



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Dr. Rose B. English School

Elementary and Middle School 327

**111 Bristol Street
Brooklyn
NY 11212**

Principal: Dr Stephen Appea

Dates of review: November 5 - 6, 2008

Lead Reviewer: George Wallace

Part 1: The school context

Information about the school

Dr Rose B. English is an elementary and middle school with 777 students from pre-kindergarten through grade 8. The school population comprises 83% Black, 15% Hispanic, 1% White, and 1% Asian students. The student body includes 3.3% English language learners and 13% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2007 - 2008 was 90.0%. The school is in receipt of Title 1 funding with 83% eligibility.

Overall Evaluation

This school is proficient.

The school has extremely good systems for gathering and recording data across all subjects. Teachers are familiar with the process and appreciate the value of data collection. Consequently, they use data well to interpret patterns and trends as well as paying close attention to students' individual achievements. The principal is highly effective and knowledgeable about data analysis and as such is acutely aware of the progress of individual students as well as trends that exist class by class. He and his assistant principals meet individually with all teachers on a highly frequent basis to discuss student progress. Student learning outcomes are therefore monitored closely and patterns and trends related to student subgroups identified, examined and where necessary changes to teaching occurs to enhance student progress. Collaboration between staff is extremely good. There are many forums in which teachers discuss student performance and needs so that work is accurately matched to student's requirements. They also discuss issues relating to approaches to teaching specific topics and best resources to be used.

Parents praise their school because they recognize that their children's achievements improve year on year. They feel that teachers are prepared to go the extra mile. Parents are delighted with the frequency and quality of the information they receive as well as the ease with which they are able to contact teachers to discuss any aspect of their children's progress. The curriculum is broad, covers all core subjects and engages students. Teachers plan their lessons to meet student needs and therefore in nearly all lessons work is prepared for different subgroups of students. Data of various kinds is used by teachers to diagnose needs and plan for a wide range of student abilities, although there is an inconsistent approach to the use of teachers' understanding of students' different learning style preferences. While students know their learning targets, it is rare for them to be told the steps to take towards their goals and the strategies for reaching them. The budget is efficiently used and reflected in the careful planning, staff organization and purchase of good quality up-to-date resources.

Professional development is extremely well managed and carried out in various guises. Lesson observation feedback is highly evaluative, effective and valued. The school's self-evaluation is accurate and strongly aids school improvement although it does not always lead to sufficiently sharp staff development goals being agreed with each teacher. The vision for the school is clear, firm and shared by all stakeholders.

Part 2: Overview

What the school does well

- The school collects, analyzes and uses data across all core subjects on a frequent basis and this leads to modifications in classroom practice on a class, grade and subject basis.
- The school works highly collaboratively and in so doing uses data and other information to set goals in all core subjects for individual students, a feature that is strongly evidenced through the effective work of the Inquiry Team.
- The school provides a broad and interesting curriculum, related to State standards, that engages and challenges students.
- Teaching is of a good quality, effective and well planned to meet the needs of a wide range of students.
- The principal has a very clear vision for the future of the school and as such school leaders know extremely well the strengths and areas for development of their school.
- The leadership team frequently observes lessons with teacher's feedback that is clear, evaluative and with very useful individualized recommendations for improving instruction complementing the wider program of effective and relevant professional development.

What the school needs to improve

- Ensure that there is a strong and consistent understanding of student learning preferences throughout the school as an additional aid to enhance teachers' use of differentiation.
- Sharpen the process of goal setting so that students and families are very clear about each learning goal and the steps required to reach that goal.
- Ensure that a greater proportion of families and teachers complete the Learning Environment Survey so that the data acquired can be usefully employed and relevant for organizational changes and planning for school improvement.
- Strengthen the process relating to the writing of teachers' personal professional development plans so that the self-evaluation and subsequent conversations with senior leaders result in a clear program of development for staff.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school has efficient and well-established data gathering systems in place that enables senior leaders to have a constant up-to-date picture of students' performance across all subjects. Individual teachers know their classes well and teachers of children in the same grade share and examine student performance alongside administrators. Such work ensures a comprehensive analysis of data allowing teachers to determine students' individual needs including where patterns and trends of performance occur, to determine relevant measures of support for student subgroups. The school's large Inquiry Team works to a brief that leads, not only to targeted students making accelerated progress, but other students benefitting from the findings of the team. Their work provides an open exchange of information at grade, subject levels and across the whole school. Where findings show that a specific approach to teaching produces highly successful learning outcomes, professional development takes place school wide.

Parents value their school because they know that teachers willingly "go the extra mile". In doing so, parents receive a great deal of valued information about their children's performance and progress. More formal performance and progress information is sent to them monthly. They also have very easy access to staff should they require personal conversations. The school is unable to make good use of the important data contained within the Learning Environment Survey because of the low returns from parents and teachers.

Very good use is made of performance data which has a strong influence on teachers' professional development and in the way in which students are taught and resources organized for positive learning. Administrators and staff developers are thoughtful in their approach to gathering and using data. The administration ensures that all teachers understand the value of collecting, sharing and using assessment data so that accurate diagnoses of student needs are made. Where required, the school makes organizational changes and adaptations to methods of teaching.

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 proficient.

Members of the administration together with staff developers are successful in promoting formal and informal collaborative activities to secure understanding throughout the school about the importance of student goal setting. All students conference with their teachers about their goals in all subjects. The quality of goal setting varies across

subjects, with the most precise goal setting in the areas of reading and math. Students know their goals and talk easily and intelligently about them. However, in too many cases the incremental next steps required to achieve each goal are under-developed. Teachers are not providing student with strategies to reach their goals. Student goals are reviewed on a frequent basis and never more than a month transpires without teachers evaluating, with each student, the degree of success in them meeting their goals.

Collaboration is extremely strong throughout the school. Administrators have devised organizational structures that ensure the involvement of all stakeholders in planning for school improvement. The school's core goals in the Comprehensive Educational Plan are clear, achievable and relevant, and strategies for reaching them are discussed in various forums. Needs assessments are undertaken to secure an understanding of what methods might secure greatest improvements in student performance. However, while good inroads have been made with regard to the senior leaders ensuring that teachers evaluate their work, there is no clear statement of professional development needs in teachers' personal professional development plans. Nevertheless the school's action plan identifies frequent checkpoints during the year when an evaluation of the progress towards the school goals is to be made.

School leaders meet with teachers at least monthly to discuss their students' assessment scores. Timeframes for achieving goals vary according to students' needs. However, teachers keep a close eye on student progress and conference with them to secure good progress. The school has high expectations of student behavior, attendance and academic performance and as a consequence students work diligently. Teachers for the most part challenge students well so that in nearly all classes, differentiated techniques ensure work is matched to learning needs with students encouraged to think and question.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is proficient.

The school provides a broad and interesting curriculum covering all core curriculum subjects. It is enhanced through a vibrant after school program. Students enjoy their learning because they are encouraged to get involved in practical activities, often paired or grouped so that they are active learners throughout the day. Each academic program for each grade is sufficiently flexible to ensure that teachers respond to students' needs. Teachers are caring and plan work to engage and motivate students. In lessons teachers work with different groups to question, probe and instruct. This ensures that students understand their tasks and show gains in learning. In many lessons, in addition to math and English language arts, teachers are effective at extending students' vocabulary and number skills. Consequently teachers are engaged in talking about best ways to teach different groups of students. However, while some teachers talk about students' preferred learning styles it is not a consistently applied element when teachers plan for different student needs. Therefore some planning for differentiation is insufficiently sharp.

The school budget is used wisely as evidenced through staff deployment and a wide range of very good quality up-to-date resources including a large proportion of

classrooms with SMARTboards. Teachers of all subjects work to their scope and sequence plans. Rubrics for all subjects exist and are used widely when students' are in conference with teachers about their work or involved in self-assessment exercises. However, in too many instances, while goals are in place, they are sometimes indistinct and too often do not provide students with a clear set of next steps to achieve them.

The Learning Environment Survey reveals some concerns about levels of respect and therefore trust within the school. However, the school has not managed to secure a significant survey return from parents and teachers therefore ensuring a strong comprehensive picture of core stakeholders' views of the school. Students like their well-ordered and supportive school and relationships appear to be extremely good.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is proficient.

The principal is acutely aware of the strengths and areas for development of the school. Consequently, he and other school leaders ensure that staff are effectively allocated and whole school training needs secured. The roles of senior leaders are clearly defined and they work closely with staff, monitoring lessons and student outcomes. Through such frequent interaction, they and staff developers provide invaluable support to teachers. Their deep knowledge of teachers' strengths ensures that advice is targeted at the individual as well as to identify common needs across the school. In addition, staff have many opportunities to observe each other teach. Further information and support arises from the principal and assistant principals' observation of teaching. The feedback from such observations is highly evaluative and much valued, providing teachers with clear strategies for development. The principal ensures that all teachers complete a self-evaluation form. Each teacher subsequently discusses the outcomes of this survey with the principal. It is an invaluable process, but currently the procedure does not lead to sufficiently sharp staff development goals being agreed with each teacher.

The school is in its second year of formal Inquiry Team activities. The current work successfully involves teachers from all grades with a clear focus on different groups of students. Outcomes to date are showing that teachers are highly inventive and responsive to student needs leading to acceleration in student progress. The work of the teams is cascaded to other teachers, principally through grade meetings. Collaboration and support are strong throughout the school with the principal's vision clear in the minds of staff, teachers and parents. The professional development program is strong, well researched and arises from the frequent discussions between staff, their staff developers and senior leaders. As such, common whole school programs effectively show the twin task of raising student performance and motivation.

The school provides a valuable range of support services to aid students' academic, personal and emotional development. Parents value the services within the school, whether health related or academic through additional intervention for their children during the school day or after school including Saturdays. The recent work undertaken by most staff on emotional literacy has done much to enhance students' learning both as a consequence of the positive impact on students and also through greater understanding by teachers of students' behaviors and subsequent needs.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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 proficient.

The principal and assistant principals, meet with teachers at least on a monthly basis to discuss student performance and progress. At these meetings successes in teaching together with modifications to improve student performance is discussed. Teachers of all subjects make frequent assessments, the outcomes of which are recorded by them and also held by the administrators. Some subjects, such as English language arts and math have several assessment outcomes arising from different types of test and assessment, while other core subjects have a single outcome limiting the ability of teachers to effectively track progress. Teachers, with their students, discuss their learning goals and modify them as required, but strategies for securing their goals are a rare element of such discussions. Information about performance and progress is sent home to parents on a monthly basis. Parents have good opportunities to respond in various ways including using electronic communication. In addition, in many cases, parents can find information about their child's progress and performance in personal data on the school website.

Performance data is at the heart of teachers making diagnoses about the needs of their students. This approach to planning for needs is well embedded throughout the school. Students are also closely involved through the goal setting process. Students talk easily and intelligently about their goals and the timeframes in which these are evaluated and re-set or modified. The senior leaders are active in shaping the developments of their school. They are guided in their thinking by a wide variety of information, such as internal monthly assessments and teachers' self-evaluations, together with external sources such as the school progress report. The latter revealed a slowing of progress in math and, prior to the report, the school had researched the reason for a dip in results and successfully attended to the problem.

Throughout, school leaders are well known to students, parents, teachers and other staff. Leaders gather a great deal of information from both formal actions, such as student tests, attending grade meetings and lesson observations as well as informal situations, including classroom walkthroughs. Consequently, the principal and other senior leaders have a detailed and well-focused understanding of their school. Coupled with accurate self-evaluation, which is indicative of the highly conscientious and professional approach of the leadership team, the school is able to make effective improvements for the benefit of its students. The principal has a strong clear vision for the school. Whole school goals are succinct, relevant, measurable and time-related with checkpoints built in. The school community is aware of the school's priorities and work as a close-knit community to achieve success in a warm and supportive environment.

School Quality Criteria 2008-2009

School name: Dr Rose B. English Elementary and Middle School	△	▷	✓	+
Overall QR Score			X	
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>	△	▷	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?				X
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			X	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?				X
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			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 student’s learning.				
<i>To what extent do school leaders and faculty...</i>	△	▷	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			X	
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?				X
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?			X	
Overall score for Quality Statement 2			X	

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DY0, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.							
<i>To what extent do ...</i>	Δ	➤	✓	+			
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?			X				
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X				
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?				X			
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?			X				
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.							
<i>To what extent do school leaders...</i>	Δ	➤	✓	+			
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X				
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?				X			
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?				X			
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?			X				
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent do...</i>	Δ	➤	✓	+			
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?			X				
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X				
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?			X				
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?				X			
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
Δ	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed