooms according to their achievement and differentiate their instruction accordingly. These tight procedures ensure suitably demanding goals are set, although teachers do not make students fully aware of the precise short-term goals set for them. A valuable initiative is the practice of sending parents monthly print outs of achievement, referred to above, which keeps them informed of their children's progress.

The dedicated principal, who lives for his school, sets the highest of standards. He is greatly admired by staff and parents who fully support his expectations. The links with the incredibly supportive parents are truly exceptional. The active parent teacher association organizes countless well-attended meetings, workshops and community events. The school has provided an attractive parents' room as a regular meeting place for the numerous volunteers who work in school. The room is manned daily by the chairman of the parents' advisory council whose commitment to the school is exemplary.

Through these activities, the informative parent handbook and other more formal means, the flow of information between school and parents is extraordinary.

**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 believes that it must develop the whole child. The principal, cabinet and faculty collaborate closely and work tirelessly to ensure all students gain essential skills while experiencing a broad and interesting curriculum. The consistent focus on improving literacy skills in the early years has enabled students to make rapid progress. Their increased skill is having a perceptible impact in supporting their studies in other subject areas within the mandated curriculum. Within the school day, students enjoy regular involvement in art and music. For instance, all grade 2 students are taking piano lessons using the school’s 30 electronic keyboards. The extra-curricular program provided by three community-based organizations is inspirational. It enriches students’ lives through a multitude of sports, arts, crafts and musical activities including dance, drama, chess and its renowned holiday showcase. Of particular note are the exciting large-scale paintings on display in the auditorium, produced by students in the after school art club. Some exceptional teaching observed illustrates most teachers’ determination to make classes motivating and engaging. The strong base of differentiated instruction is exemplified by the extension, special education and cooperative team teaching classes in each grade level. Within classrooms many teachers use data very effectively to differentiate further in an attempt to meet students’ precise learning needs, although not all higher performing students are suitably challenged. The principal uses evidence derived from data analysis to drive strategic decisions about budgeting, staffing and scheduling. Examples are the appointment of an F-status teacher whose one-to-one work with Level 1 and low Level 2 students is already paying dividends, and a retired principal to act as mentor to the recently hired assistant principals. A noticeable strength of the school is the trusting and supportive culture amongst the staff which, to quote one teacher, is a “wonderful family”. Inevitably, this spills over to their warm relationship with students. The principal’s belief that regular attendance is essential to successful learning has set in place rigorous and effective monitoring procedures.

**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.**

Detailed and constructive letters follow the administration’s formal observations. Brief classroom visits are equally useful, but written up as brief “snapshots”. Via these thorough and clearly understood procedures administration maintains a constant and accurate view of the quality and impact of instruction. The professional development team and inquiry team are made up of the same people. As a result, the crisp professional development action plan they produce is led by data analysis in conjunction with classroom observations and published in a weekly calendar. Teachers gain

valuable tips by observing the coaches' skillful teaching. While they occasionally visit one another informally, the principal sees the value in extending opportunities for teachers to observe and learn from the excellent instruction demonstrated in some classrooms. New teachers speak highly of the warm welcome they received when they joined the school and of the quality of support offered. The comprehensive staff handbook, the administration and mentors play important roles in providing successful induction, enhanced by visiting consultants who, for instance, help teachers improve their classroom management. Student guidance, which is a visible and effective feature throughout the school, has been increased radically to help students in the newly formed grade 7 and 8 classes. Hiring additional guidance counselors and a social worker, enhanced by monthly incentives, has made a distinct difference to these students' behavior and attitudes to learning. These improvements have been promoted further by faculty's care and concern for their students and by the school's attention to detail in the way it is run. Consequently, the school runs like clockwork and provides an exceptionally clean, attractive and purposeful learning environment in which students enjoy lessons and work very hard. The school benefits from its numerous links with academic and community based organizations. Students' horizons are extended further by exposure to the legal system via a project sponsored by the district attorney and in a partnership with a financial institution.

**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 principal's determined approach ensures that all members of the school staff are closely involved in monitoring the school's work within a cohesive whole school approach. Individual, grade and school goals are closely aligned with the Comprehensive Education Plan, which is data driven. The administration's constant analysis of data drives the process and keeps every one on their toes. Every team, from the pupil personnel committee to each grade team, is integrally involved in using data to raise standards. Classroom teachers are adept at setting periodic tests, results of which feed into the pupil tracking system, diagnose problems and produce the monthly review of progress. Such regular and specific information enables teachers to revise plans instantly to help achieve their goals. The sophisticated electronic data management systems keep the administration constantly alert to trends and facilitate rigorous monitoring of teachers and individual students, enabling them in turn to facilitate the next stage of goal setting. This intensive approach to monitoring, supported by a dedicated group of educators, has helped the school overcome tremendous social and economic obstacles. Driven by a passionate mission, actively supported by the community, the school is in a strong position to continue to grow and achieve even higher achievement.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Dr. Rose B. English 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.

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		
<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.

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	
<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.

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	
<b>Overall score for Quality Statement 3</b>				X	

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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>