



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



# **Quality Review Report**

**William H Carr School**

**Junior High School 194**

**17th Avenue  
Queens  
NY 11357**

**Principal: Anne Marie Iannizzi**

**Dates of review: November 28 - 29, 2006**

**Reviewer: Helenmary Stark**

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## Part 1: The school context

### Information about the school

The school has 837 students enrolled from grades 7 through 9. The school is organized in three 'teams' or 'neighborhoods', one per floor of mixed grades to enable smoother organization, common time for teams to meet and quicker transition of students between classes. The school will be restructured from September 2007 to add grade 6 and remove grade 9.

The student population includes 5.4% special education students and 6% English language learners. Forty seven percent of students are White, 27% are Asian, 23% are Hispanic and 2% are Black. The school is not Title 1 eligible.

Attendance is 93.7% which is above the average for schools City-wide but slightly below that of similar schools.

The school prides itself on its attention to the visual and performing arts, offering enrichment classes for students as part of the extended day activities. The collaboration with Queen's College, which enables students attending a masters program in education to observe in the school, has benefited both the college and the school.

## Part 2: Overview

### What the school does well

- The principal is a dynamic and well-respected leader who has already been effective in initiating positive changes to the culture of the school.
- The principal and her instructional team have developed a clear vision for the school as a learning community.
- The administration has developed clear strategies and maintains a high profile to ensure good discipline and attendance.
- There are positive relationships with parents who hold the school in high regard and feel their children are appropriately challenged and supported.
- The staff work as a cohesive team with a clear focus on developing teaching strategies that ensure student progress.
- Data is collected and analyzed regularly to monitor student progress and inform planning and teaching.
- Professional development is focused on analyzing data and developing instructional strategies to enhance student progress and achievement.
- The curriculum is regularly reviewed and updated to meet student needs and desired outcomes.
- Students enjoy their school, feeling respected and well cared for.
- The focus on visual and performing arts is a key feature in enriching the student's school experience.

### What the school needs to improve

- Develop the Comprehensive Education Plan by including interim goals that clearly link school goals to student targets and instructional aims.
- Use data to develop more specific achievement targets for English language arts and mathematics with interim goals so that progress can be checked regularly and timely adjustments made to instruction and the curriculum to accelerate progress.
- Extend the practice of teachers making effective use of data to plan differentiated activities to meet the needs of students of different abilities in the same class.

## Part 3: Main findings

### Overall Evaluation

#### **This is a well-developed school.**

The principal has had a strong influence on the school's culture. She is the driving force behind the students' improved achievement and the school's increasingly well-regarded position within the local community. She has built up an effective instructional team of three assistant principals and two coaches who work collaboratively. The whole staff team works well together. Members of staff consider that they are both supported in their work and appropriately challenged to develop further.

Parents and the local community work effectively with the school to realize its ambitions for students. There is a strong sense of mutual respect, shared by staff, pupils and students. The key area for development is to link the Comprehensive Education Plan more specifically with pupil targets and interim goals. Current priorities are being enthusiastically addressed by the staff.

Professional development is key to the school's success. The coaches regularly work with individuals and groups of staff, focusing on the development of effective teaching strategies to engage students and accelerate their progress. Data analysis is used to group students, plan the curriculum and inform instructional programs. Special education students and English language learners, are well supported. The school acknowledges that teachers do not always make the best use of data to differentiate learning within the classroom. The principal recognizes that students could perform even better, particularly in mathematics and science and all staff are committed to raising achievement..

The strong visual and performing arts element of the curriculum and extended day is highly valued by the students who enjoy the annual musical productions and opportunities to play in the orchestra or jazz band.

### 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 well developed.**

The school collects a wide range of data that enables it to monitor student outcomes for a variety of purposes. The principal uses standardized data to track trends over time and to compare the performance of her school with those in similar contexts. Her recent analysis for 2006 shows favorable comparisons with local schools, particularly in English language arts, but a dip in achievement for grade 8 students in mathematics. Data from City tests is added to the school database, translated into graphs in order for the analysis to be shared with staff.

The principal carefully monitors specific interest groups within the school, including those relating to gender and ethnicity. Last year this was focused on raising boys' achievement. The progress of the small numbers of English language learners and special needs students is also closely monitored.

Teachers and coaches keep a regular check on the progress of individual students across all content areas. Teacher assessment notebooks are kept up to date and regularly monitored. The literacy coach has started to use the Princeton Review to track progress and to analyze student performance in different areas. The mathematics coach is in the early stages of the same process. This additional information is shared with all teachers so that everyone has a clear understanding of how the students are achieving across the school, grades and classes. The completion of assignments and homework are monitored using an agenda book. Recent professional development usefully focused on sharing portfolios of the same student's work across subjects to compare performance in different subjects and with different teachers.

**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 overall with well-developed areas.**

The administrators use data from standardized tests and individual education plans, as well as teachers' professional judgment, to group students and also to assign them to extended day classes where appropriate. Level 2 students are now targeted for additional instruction in English language arts and mathematics. Plans for improving pupil performance are shared with all staff and currently focus on teaching methodology. There is an expectation that the majority of students will achieve at least level 3, but specific targets are not set for students in these content areas.

Data from teacher assessment and teacher's wider knowledge of their students are used by teams of teachers to analyze the progress of all students. This information is discussed regularly in order to update teaching strategies and interventions throughout the year. Rubrics are used to measure what a student has learnt and to monitor their progress. These are incorporated into classroom display boards where teachers level student work clearly so that judgments can be seen and understood. Currently rubrics do not explicitly link to grade levels.

The strong team of support personnel effectively targets all students identified through classroom monitoring systems as being at risk and appropriate intervention is planned. Special education students have tailored programs that are regularly reviewed and discussed with parents. English language learners have additional literacy classes and their progress is closely monitored. Extended day classes support students who need more help to meet the standard and many teachers regularly support their students individually. Students of higher ability benefit from enrichment activities.

Students and their parents or caregivers are aware of the school's high expectations. Meetings for parents explain testing and assessment expectations and further information is available on the school website. Written report cards and regular meetings ensure that parents are aware of their child's progress.

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

**This area of the school's work is well developed.**

Curriculum maps and pacing calendars are developed by teams of teachers and updated regularly to ensure that they align with the mandated curriculum, and support the school's goals. In particular, the mathematics program and resources have been reviewed in the light of a decrease in achievement last year. Test prep classes are offered after school and on Saturdays. Portfolios of work are used to monitor student progress in all content areas.

Teachers are demonstrably accountable for student progress. They attend monthly department conferences that focus on instruction. Formative assessment is increasingly used by teachers to plan differentiated work; although this practice is not yet fully consistent throughout the school. There is an intention to build in more structured team time, although teachers confer informally on a daily basis.

Budgeting decisions link to the priorities identified through data analysis. Recently the library has focused on the needs and interests of boys, and books that will support English language arts through social sciences. Staffing decisions have led to the development of a strong team focused on raising student achievement. Decisions about scheduling, class groupings, allocations of teachers, with roles and responsibilities are clearly driven by focus on improving student outcomes.

Lesson observations and discussions with students show that they are engaged in lessons and motivated to learn. Students are confident and willing to share their work and ideas. There is an increasing use of accountable talk, and many teachers take the opportunity to work with focus groups once the class is working on an independent task. Students trust and respect the staff and feel supported both academically and personally. The recent decision to have only one dean instead of two reflects the good behavior that is evident throughout the school. Attendance is monitored rigorously and students and their parents are aware of the expectations regarding prompt arrival for classes.

The enthusiasm and skill of the visual and performing arts teachers has resulted in rich displays of student work throughout the school, and musical performances that inspire the school community.

**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 well developed.**

The principal recognizes the need for effective team working and has made careful choices when appointing new staff. The diverse strengths of the team complement each other and the quality of instruction has improved.

Professional development has included a focus on instructional methods, using and analyzing of data and assessing levels of work in student portfolios. Coaches support planning, model teaching strategies and provide individual support where appropriate. Instructional methods highlighted for use by teachers are monitored regularly by the administration. Teachers who are performing less well are provided with additional guidance. Teachers are positive about the combination of support and challenge provided.

The instructional team walks through classes on a daily basis. The administrators regularly observe lessons and written and verbal feedback is always given. Team teaching combinations are successful. The administration is currently reviewing peer observations to ensure that teachers derive maximum benefit from visiting each other's classes.

Planning and evaluation occurs within teams and across the school. Information is shared and the impact is evaluated. However, this information is not always used to set clearly focused and articulated goals.

Staff, students and parents show their respect for the principal and acknowledge the impact that she has had on improving the school. The school is well organized and runs efficiently. Procedures and expectations are clearly articulated and adhered to by staff and students. The school works effectively with the Beacon Center that shares the building. There are effective partnerships with services for speech, hearing, vision and counseling. The services for 'at risk' students effectively complement the school's programs. All interventions and support are monitored closely to ensure their effectiveness.

**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.**

The Comprehensive Education Plan is developed from analysis of statistical data, lesson observations and professional development needs, and is reviewed annually. Currently it does not contain interim goals and does not link specifically to student targets. At individual student level, teachers plan, both individually and with colleagues, to ensure that the needs of all their students are met. Plans are flexible and revised in the light of regular review and evaluation. Interventions and individual student support programs are regularly monitored and evaluated. The recent portfolio review of student progress has led to the identification of focused areas for improvement.

The coaches regularly analyze student progress data and then work with teachers to address emerging issues. Subsequent observations relate to agreed changes in practice, although specific goals are not always consistently articulated. The instructional team meets weekly to discuss progress in the light of school goals and to plan future actions. For example, the review of the school structure resulted in the establishment of the three communities and has created close collaboration between the teams. This has led to an improved culture within the school, reflected by the students who are eager to attend and learn.

The high expectation for continuous improvement within the school mean that there is common desire for staff to learn from one another for the benefit and development of all the students.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: William H Carr [JHS 194]</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>			<b>X</b>
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>			<b>X</b>
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>			<b>X</b>
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.			<b>X</b>
<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.		<b>X</b>	
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.		<b>X</b>	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			<b>X</b>
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.			<b>X</b>
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.		<b>X</b>	
<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>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.			X
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.			X
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>			X
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.			X
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.			X
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.			X
<b>Overall score for Quality Statement 4</b>			X
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.			X
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
<b>Overall score for Quality Statement 5</b>		X	