



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**William Butler School**

**Public School 133**

**375 Butler Street  
Brooklyn  
NY 11217**

**Principal: Heather Foster Mann**

**Dates of review: May 01 – 02, 2007**

**Reviewer: Peggy L. Miller**

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## Part 1: The school context

### Information about the school

The William Butler school currently serves 274 children. The largest proportions are Hispanic, 59% and Black, 36%. The remaining 5% are of White and Asian ethnicity. There is a large special education population, approximately 28%. This is a Title 1 school. Public School 133 is a small community school with two classes on each grade from pre-kindergarten through grade 5. One class is a collaborative team teaching class while the other is a general education class. There is one self-contained class on grade 4/5. Currently, 10% of the children are English language learners. Attendance rates are at 90.7% and are lower than those of the City and similar schools. This is a stable school community with strong teacher stability. Many families tend to stay in the neighborhood and quite often teachers are working with the children of former students.

## Part 2: Overview

### What the school does well

- In a short time, the new principal has accurately analyzed and evaluated the needs of the school and used this to set a clear direction for change in the future.
- Parents feel that the school is a warm and welcoming environment and are increasingly involved in working to make positive changes.
- The new principal has a high profile in every part of the building and with every constituency and has gained the trust and respect of all.
- The school runs smoothly and procedures are clear and communicated to all.
- The school schedule allows for common time for planning and professional development and coaches, teachers, principal and support personnel are working collaboratively to lift the level of teaching and learning.
- Students like their school and feel well supported by the help they receive to make good progress.
- The principal is working well with teachers, using the budget to support and expand literacy, science and technology programs to better meet the needs of students.
- Intervention programs are being provided for children at risk of failure, including an after school program, to raise student performance.
- The school provides a calm nurturing environment, where teachers respect each other and care deeply about the children.

### What the school needs to improve

- Develop strategies to improve attendance and incorporate these into the school's attendance plan.
- Work collaboratively on putting together comprehensive action plans to guide the instructional program, with clear and measurable goals that are monitored and revised regularly.
- Continue to develop a more rigorous process for gathering and analyzing data in order to set goals and measurable objectives for each child.
- Continue to strengthen the impact of professional development for staff and align it to the school's key areas for improvement.
- Continue to engage parents more fully in the life of the school.
- Continue to increase accountability to ensure that all classrooms meet high standards and that children are actively engaged at their correct level of challenge.

## Part 3: Main findings

### Overall Evaluation

**This is an undeveloped school with proficient features.**

Parents find the school to be a warm and welcoming environment and students feel comfortable and well-supported by staff. Teachers are friendly and collegial and want very much to see children do well. They generally know their children well through observation and individual conferences and tests, but there is insufficient consistency in the use of data when planning work for individuals and groups of students.

One challenge for the school is to establish agreed ways of analyzing the wide range of data it collects and turning that into short, medium and long-term plans for instruction. Many teachers are not sufficiently able to make the link between assessment data and then plan for differentiated instruction and learning for each child. As a result, clear goals and measurable objectives are not yet established for each child and for the school as a whole, which limits the ability of the staff to monitor and revise programs effectively.

The current principal took up her position in February 2007. She is working collaboratively with all constituencies at Public School 133, analyzing and evaluating the needs of the school, planning for positive change. She already knows the school well and has correctly identified the key priorities for improvement.

### 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 collects a wide range of data from State and City tests to gain a secure understanding of what students know and are able to do. In addition, it uses data from Princeton Review interim assessments and the Grow Report. It further supplements this data with teacher made tests, practice tests, running records and Diagnostic Reading Assessments to determine children's level of progress. Running records and Diagnostic Reading Assessments are done regularly through the year, to determine children's improvement.

Teachers maintain records of their students' work, which were recently put into single binders for each class. The binders vary in their quality and do not yet provide a solid basis for student improvement. Children's work is collected in portfolios. These portfolios also vary widely. Some teachers have recognized that it would be helpful to be more rigorous in compiling the children's work so it would be more useful to the next teacher.

The school uses its data, State and City tests and school generated data, to look carefully at the progress of children at risk of failure. It also uses the individualized education program data from its large special education population. This data is used appropriately to provide intervention programs for these children both during and after the school day.

The school does have the subgroup analysis provided by New York State and the new principal has evaluated its implications. The school looks carefully at its special education population, but does not collect and analyze subgroup data for ethnicity and gender across the school. There is no evidence of detailed and strategic comparison of school performance among students, classrooms, and subject areas.

The new principal has a very good understanding of the value of data and its importance in improving student performance and progress. Further professional development around data collection and its use is planned. In addition, teachers are eager to deepen their knowledge of data.

**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 use of available data to inform instruction is not fully embedded into the planning process. Teachers use day-to-day observations to inform instruction and have access to interim assessments and teacher made assessments which are used with varying degrees of consistency. This does not always result in the setting of sufficiently demanding or measurable goals and objectives for the students.

There is clearly a spirit of collaboration in the school. Teachers routinely meet with coaches to plan units of work for their grade. At June planning meetings, teachers met to modify the curriculum for the coming year to better meet the needs of the grade. However, there is not a focus on planning and setting goals for each student in each academic area. The school does not have a current Comprehensive Education Plan. The principal is actively establishing collaborative mechanisms for the involvement of the school community in the production of next year’s plan.

Appropriate attention is given to improving the performance and progress of students in greatest need of improvement. There is an intervention team who work closely with these students and know them well. However, the school’s systems lack the rigor necessary to ensure that timely communication between all parties and transfer of information over time result in earlier and more effective interventions.

It is evident to students and parents that teachers care deeply for children and have high aspirations for each individual. However, specific, challenging goals with measurable objectives are not set for each student, then monitored and revised consistently. Such goals are not shared with parents and their children to convey specific, high expectations for each student in all academic areas. The principal is aware that using data rigorously to set high goals for student progress is essential for school improvement and has begun to work with staff and community towards that end.

**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 provides the mandatory curriculum using the core curriculum materials. Assessments, formal and informal, are used by teachers to gather data about student progress. Differentiation of instruction based on the needs revealed by student data is variable. Teachers do not gather and use individual student data consistently to ensure that each child is challenged to their level of need. Increased accountability is starting to ensure that all classrooms meet high standards and instruction is differentiated for each child based on student data. There is not a focused schoolwide plan to improve each student and groups of students' outcomes.

The scheduling of time has provided grade level teams with good opportunities to plan collaboratively. The principal and coaches work well with the teachers to plan for effective instruction. The principal is working with teachers, using the budget well to support and expand programs in literacy, science and technology to better meet the needs of students. She is looking closely at staffing to ensure that decisions for the coming year reflect the goal of improving student outcomes.

Students like and respect their teachers and feel they can talk to them and ask for assistance. Engagement of students in the classrooms however is inconsistent, with some classes having children quite motivated and working well and others having children unfocused and not fully engaged. Student data is not gathered with sufficient care and used effectively to ensure that all students are not only engaged, but engaged at their correct level of challenge.

The attendance rate at this school is in need of improvement. Long term absence does get followed through by the parent coordinator, but there is no comprehensive attendance plan in place.

**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 new principal has high expectations for student performance and progress and is making staffing decisions based on a commitment to analyze and use data to better meet the needs of the students.

In a short time, the principal has accurately analyzed and evaluated the needs of the school and used this to set a clear direction for change. Through frequent observation of teaching and learning in each classroom, the principal has a clear understanding of the school's strengths and weaknesses and has a plan for improving the quality of instruction in each classroom, with the goal of improving student outcomes. Teachers do meet with their grade, but intervisitation within the school for teachers to observe their colleagues with the goal of improving student outcomes is not widespread.

Professional development has been afforded a high priority in the school and will be increasingly used to address the school's key areas for improvement, including gathering

and using data to ensure that each student is provided with instruction at his or her correct level of challenge. More effective collaborative work, with the good support of the coaches and principal, is supporting staff as they become more reflective about their practice.

The school works to provide support services for all students. Partnerships with outside agencies are expanding to bring additional support in all areas. The school runs smoothly and is a calm and nurturing environment for the students. The new principal has a high profile in the school and with all members of the school community. She has quickly gained the respect and trust of all and clearly has the capacity to effect change.

**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 does not have a current Comprehensive Education Plan. The principal is working collaboratively with members of the school leadership team to create a plan that will provide clear direction for the coming year.

Diagnostic and interim assessments are used by teachers with their classes. However, there is no consistent schoolwide system in place to use this data to ensure that clear goals and measurable objectives are set for each student, and then monitored and revised regularly.

There is no formal comparison of student progress within and across classrooms and schools that is used specifically to effect change.

The school planning process is not as yet sufficiently systematic to take the range of data currently available and translate that into challenging school goals. Therefore, although assessment data is present and influences some planning, it is not institutionalized as part of the school planning process.

## Part 4: School Quality Criteria Summary

SCHOOL NAME: William Butler School (PS 133)	∅	✓	+
<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>		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>	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		