



The New York City Department of Education



Quality Review Report

Dr Richard R Green School

Elementary–Middle School 183

2-45 Beach 79 Street

Queens

NY 11693

Principal: Renee Peart

Dates of review: February 4 - 5, 2008

Lead Reviewer: Richard Woolf

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

Progress made since the last review

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

Dr Richard R Green is an elementary-middle school with 664 students from pre-kindergarten through grade 8. The school population comprises 66.4% Black, 22.4% Hispanic, 4.2% White, and 4.5% Asian students. The student body includes 4.5% English language learners and 14.3% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2006-2007 was 90.4%. The school is in receipt of Title 1 funding with 93% eligibility.

Part 2: Overview

What the school does well

- The school is very well lead by an enthusiastic, instructionally orientated and dedicated principal.
- The principal has the support of her assistant principals and entire staff who collaborate very effectively to enhance student learning.
- The use of data to inform instruction is a strength of the school's work.
- The school's overall goals are clearly focused on raising student achievement.
- The school has a broad and engaging curriculum that challenges every student.
- The professional development program improves instruction by meeting individual teacher needs.
- The school is proactive and successful in the monitoring and revision of goals to accelerate student learning.
- The classrooms and hallways are vibrant places conducive to student learning.
- The parents are extremely supportive of the school and welcome the partnerships they have with teachers.
- The students enjoy school and benefit from the challenges given to them to improve their life opportunities.

What the school needs to improve

- Ensure more individually challenging goals are set for students in the Astre program to further accelerate progress.
- Devise a planned program of school wide intervisitation to enable teachers to benefit further from the sharing of good practice.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

The principal's effective leadership ensures student performance is continually rising. Staff, students and parents acknowledge her contributions in moving the school forward and establishing a safe and secure learning environment. The work of the school clearly focuses on instruction as the key motivator for raising student achievement.

Data systems are securely in place providing staff with the information they require to meet the learning needs of their students. Whole-school and individual student goal setting is a significant strength of the school as is action planning and the use of benchmark data. The school is part of a citywide Astre program, which aims to meet the needs of higher performing students. The principal recognizes the effectiveness of the program but is now considering how further to challenge students in these groups. The school has a broad and engaging curriculum that includes a very good arts program. This challenges students to meet their learning goals and improve their overall progress. A professional development program targeted on both the teachers' individual needs and those of the whole school has a positive impact on instruction. The schedules of the school allow teachers to meet and plan together on a regular basis. This supports the notion of a school that works collaboratively for the good of their students. The school does not yet have a planned program of intervisitation enabling all teachers to benefit from the examples of very good learning occurring throughout the building. The parents are fully supportive of the staff and the partnership they have with teachers in raising student achievement.

Since the last Quality Review, good progress is taking place in all areas for improvement. This includes the provision of programs successfully to engage Black boys more in their education, increase opportunities for special education students by the structuring of new programs and action planning. The work of the inquiry is underway with identification and focus on a specific student group. As a result of specific interventions the inquiry team meets regularly to monitor the focus group's progress.

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 the student's progress over time.

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

Prolific use of data to improve overall school and student performance is a real strength. The staff draws upon a vast bank of quantitative and qualitative data that comes from in-

house and standardized tests. Following detailed analysis of reliable data gathered from a number of sources, teachers form flexible learning groups, which successfully address individual learning needs throughout the year. The school provides effective training and support in the use of data to plan the curriculum and instruction which has enabled staff to feel confident in making decisions.

Special education students and English language learners benefit greatly from the school's detailed analysis of data. As a result, they make significant progress. Similarly, research into ethnic and gender data shows how black boys made less progress than other groups. The school's response has been to provide new programs targeted at their specific needs. Predictive tests are showing real improvements in their core subjects. The principal is exceptionally adept in data analysis. It is by the continuous comparing of cohort data and challenging teachers to use the data to improve their instruction that has enabled the principal to raise performance over the last four years. An increasing number of other schools with similar populations seek advice from the principal and her staff on how to improve their own schools through better data usage.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

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

The Comprehensive Education Plan is a focal point of the entire school's goal setting process. By its regular updating, this document serves to meet the school's changing needs. The school has specific long-term and short-term goals. These goals emerge through a collaborative process involving faculty and parents. This ensures everyone feels part of a school-wide approach to demonstrate improvement. Each goal is time-framed with a measurable percentage increase attached to challenge teacher and student improvement. All staff have copies of the sections relevant to their teaching as reminders of their contribution to whole school improvement. This is proving to be an invaluable tool in raising overall performance as it forms part of the regular conferences by which the administration hold staff accountable for student progress.

Overall improvement in the performance of special education students and English language learners continues to rise. This is attributable to the process these groups undertake with their teachers to set very detailed and specific goals to improve their achievement levels. Every student in the school receives individual improvement goals. Students articulate their goals at length and how much progress they are making in achieving them. This is a strong inspiring factor. Students write their own goals for each semester in conjunction with their teachers. These are personal as well as academic goals and are proving motivational. The sharing of data with students allows them to have a clear understanding of their progress. The principal acknowledges the need to build upon this by setting targets that are even more challenging for the higher performing students in the Astre programs and to raise expectations still higher.

Parents are aware of the school's goals and the part their own children's goals play in improving school performance. The principal uses many channels of communication to engage parents in the life of the school and as a result, they feel part of the achievement process. Attendance at parent teacher conferences has risen dramatically with parents becoming more able to understand exactly what the school expects of their children in academic terms. The use of computers to visually display student progress to parents has greatly enhanced their understanding and subsequent involvement in the learning

process. This includes a number of programs helping parents continue their own personal education and at the same time better enable them to assist their children.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school’s work is well developed.

The school supplements the mandated curriculum by the selection of additional resources that best meet the needs of their students. The adoption of the Reading First program in the lower grade levels with its built in assessments and benchmark data enables progress in literacy in these grades to be significant. The selection of the Core Knowledge program in grade 5 is proving beneficial to students as it supports an integrated approach to learning. Students in the upper grade level Astre program benefit from taking an advanced Regents program in math. A balanced curriculum provides the students with opportunities to experience a number of different subjects, which enriches and broadens the education they receive during their time at school. A very good arts program including ballroom dancing complements this further. Excellent tutoring and enrichment programs both before and after school are helping to improve academic and social outcomes for students. One student stated, “The after school program enables us to have less time exposed to the culture of the street and keeps us out of trouble.”

There is vibrancy within the classrooms, which is very conducive to the learning process. Examples of student work adorn the walls. It is up to date, assessed against rubrics with teacher comments showing students how to improve their work. Class groupings are flexible and clearly aligned to data outcomes. Teacher understanding of differentiation is very good in meeting most students needs well, although there is still more scope to challenge Astre students further.

The principal’s careful analysis of data enables her to plan her budget strategically. Good use is made of purchasing resources to meet student need. The principal hires staff according to the needs of the students. The acquisition of an additional assistant principal and counselor supports this philosophy. Staff and students work well together and there is mutual respect on both sides. Much of this results from the inclusion of the Spirituality for Kids program into the curriculum. This program promotes students to ask questions such as, “Is this the right choice? What are the consequences of my actions?” Students feel at ease with their teachers as people they can turn for help and guidance. The school acknowledges the importance of full attendance for students. They work hard to ensure this happens and their target goal for this year is clearly achievable.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.

This area of the school’s work is well developed.

The administration conducts formal observations. However, more important is the number of informal observations and snapshots that occur on a daily basis. Teachers welcome the immediate feedback they receive from such administrator visits as these serve to improve the quality of their instruction. The collection of data from these observations informs the professional development program. The outcomes provide staff with

programs that meet their individual requirements and enhance their teaching. Professional development is successfully targeted on individual and whole school needs.

The staff meets at grade level and in subject teams on a rolling program. These are forum where teachers benefit from the exchange of best practice and reflect on the effectiveness of data. The administration and coaches are also part of these teams and this form of direct contact with staff is beneficial in aiding communication. The principal acknowledges the need to schedule more opportunities for staff to participate in a planned program of formal intervisitations, as a way of sharing the very best practice. New staff receive excellent support from a wide circle of personnel who successfully make them feel welcome and part of a learning environment that aims to promote learning. The school reaches out to the community and is grateful for the ever-growing number of organizations willing to support the school in the delivery of its goals.

The school's support services team of deans, social workers and counselors provide students with much help and guidance on issues of a non-academic nature. Incidents of poor behavior are minimal because of this team's approach. This helps teachers deal more effectively with academic matters. The student council allows students to have a "voice". They greatly appreciate this as recognition of their maturity.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

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

A significant feature of the school's work is its ability to monitor and revise goals. The principal is able to demonstrate exactly how the school is progressing in meeting whole school goals, teacher goals and individual students' targets. Parents appreciate the detailed data they receive at the monthly senior leadership team meetings and the active part they play in ensuring the school meets its goals.

Individual student monitoring of targets is of the highest level. Staff effectively track the progress of each student using individual targets incorporated in student action plans. Formulation of this comes from actual and predicative test data on the Acuity system. The administration meets with teachers every six weeks to ascertain how their instruction helps every student progress in their class. Teachers are held accountable for the progress of each student. Each grade level undergoes rigorous interim testing to ensure the achievement of benchmark goals as a means of maintaining overall yearly progress. The production of interim data is a powerful tool in the school's ability to track progress. Even the youngest students are aware of their goals. They visually chart their progress through the display of the "little man" on their teacher's palm top computers. Due to the effectiveness of the systems in place, the school can immediately respond to changes that may occur during the year in reaching its goals.

The school is a reflective institution and as such undertakes an in-depth analysis of all previous plans before embarking on new ones. This enables them to build on those aspects of school that prove to be successful and to change those aspects that are the least effective. The principal's only vision is that of continuous improvement in relation to whole school and individual staff and student progress. For this she has the respect of the whole school including parents.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Dr Richard R Green	Δ	➤	✓	+	◇
Quality Score				X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?			X		
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?			X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped