



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Roy H Mann School**

**Intermediate School 078**

**1420 East 68th Street  
Brooklyn  
NY 11234**

**Principal: William Woods**

**Dates of review: October 16 - 18, 2006**

**Reviewer: Martyn Groucutt**

## Content of the report

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well

What the school needs to improve

### **Part 3: Main Findings**

Overall evaluation

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

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

Roy H Mann is a large middle school with over 1300 enrolled students in grades 6 through 8. Of these, 139 are special education students and a further 38 are English language learners whose home language is Spanish. Although all its feeder schools qualify for Title 1 funding this is not received by this school. This is because of difficulties that the school has in getting its parents to return the forms. It is designated as an Impact School because of the number of issues around school safety in the past and the school is using the additional funding that this brings in an inventive way to support the creation of a safer school environment.

Many of the residents of the housing in the immediate vicinity do not send their children to the school. Over 50% of students arrive at school on public transportation. The total student population is 68% Black, with a further 22% White and 9% Hispanic.

The principal has been in his post since summer 2006.

## Part 2: Overview

### What the school does well

- The principal provides clear and focused leadership that is now enabling the school to make rapid progress.
- The school has been transformed in a short period of time into a well-ordered community in which students are able to learn.
- Effective literacy and math coaches provide good professional development for teachers.
- The student support team provides effective support for the most vulnerable and at-risk students.
- Good links with outside organizations have been developed which have enhanced the curriculum in and have extended opportunities for students beyond the formal curriculum.
- Parents are seen as partners, reflected in the good support for developing the effectiveness of the senior leadership team and the parent teacher association.
- School leaders demonstrate growing awareness of the school's strengths and areas for development
- There is a developing teamwork among all who work at the school.
- There has been a positive response to being designated as an Impact school, with funding used well to improve the safety of students.

### What the school needs to improve

- Maintain more effective data on every student, including information on each one's progress and achievement that can be used in setting clear targets.
- Continue the growth of the cabinet into becoming a whole school body and away from its focus on individual grades.
- Provide professional development for teachers to enable them to introduce differentiation into more of their teaching.
- Make greater use of technology to support teaching and learning across the curriculum and to match work to the different abilities of students in the same class.
- Ensure that quality of teaching is more consistent and that planning supports students in meeting clear goals.
- Develop the accountability of teachers so that they have clear and measurable objectives for student achievement for the year ahead.

## Part 3: Main findings

### Overall Evaluation

**This is an undeveloped school, with proficient aspects.**

In the very short time that the current principal has been in his position he has brought about a transformation in the school. From being a place where disorder was the norm, he has created a learning environment in which teachers are able to do their job and students can learn. Students say that they feel safe at the school and enjoy attending. Teachers are committed to driving up standards of education. The head of the custodial service said that, prior to the arrival of the current principal, his staff were replacing around ten broken windows a day and there was a constant need to clean up graffiti. Both of these problems have now been largely eradicated and the building displays positive examples of students' work on bulletin boards, as well as other posters and pieces of artwork to create a bright and inviting atmosphere.

This reflects the tremendous change that has come about - and the effort of administrators, teachers and all staff of the school to support the principal in bringing this about is to everyone's credit. The school is now faced with the challenge of making further progress through the more effective use of data in order to drive individual and group instruction. It is well placed to do this.

### 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.**

Information and data on special education students and those students most at risk are used effectively. This is well illustrated in the way that student support teams use information to support their discussions of students in need of additional help. However, the school has not developed the use of data for the majority of students who do not fall into either of these categories. There is little information on the performance and progress of specific groups of students, such as different ethnic groups.

At the moment there is too great a concentration on the different grades in the school, which does not encourage a whole school approach to the analysis of information. This means that the opportunities for comparisons against similar schools, or between students, classrooms, grades or different classes are limited and lacking in sophistication. As a consequence, there is a lack of differentiation in teaching, since teachers do not have a clear understanding of the specific needs of the individuals that they teach. The use of technology across the curriculum is undeveloped, and this would provide an additional tool for developing teachers' ability to provide the right level of challenge for students of different abilities in the same class.

This failure to apply data consistently across the whole school is the main reason why the school is not being deemed to be proficient in its overall capacity. The school's self-evaluation acknowledges this important area for development. The principal has a clear

understanding of what is needed, but he has been in the school for such a short time that he has not had enough time to bring about fundamental changes in practice.

**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 weakness in the use of data to analyze the needs of individuals and different groups within the school limits the opportunities to set clear and measurable targets and goals, both for individuals and for groups. Grade teams meet regularly and are effective in discussing whole group performance, taking steps to bring about changes in instruction in the light of their analysis. What is not developed to a sufficient extent is the ability to use data in a more sophisticated way that would enable teachers to look at how they can address individual needs in the classes that they teach.

There is also a need to adopt a system less focused on individual grades to facilitate a more school-wide approach to data. The organization in grade teams does provide an effective organizational focus and enables each of the assistant principals to adopt a clear management responsibility for their individual grade. They also get a very good understanding of the needs of their students since they ‘loop’ with them through the school. However, too much information is retained informally rather than being recorded. This cannot be then be used for whole school analysis to enable the cabinet to compare the effectiveness of teaching across subjects. The school has begun to develop the use of portfolios to provide information and examples of individual work for each student as they go through the school as well as evidence of progress over time.

There is a good level of engagement with the students and they say that they feel safe at school and enjoy their lessons. Similarly, the parents speak warmly of the way in which many teachers encourage close contact. The school works hard to engage parents and sees them very much as partners in the education process. This is reflected in the importance of the parental role in the school leadership team and in the parent teacher association.

**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 has emerged from an extended period of instability, which seriously effected students’ learning. This is illustrated by the fact that the school has had five principals over the last six years. Since the recent arrival of the new principal the atmosphere of the school has enabled students to make academic progress. The school makes creative use of the additional funding it receives as an Impact School to develop both safety and learning. For example, it employs a very effective paraprofessional to work with individuals who create difficulties within classes. Instructional resources are also deployed effectively by using experienced and effective teachers to support less experienced colleagues in managing their classes, enabling better learning to take place and developing greater consistency in behavior management. Some students remain very challenging and the

school is effective in managing their behavior, so that even they are able to learn and show progress.

However, the quality of teaching is not consistent enough. Most teachers have yet to develop sufficient knowledge and understanding of the needs of individual students in order to be able to differentiate instruction. The school has identified the need to move away from whole class instruction and to improve planning to take account of individual needs through the effective use of data.

The limited use of technology in teaching across the curriculum reduces opportunities to support students who are struggling to understand concepts, while at the same time failing to provide opportunities for extension work for those who make rapid progress.

Good use is made of external groups to support the curriculum. Outside organizations make a positive impact in areas such as drama and dance, and students respond positively to these experiences. Similarly, outside organizations, such as the Bergen Beach Youth Organization, provide a range of activities outside the classroom, such as sporting activities.

**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's leadership is very good and he is supported well by his administrative colleagues and the majority of teachers, who appreciate the changes that he has brought about in a short period of time. However, the changes that have already begun to give the work of the cabinet a more strongly focused whole school role have not gone far enough. Similarly, the traditional focus for teachers has been at grade level, with little information on students being studied from a longitudinal perspective as they move through the school.

However, work is underway to strengthen the whole school focus. This has been evident in the way in which the cabinet has used the analysis of the recent mathematics test results to seek to improve student scores through developing more effective methods of instruction across the school. The coaches for mathematics and English language arts are both effective and provide a range of focused professional development opportunities. At present, these are not tied closely enough to annual performance objectives, from the assistant principals through to all the teaching staff. Although a considerable amount of work has already been undertaken, the school has not made the best use of data to identify a specific focus for professional development in order to target the school's collaboratively-established goals. This aspect of the school's work has not been sufficiently formalized and the identification of staff training and development needs and support is not sharp enough to support the coaches well in their work.

The principal and assistant principals observe classroom teaching both formally and informally and have accurate knowledge of individual teachers. The assistant principals have a good understanding of the strengths and areas for development of their teams of teachers, supporting them well. The strongest teachers also support their colleagues effectively, though not all teachers are focused on developing their instruction to fit with the goals for improving instruction that the principal is introducing.

**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 initial task for the principal on taking up his position was the establishment of calm and order in the school so that learning could take place. This has now been achieved very successfully and the school is poised to go forward, having identified the development of ways in which data might be better used to drive forward individual learning as the key priority. However, before much progress in raising standards can be made, teachers must start making more use of data to drive their instruction. A range of data does exist, both formal and informal, but it is not being used in systematic way to support teachers in analyzing individual students' needs. The school has not embarked on a whole school analysis of strengths and areas for development, such as comparisons of the effectiveness of different subject areas or different groups of students that would enable a clearer picture of achievement across the whole school to be developed.

The development of individual portfolios is at an early stage and does not yet provide hard evidence of achievement, nor is the school yet capable of tracking progress from a benchmarked performance on entry to illustrate progress made during each student's time in the school. There is a range of sources of information available from within the school as well as from outside that the school is set to tap into, such as the Grow Report, benchmark tests, running records and individual student conferencing. The school is therefore in a position where it can now move forward and achieve proficiency in its use of data.

## Part 4: School Quality Criteria Summary:

<b>SCHOOL NAME: Roy H. Mann School (IS 078)</b>	∅	✓	+
<b>Quality Score</b>	<b>X</b>		

<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>	<b>X</b>		

\* 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>	<b>X</b>		

<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>	Ø	✓	+
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>	Ø	✓	+
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>	Ø	✓	+
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		