



The New York City Department of Education



Quality Review Report

The Carroll School

Public School 058

**330 Carroll Street
Brooklyn
NY 11231**

Principal: Giselle Gault

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Reviewer: Peter Williman

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Part 1: The school context

Information about the school

The Carroll School is an elementary school situated in the Carroll Gardens community of south Brooklyn and serves 487 students in grades pre-kindergarten through 5. The student population comprises 49.0 % White students, 29.0% Hispanic students, 13.0% Black students and 1.2% Asian and other students. English language learners represent 6.1% of the population and 10.5% are special education students. The school is not eligible for Title 1 funding.

The school is in good standing. The principal and assistant principal are newly appointed following a period of significant disruption in the school's leadership. The school building is well maintained and has a spacious gymnasium and yard. Growth in school numbers will put pressure on available space. The school is awaiting the impact of \$120,000 investment in a new library.

Part 2: Overview

What the school does well

- The principal and assistant principal are a very effective team and together have regenerated the school in a short period.
- Teachers collect a range of appropriate data to review student progress and to inform next steps in instruction.
- The school provides a broad curriculum and a wealth of additional enriching activities, particularly in art and music education.
- The principal and assistant principal demonstrate very good knowledge of the capabilities of both staff and students which contributes significantly to school development and student achievement.
- The hallways and classrooms celebrate the vibrancy and high quality and range of the school art program.
- The budget is used well to support school development based on identified needs.
- Parents are very effectively integrated into the life and work of the school and are able to make significant contributions to its development.
- The school has good relationships with a range of partners which has a positive impact on the opportunities and experiences for students.
- The school provides well for English language learners and those with special needs.
- As a result of strong features of care and nurture, students have very positive attitudes towards their school, the administration and the faculty.

What the school needs to improve

- Ensure consistency in the degree to which staff use data effectively to underpin differentiated teaching and learning.
- Improve the consistency of quality and accessibility of records of student progress.
- Develop the use of objectively measurable goals at student, class, grade and school level to inform judgments of progress.
- Use the analysis of assessment data to track the progress of cohorts of students to identify more clearly students and groups who should reach the next level.
- Identify more explicit and relevant success criteria in long term planning in order to refine judgments of the progress of plans.
- Monitor further and respond appropriately to the progress of student groups by gender and ethnicity.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The Carroll school has been regenerated through the determination of the principal and assistant principal. They have developed an open school in which faculty, staff, parents and students feel valued individually and collectively and are able to contribute to the school's development. As a result, a learning community of committed, reflective teachers, supportive parents and enthusiastic students has grown to form a lively, forward looking and integrated school. Teachers work effectively in teams and there is a mutual respect between those with greater and lesser experience. Parents have established a collegial role through their work in the parent teacher association and the extra curricular and curricular activities that they contribute to. Students are enthusiastic about school and attendance is high. The academic and social curriculum has been broadened. Opportunities for students have significantly expanded through the whole school enrichment model. Additionally, there are determined efforts to draw investment into the school. From this solid foundation the school is well positioned to build upon its commitment to data driven instruction in order to raise student achievement. The school recognizes the need to consolidate its data and information base and to set realistic proactive targets for planning so that expectations of students, groups, grade cohorts and whole school development, continue to rise.

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 gathers an appropriate range of data from available assessments, teacher observation and portfolios to maintain an effective understanding of student achievement and progress. City and State assessments, together with assessments of reading and mathematics programs, portfolios of writing and conferences with students, and day to day observations form the basis of records for individual students and classes. However, the quality and format of record keeping within and across grades is of variable quality and, as a result, there is little consistency in analysis. Teachers overall do not fully trust the data they receive from formal assessments but the quality and flexibility of their response to students in class demonstrates that they have good knowledge of students' capabilities and needs. Records of teacher/student conferences and portfolios are most helpful where they are evaluative as well as descriptive but this, too, is not consistent across grades and classes.

Effective protocols ensure that good quality data is collected and shared with the Child Study Team. This enables a rapid response to match special education students and English language learners to appropriate support. Individual education plans are well maintained and are tracked through updates and close monitoring in special education classes. Analysis of data by ethnic groupings has only recently begun to be introduced

undertaken as evidence demonstrates differences in achievement. The school maintains a close overview of students transferred to it under the 'No Child Left Behind' program and specifically identifies and supports students with potential to be higher attaining.

The school shares perspectives with network schools but hard data is not used to challenge the school's perceptions of its own progress in comparative terms. Although the administration maintains a close overview of students' progress and achievement in reading, English language arts and mathematics within and across classes and grades, there is insufficient correlation of accumulated data to inform specific goal setting.

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 administration's immediate goals have been to stabilize the teaching teams and the work of the faculty through the creation of a positive ethos and a mutually supportive teaching and learning community. The early success of this strategy is readily witnessed by the good quality of teaching practices and commitment to student improvement observed in classes.

Teachers individually and in grade teams work well to plan the next stages of learning on a week to week basis for students, classes and grades. Although successful in providing for students' needs based on teachers' records and knowledge, this planning is too reactive. The concept of setting demanding, objectively measurable goals on a proactive basis is insufficiently established at any level of management. The administration uses their knowledge of overall school progress to target particular grades for attention and planning. Statistical goals set in the Comprehensive Education Plan are conservative and arbitrary but have partly been inherited from a previous administration. Teachers are not fully confident of the integrity of some formal assessments to inform set goals. Objectives are appropriately prescriptive in identifying target groups such as English language learners and Level 1 students and in defining subsequent actions. As a result and in combination with the on-going inputs of the child study group, students in greatest need receive very good support. Timescales and interim goals are not defined.

The school shares data and expectations with parents through report cards, parent teacher conferences and the faculty's willingness to discuss student progress. Kindergarten sets the scene by sharing early progress assessments. Some classes regularly send end of unit mathematics assessments home to identify strengths and next steps. Parents are engaged within the school as reading, mathematics and art partners. Newsletters at school and grade level are informative but also support the priority of working together to raise standards. The principal and assistant principal are beacons of enthusiasm for high achievement. This inspires students, faculty and parents to work collectively to raise the progress made by students.

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 through the effective application of curriculum calendars across the core subjects. Teachers are aware of their accountability to ensure students are 'up to the bar' and use their day-to-day records to monitor class and student progress through curriculum pacing calendars. The reading program has benchmarks that target expectations of achievement throughout the scheme, and as a result student progress is readily monitored. The mathematics program has frequent integral assessments by which to check student progress. The school places high value on the value of arts education both in its own right and also upon the value of these studies and experiences in raising students' expectations of themselves. Consequently the school has embraced the 'School Wide Enrichment Model' as a means to this end.

Teachers have made a good start in planning their work based upon assessment information. However, differentiated instruction is not yet consistently established. Some differentiation is provided as a product of a range of outcomes while some teachers vary the materials or manipulatives for students or provide a choice of activity to differentiate teaching and learning. However, qualitative and quantitative data has not been sufficiently interpreted in order to group students at appropriate levels in order to maintain the greatest challenge and pace of learning.

Budget and staffing management is used appropriately to respond to identified students' needs and to school plans. For example, the school has hired two educators to support students with individual education plans. Common preparation times enable teachers to plan in grade teams and to meet with the administration. Teachers strengthen instruction for students on Fridays by re-scheduling to teach to their specialisms and this strengthens instruction.

Students have very positive things to say regarding their teachers' interest in their welfare and education and identify adults whom they trust. Additionally, students are also enthusiastic about the quality of the lessons and the quality of the programs they receive, particularly in the arts. As a result, they are interested in coming to school. This is further supported by the good systems that the school has for monitoring attendance.

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 communicate their high expectations and support for staff and this results in the very evident shared commitment to student development. New teachers demonstrate good potential and a willingness to learn as a result of the school's focused appointment methods. New and experienced teachers communicate very effectively with each other and share planning and data as far as is possible.

A priority for the school has been to create a community of reflective learners who generate mutual support and are able to benefit from formal and informal professional development. Teachers share their understanding, skills and knowledge readily through formal meetings and voluntary gatherings, which involve ongoing dialogues about students' progress and pedagogy. They plan and share their data regarding student progress appropriately. However, there is as yet insufficient focus upon developing a deeper understanding of data to inform target setting and differentiated instruction. 'Walkthroughs' and inter-visitation are becoming the established practice and this enables

self and peer evaluation. The school has clear expectations of staff to share key features of regional and other professional development. This, together with the effective use of external consultants, supports new initiatives such as the introduction of the 'School Wide Enrichment Model'.

The principal's commitment towards students' learning, combined with personal warmth, commands the respect of staff, parents and students alike. Communication of expectations is clear and as a result the school functions smoothly with harmony and good humour. The principal is a presence throughout the school and as such has a very good knowledge of each teacher's work and professional needs. She is very well supported in this work by the assistant principal.

The school is very active in setting up and maintaining partnerships with organizations and local politicians to bring very valuable investment into the school. As a result, for example, \$120,000 dollars is available to refurbish the library. Parents feel welcome and are engaged as partners in the school. This is demonstrated by the excellent work they undertake in supporting the after-school activities. The parents association is well integrated into the work of the school and this is a strength.

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 proficient.

School and class data records chart the progress of students appropriately through the year but this data is, as yet, not used sufficiently to track the progress of priorities on the school's Comprehensive Education Plan. As a result, the plan's effectiveness cannot be fully understood or followed. The school recognizes that appropriate analysis of progress data is a prerequisite to inform and define the setting of proactive interim and long-term goals within the Comprehensive Education Plan, but this is not yet established as a practice. Success criteria are insufficiently developed to provide interim judgments of progress. There is therefore a weakness in the school's capability to review its progress statistically within a whole school framework. School leaders monitor data in English language arts and mathematics and to a lesser extent in social studies and science to make generalized judgments and comparisons as to the progress made in classes, grades and the across the school. Grade teams respond appropriately to the data they gather and adjust instructional plans, but specific targets are not set or modified as a result of these discussions. The Comprehensive Education Plan builds effectively on the record card data from the previous year. The principal and cabinet respond to changing situations and the impact of new data, and consequently are able to redirect policy and practices flexibly. The open and democratic styles of working assist this process well.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Carroll School (PS 058)	∅	✓	+
Quality Score		X	

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.	∅	✓	+
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"> • each student, classroom, grade level, 		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"> • ethnic groups, English Language Learners, special education students* 		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"> • all other categories of interest to the school* 		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	
Overall score for Quality Statement 1		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.

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.	∅	✓	+
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
Overall score for Quality Statement 2		X	

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.	∅	✓	+
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
Overall score for Quality Statement 3		X	
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.	∅	✓	+
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
Overall score for Quality Statement 4		X	
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.	∅	✓	+
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	
Overall score for Quality Statement 5		X	