



The New York City Department of Education



Quality Review Report

Annette P Goldman School

Public School 072

**605 Shepherd Avenue
Brooklyn
NY 11208**

Principal: Ronnie Nelson

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Reviewers: Jill Bavin and Tim Boyce

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Part 1: The school context

Information about the school

Annette P Goldman School currently serves 766 students from pre-kindergarten through grade 6. The introduction of grade 6 began this academic year. Black students make up 64% of the total population, with 33% being Hispanic and 3% Asian. There are 60 English language learners, 8%, and a lower than usual percentage of recent arrivals to the USA.

The school offers six self-contained special education classes and five collaborative team teaching classes for its recognized and high population of 125 special education students. However, there are other students in general education classes with special needs who would benefit from similar support.

The previous principal served the school for eight years; the new Principal has only been in the school since September 2006. The school receives Title 1 funding. The school shares a five floor building with a District 75 school.

Part 2: Overview

What the school does well

- The principal has worked hard and successfully to improve the general culture of the school, and behavior is now generally good.
- Teachers know students well and most are doing their best to help them.
- Students find most lessons interesting, and they are motivated to learn.
- Coaches and professional developers are working hard to support the principal and the teachers, and to introduce new programs effectively.
- The school has recently made a good start in gathering and organizing data; it is beginning to analyze it in order to identify trends in performance and progress.
- The school provides well for most of its large number of special education students.
- Classrooms generally provide students with an attractive and stimulating learning environment.
- There are examples of good and very good teaching within the school.
- New curriculum programs are being selected purposefully to help teachers to structure assessment and goal-setting.
- The building is clean and well-maintained.

What the school needs to improve

- Continue to improve student performance throughout the school, by the increased use of data to inform lesson planning.
- Further analyze data to gain a better understanding of the learning needs of groups of students, such as out-of-zone students and higher-performing students.
- Improve communication so that all staff and parents are fully aware of whole-school goals and priorities.
- Continue to develop whole-school planning and collaborative working so that short- and medium-term priorities are identified, and recorded in timeframes with measurable outcomes, so progress towards them can be monitored.
- Build on the good start made in developing the cabinet, so that responsibilities are always clear and more equally shared.
- Establish better links with parents.

Part 3: Main findings

Overall Evaluation

This is an undeveloped school.

While much of the school's work is still undeveloped, this is a school working steadily towards proficiency. The school has made some good steps under the leadership of the new principal and is gradually moving in the right direction because he and the cabinet know what needs to be done. However, not all staff are equally focused upon school improvement, and not all are self-motivated and fully signed up to playing their part in the school's development. Some staff and parents have found the change to a new principal difficult and are resisting change. Nevertheless, teachers and students agree that this year the culture of the school has changed positively, and student behavior has improved, especially as they move around the building.

There are green shoots of development in collaborative working both within the cabinet and at grade level meetings, but this is not yet securely established. Despite a positive start to teachers holding data binders and increasing their understanding of the relevance of data to classroom instruction, there is still much to do to get the school on to a firm footing in its consistent use of data. This, along with various procedures, is at an early stage of development. The next, crucial step is for the principal and cabinet to work together to resolve communication difficulties with those parents and staff who do not understand the school's priorities, and to establish unambiguous action plans that reflect these priorities, and the steps being taken to achieve them.

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 undeveloped.

The collection and use of hard, statistical data in the school is at an early stage. Teachers know their students well and are aware of their progress on a day-to-day basis. As is customary in the City, the school is using the Princeton interim assessment procedures to keep a check on each student's progress in English language arts and mathematics. The implementation of the Reading First program in the early grades has been a success story, from which the school is learning. This program provides regular short-term assessments that keep teachers informed and helps in setting suitably challenging goals. These results indicate clearly that students on the program are making very good progress in their reading skills. This is motivating to both students and teachers. The coordinator for the English language learners keeps a close check on the progress of her students and so can identify apparent inconsistencies and disparities. Coaches are using data to make comparisons between students, classes and grades. These are helpful to teachers in planning how to group students, where to focus teaching and in referring students for additional programs.

Although the administration holds data allowing them to look at the performance of different groups, such as by ethnicity or gender, this analysis has not yet been linked to

specific goals. Informal, 'soft' data, such as teacher observation, indicates that the school is aware that not all higher-performing students are sufficiently challenged. Similarly, the knowledge of this informal 'soft' data means that staff know that test results are affected by the performance of out-of-zone students, who seem to have higher than usual rates of absence. However, this level of analysis of data, taking account of specific groups of students who are of particular interest to the school, has not yet started. In some grades teachers are beginning to share information about what is working well, or not, in their classes and use this information to plan together, but this practice is inconsistent across the grades.

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 undeveloped.

The principal has inherited a Comprehensive Education Plan that has goals drawn on a broad range of data from State tests. He has begun to update this plan but it is not a document that is sufficiently clear and current to drive the progress the school requires. The cabinet knows what needs to be done in broad terms and recognizes that the use of data is embryonic. It is just beginning to work together as a team, and collaborative goal-setting is at a very early stage of development.

This is partly because the requirement for everyone to keep accessible data in a shared format is quite recent and, as a result, there is a lack of experience in using objective measurable data in discussion with colleagues. It is also in part because of divisions within the school community, and a lack of clear and cohesive understanding of the school's priorities, resulting in spasmodic collaborative work. The setting of goals and plans for improving students' performance do not yet drive all members of the school community. This element of the school's work is further undermined by serious weaknesses in communication between some parents and staff and the principal. These factors limit the extent to which the high expectations of some cabinet members can be shared more consistently across the school.

The school provides well for those special education students who are taught an alternative curriculum. There is very skilled and differentiated instruction using the Wilson literacy program, where students' differing goals are set to suit individual needs. A suitably strong emphasis is placed on meeting the mandated requirements of individual education plans and providing additional services for students most in need of help.

There is a culture of classroom and teacher autonomy in the school and little tradition of teachers sharing information about teaching strategies and student progress. Some groups of teachers have embraced the recent opportunity to use scheduled, shared planning time and are beginning to support each other well, to the benefit of their students. However, this is not consistent and is not being monitored with sufficient rigor by the principal and his cabinet, to ensure consistency. Nevertheless, students generally feel well supported and appreciate the extra time that many teachers give to provide them with individual tutoring, tailored specifically to their needs.

Because goal-setting is still in the early stages, students are not always clear about what they are aiming for to improve their achievement, nor is this consistently shared with parents.

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.

A key strength within the curriculum is the Reading First program for early grades. This is highly structured and closely assessed and so keeps teachers focused on individual student learning goals. It is to the principal’s and the cabinet’s credit that they have recognized the value of such programs at this stage in the school’s development. They have, therefore, sensibly focused upon an area of need, i.e. the development of similarly structured programs to further develop goal-setting in some upper grade classes.

Many teachers exceed any stated curriculum policy by planning for links between subjects and also planning relevant, interesting and practical activities whenever possible. These initiatives are not necessarily shared, but do have a positive impact on students. Teachers are being held increasingly to account as the gathering and analysis of data gathers pace. However, teachers do not routinely use objective data to inform their lesson plans and plan for the varying needs of students within their class.

Most students find lessons interesting and are motivated by them. Most students enjoy school more than attendance rates would suggest, and they feel generally safe in school. Students at all grades recognize that more rules this year, and more organized entry and exit of the building, has calmed down behavior and helped them to feel safer. Students, staff and parents have no doubt that attendance rates and punctuality are important to the school. Any student who achieves 100% attendance over a month receives commendation, and teachers, coaches and cabinet are all involved in rigorous procedures seeking to improve attendance rates. In spite of the school’s considerable efforts to reach some families, attendance remains below the City average.

The principal has inherited a budget and staffing situation which gives little room for maneuver, and he has not yet had an opportunity to make any major financial decisions. He does, however, know what money is available for the remainder of the academic year and is able to share with cabinet the prudent possibilities available to the school in the best interest of students. Scheduling decisions are necessarily based primarily on meeting the mandated requirements for the large population of special education students and this involves deploying a large number of paraprofessionals. In addition to this the school’s priority is to appoint sufficient teachers and fill staff vacancies with urgency. The principal has rescheduled to give grade teachers shared planning time, a good move which has not been fully used by all staff and grade levels.

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 undeveloped.

The school has a history of high teacher mobility. This means the school has not been in a position to be rigorously selective when appointing new teachers, although it values the skills and potential of many of the teachers who are relatively new to the profession and the school. Classroom observations provide helpful information for the administration on strengths and weaknesses in teaching and learning across the school. The principal and cabinet have a good understanding of where the strongest teaching lies. Areas for

development are recorded clearly and consistent messages are given about shared school priorities such as displayed subject vocabulary, and its use in lessons. More individual feedback is also given clearly.

There are examples of effective co-teaching in special education classes in the school and clearly in this situation, teachers inevitably learn from each other. Inter-visitation has begun, but has understandably not been a school development priority. Given the lack of collaborative culture and the newness of sharing data in the school, it is unsurprising that teachers are not routinely observing and supporting each other either in the classroom or in meetings to analyze data. Similarly, the newness of using data throughout the school means that the school does not routinely use partnerships with external organizations to enhance academic goals. Because the cabinet has not been in a position to fully analyze data, it has not been in a position to target professional development on specific student goals in a highly focused way. Nevertheless, the principal and the cabinet recognize the value of reaching all staff through training for the new curriculum programs they are currently selecting. Teachers value the support they receive from coaches and professional development coordinators, who have effectively supported teachers in embracing new programs, such as the new mandated mathematics curriculum.

The principal has demonstrated an understanding of the school and its needs. He has successfully helped the school to become more organized and managed more smoothly on a day-to-day basis. He has high visibility around the school and as one student said, 'he's always on point'. Nevertheless, he has not yet won the hearts and minds of all parents and staff. As a result, some do not understand what he wants to do and do not have faith in his abilities.

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 new principal has a broad and well-founded understanding of what he wants for the school. The existing cabinet is newly formed as a functioning group. The current situation reflects the recent past. Structures, procedures, proactive action-planning and collaborative working are not established in the school. Consequently, the school is not currently comparing student progress and using student outcomes systematically to judge its success with identified endeavors. Because there is not a system of short- and medium-term action-planning, neither is it in a position to revise plans in the light of measurable outcomes.

This academic year there have been signs of the right sort of development, with an increased focus on data and its use to drive improvement. There is still no shared vision with a secure underpinning structure of how to achieve it. Teachers are only now being held accountable for their students' progress. Diagnostic assessments of progress are only just beginning and more needs to be done, with some urgency, if they are to form the basis of relevant action plans that will drive school improvement in the near future.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Annette P Goldman School (PS 72)	∅	✓	+
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		