



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



# **Quality Review Report**

**Henry Woodworth School**

**Public School 017**

**208 North 5 Street  
Brooklyn  
NY 11211**

**Principal: Dr. Robert A. Marchi**

**Dates of review: April 12 and 13, 2007**

**Reviewer: Joanne Brucella**

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## Part 1: The school context

### Information about the school

Henry Woodworth Elementary School has 397 students, covering grades pre-kindergarten through grade 5. Twenty percent of the students are English language learners and 9% are special education students. The school has 86% Hispanic, 9% White, 3% Black and 2% Asian students. The school is Title 1 eligible with 100% of students qualifying, which is higher than similar and City schools. Current attendance is 93.5%, higher than similar and City schools.

The school is most proud of its Robin Hood Library and technology program. It also provides enrichment for students through art, music and a chess program. The school has a partnership with Teachers' College Reading and Writing Project as well as many community based organizations such as Brooklyn Botanic Gardens, City College Science Program and Van Ardsdale High School.

## Part 2: Overview

### What the school does well

- The principal, supported by his cabinet and staff, has been successful in creating a caring culture in the school.
- There is good use of data at classroom level for monitoring the progress of student achievement.
- The school provides good intervention strategies for students at levels 1 and 2.
- The school's curriculum is enriched by art, music, and a chess program.
- The development for various writing genres enhances the writing program for students.
- The workshop model provides good support for individual students and groups of students at classroom level.
- The school is an orderly community.
- Parents and students have confidence in school and praise the dedication of teachers.
- Very good procedures for encouraging regular attendance have led to high attendance.
- The school has developed a range of partnerships which enrich the academic and social opportunities for students.

### What the school needs to improve

- Develop processes to track student performance and progress more systematically at a strategic level.
- Develop consistent procedures for tracking the progress of special education students and English language learners in order to refine interventions where necessary.
- Develop processes for monitoring and evaluating the effectiveness of plans in achieving the school's goals at regular periods during the year in order to make timely adjustments.
- Provide professional development in areas identified from the analysis of interim data in order to further impact on instruction.
- Develop the use of data more consistently at grade level to inform instructional practice.
- Establish clear lines of accountability for student performance at class, group, grade and whole school level.

## Part 3: Main findings

### Overall Evaluation

#### **This is proficient school.**

Henry Woodworth School provides a caring and nurturing environment with an enriched curriculum that encourages students to attend school regularly and become confident learners. Parents trust the teachers to provide a good education for their children. The school has developed good partnerships with Teachers' College as well as with community based organizations and a local high school which provide enrichment activities for the students and for the parent community.

Teachers gather a wide range of data at classroom level to monitor the progress of individual students. This is particularly useful for identifying what interventions are needed for those students at risk of meeting the standard. However, teachers do not always make consistent use of formative assessments and interim tests to provide differentiated activities that meet the needs of different groups of students in the same classroom.

Although both the cabinet and the academic intervention service meet regularly to monitor the progress on individual students who are at risk of failing to meet the standard, the administration has not established effective procedures to gather, analyze and use external and internal data at a strategic level in order to set goals and track the progress and performance of groups, classes and grade levels. Nor does the administration consistently analyze school wide data in order to evaluate the effectiveness of its actions at regular periods during the year in order to make timely adjustments to the plans it has put in place to achieve its goals other than in relation to individual 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 student progress over time.**

#### **This area of the school's work is proficient**

The school uses data well at classroom level to monitor student progress and identify where intervention is needed. Running records track progress effectively in reading and well planned rubrics for each unit of work are used for assessing writing. In mathematics, unit testing is used well for assessing progress of individual students. The cabinet has begun to look at the data from Princeton Review to track student progress but is not yet breaking down the data by class and grade in order to link the effectiveness of instruction with student achievement. In order to address this, the school is developing a more systematic method of gathering, monitoring, and analyzing data at classroom, grade and whole school level so that it will be a position to compare achievement between classes, groups and grades and to measure the progress of cohorts as they move from grade to grade. The school compares itself with similar schools in order to identify trends relating to overall achievement, subjects and grades but does not look in any depth at the comparative achievement of some subgroups.

The school is not consistent in the way that it monitors the progress of different subgroups. Classroom teachers are responsible for the special education students in their classes and review each student's progress at the end of each marking period in relation to the goals in their individual education plans. Teachers of English language learners do not consistently collect and analyze data to inform instruction for these students. Data has not yet been used effectively to monitor the achievements of students according to ethnicity or gender even though the school report card indicates some marked discrepancies in the achievement of boys and girls and between different ethnic groups. The school has not yet begun to track the performance of higher achieving students as a subgroup to ensure that they are making good progress.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

**This area of the school's work is proficient.**

The school has clear goals with challenging targets that are set out in the Comprehensive Education Plan. The school leadership team and the CORE instructional team play a pivotal role in determining these goals. At classroom level, individual goals are set and student outcomes are monitored through the use of benchmarking of reading levels, rubrics for writing, and unit test results in mathematics. The goals and plans focus on the school as a whole and on academic subjects. The school does not have interim goals or data tracking procedures to analyze the progress of classes, groups or grades at cabinet level or to adjust plans in the light of new information.

The school has identified students performing at level 1 and 2 as the focus group for accelerating progress. Teachers assess students and plan individual and group intervention based on the outcomes of classroom based data. They are well supported in this by academic intervention services with push-in and pull-out, before and after school sessions and Saturday classes.

Teachers at all levels have high expectations for the students. The parents and students confirm that these high expectations are part of the school's culture. Parents receive progress reports at the end of each marking period and discuss progress at parent and teacher conferences. Parents are confident in approaching teachers about academic or social issues at any time. Although there are clear and challenging goals and plans at whole school level, the lack of strategic oversight by the cabinet of the progress of students, classrooms, grades and whole school levels is detrimental to the drive towards the improvement of student performance and progress.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school's work is proficient.**

The school follows the mandated curriculum for English language arts and mathematics as well as using the science pacing calendars from the Department of Education. The school purchased a spelling program, identified as a school wide area in need of improvement, following the analysis of data by the literacy coach. Special education teachers use the

Wilson program with their students and use the assessments for that program but there is inconsistency in the use of dedicated instruction programs for English language learners.

The use of the workshop model in literacy and mathematics provides good student engagement in their learning at classroom level. The school engages students further with art, music and chess programs, as well as an extensive library program. Budgeting, scheduling and staffing decisions are all aligned to the goals in the Comprehensive Education Plan. For example, the school has scheduled and budgeted for the academic intervention teachers to work with specific grades for agreed amounts of time in order to accelerate the progress of level 1 and 2 students.

Goal setting and the periodic evaluation of goals for individual students operate well at individual teacher and at coach level. However, there is an absence, at cabinet level, of any system for the collection and diagnostic analysis of student progress data for classrooms, grades and the whole school, in order to hold teachers accountable for improving instruction. There is evidence of individual classroom teachers using differentiated instruction by forming small guided groups based on reading levels as well as individual instruction during independent reading. During these group and individual sessions, some teachers use conference notes to inform instruction. In writing, teachers are using rubrics well to guide their assessment of students.

The school provides a caring and nurturing atmosphere for students and relationships are very good. Students know they have someone who they can talk to should they have any concerns. In addition to the feeling of community which increases student attendance, the school has several incentive programs which encourage students to have perfect attendance. There is also a well-defined program for calling absent students.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is proficient.**

The principal and assistant principal operate satisfactory procedures in hiring staff, which are based on past experience, licensing, and experience from college training. Preference is given to candidates from specific colleges. The school looks for applicants who have experience in using the workshop approach for reading and mathematics which is aligned with the school's programs. The school also looks for applicants who have an understanding of the components of balanced literacy which is part of the mandated curriculum.

The literacy and mathematics coaches play a vital role in professional development. The coaches demonstrate model lessons and assist classroom teachers whenever requested or a need is identified. However, professional development on a broader front is not aligned with the needs of the staff. The outcomes of the analysis of data are not used to plan professional development activities in order to impact on instruction and raise achievement.

An important strand of professional development is the affiliation the school has with Teachers' College, which provides on-site and off-site professional development for teachers. The literacy coach attends all workshops at the school as well as off-site so that she can ensure that all information is disseminated to appropriate staff. However, the

administration does not have procedures in place to evaluate the effectiveness of these activities.

The principal and assistant principal observe classroom teachers both formally and informally. Observations are used as a positive tool for professional development. The principal has developed a core team of staff to ensure that the needs of level 1 and 2 students are being addressed. There is a teacher in charge of coordinating all activities for these at-risk students. The core team meets weekly to discuss and plan appropriate activities for these at-risk students. Although, there is a coordinated team effort, there is no systematic evaluation of data so that the impact of the school's interventions can be evaluated.

The administrative staff is well respected. The parents and students feel that the school is an orderly environment and has a sense of community. Parents and students have confidence in the school and praise the dedication of the teachers. There are a number of partnerships that have been working effectively with the school. The parents who do not speak English are offered English as a second language classes. Community based organizations conduct workshops which include family literacy time for parents and children. Additionally, there are partnerships with high schools where high school students tutor students in grade 1.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

**This area of the school's work is undeveloped.**

The school's approach to strategic planning is not fully effective. The goals in the Comprehensive Education Plan are appropriate and challenging. They are reviewed formally on an annual basis and informally during the course of the year by the CORE instructional team and the academic intervention service. However, the school has not yet established interim goals or formal checkpoints to enable the administration to establish even more accurately whether the plan is on track and if there needs to be any reallocation of resources or fine tuning of instruction and the curriculum.

Individual pupil progress is monitored well by teachers within the classroom and appropriate comparisons made to spot any underperformance between students and classes. Timely adjustments are made to ensure that individual students are not slipping behind and interventions planned where necessary. Progress has been made in using interim diagnostic assessments and progress checks on student achievement at classroom, grade and whole school level, but these are not yet consistently implemented.

The modification of interim and final goals is not always based on information generated by periodic assessments and diagnostic tracking of progress, due to the absence of a strategic approach to the use of data at cabinet level. As a result, successive phases of improvement planning are not always initiated from evidence which is securely based on the outcomes of data analysis.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Henry D Woodworth School (PS 017)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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 student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>each student, classroom, grade level,</li> </ul>		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>ethnic groups, English language learners, special education students*</li> </ul>	X		
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>all other categories of interest to the school*</li> </ul>	X		
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
<b>Overall score for Quality Statement 1</b>		X	

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.	X		
<b>Overall score for Quality Statement 2</b>		X	

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>		X	
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.		X	
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
<b>Overall score for Quality Statement 5</b>	X		