



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

The Richard R Green School of Teaching

High School 580

**421 East 88 Street
Manhattan
NY 10128**

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Part 1: The school context

Information about the school

The Richard R. Green School of Teaching is a high school with 622 students from grade 9 through grade 12. The school population comprises 36.2% Black, 53.73% Hispanic, 3.08% White, and 3.73% Asian students. The student body includes 2.9% English language learners and 15.4% special education students. Boys account for almost 32% of the students enrolled and girls account for just over 68%. The average attendance rate for the school year 2006-2007 was 84.5%. The school is in receipt of Title 1 funding with 70% eligibility.

The original designation of the school was for students wishing to go into teaching, but it has now expanded into a high school. The specialism has dictated, for the most part, the non-mandated curriculum.

Part 2: Overview

What the school does well

- The principal and her administration have a shared determination to achieve the very best for their students.
- The school makes effective use of data to understand performance and progress across the school especially in its goal setting for specific groups
- The school has put in place a range of effective strategies for those students needing academic intervention.
- The grade 9 initiatives provide a firm foundation for students' academic and personal development.
- The recently introduced AVID program is proving successful in raising achievement and students becoming more proactive in their learning.
- The administration, faculty, students and parents have high expectations of themselves and of each other.
- The small size of the school facilitates a warm, friendly, disciplined and safe atmosphere with high levels of mutual trust and respect throughout.
- The majority of teachers are conscientious in their efforts to ensure instruction is interesting, motivating, challenging and inclusive.
- Rigorous and consistently applied procedures have led to improvements in attendance and punctuality.
- Well-planned and differentiated professional development meets the needs of the school and individuals.

What the school needs to improve

- Improve teachers' understanding of the progress and performance of ethnic and gender groups by further analysis of the data.
- Develop coherent systems of identifying short-term measurable goals for individual or small groups of students to facilitate differentiation of instruction.
- Embed best practice by developing systems for regular intervisitation and evaluation across the school.
- Create opportunities for students to be involved in decisions about the broader curriculum.
- Include as many staff as possible in decision-making and monitoring procedures to ensure the whole community owns the vision of the school.
- Persevere with efforts to involve more parents in their children's education.

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 proficient.

The principal and her administration have a shared determination to achieve the very best for their students and they are working hard to develop systems across the school to facilitate this. Effective use is made of external data, disaggregated in a variety of ways, to gain a clearer picture of students' performance and progress. The school is making improvements in the collection and use of internal data. It has a range of successful intervention systems to support students in greatest need of improvement and is now working on specific strategies for students in the middle range of achievement. The inquiry team meets regularly with a focus on a middle range of students in grade 9.

The small size of the school has engendered a warm and caring atmosphere and there are high levels of mutual trust and respect. Staff work collaboratively, with well-planned and organized professional development, which backs up frequent lesson observations from the administration. However, the school is seeking further ways of involving more staff in decision-making, particularly in the areas of differentiation in the classroom and goal setting with all students, to accelerate the rate of change. Although the school works closely with parents wherever possible, it is persevering with its efforts to involve more. Improvements since the last Quality Review include increased understanding and use of formal data, deeper understanding and use of differentiation in classes and measures to improve attendance and punctuality in lessons.

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.

The administration and faculty routinely use external data to understand the progress and performance of students across the school, especially at the end of each of the six annual reporting periods. The school examines longitudinal and latitudinal data broken down into cohorts, subjects, grades, classes and individuals over several years. It pays particular attention to those students with scores below 75. The school has initiated effective credit recovery and academic intervention programs for those students.

The school has comparatively few English language learners and most of them are at an intermediate or advanced level. It records the native language of those students. English language learners have intensive tuition with a specialist teacher in addition to their core program. All special education students are included in collaborative team

teaching classes and the school regularly compares data with their individual education plans. At present, there is no formal breakdown of data by ethnicity, other than for English language learners, or by gender, although the administration has noticed a gender bias towards males in the lower third of performance. The school has plans for disaggregating data in these areas.

The school is in an informal group of schools of similar size and make up, whose principals meet regularly and these schools regularly compare their external data. Internal data is not used as systematically as external, as some staff lack the confidence or experience to produce it. However, the appointment of a member of staff as a data officer is helping to raise usage across the school. In English language arts, teachers use charts broken down into students' individual scores, attendance, strand analysis, interventions and any other information deemed relevant. The administration is prioritizing data collection and use in its professional development plan this year and is introducing specially designed charts to ease the use of all data.

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 proficient

The administration is working hard to build a culture of collaboration across the school. The three assistant principals work very closely together. Either an assistant principal or the principal, according to their subject specialism, lead all teaching staff. There are three large collaborative groups, as one assistant principal is responsible for security rather than curriculum. However, scheduling and staffing restrictions make it difficult for all members of the groups to meet regularly at the same time, so some communication is lost and participation is inconsistent. One area where this collaboration has been very successful is in the focus it gives to specific groups of students. High achievers from year 11 can go into an advanced program class. Those deemed in greatest need of improvement have a variety of strategies to support and raise their achievement. These include successful credit recovery classes based on literacy improvement, and collaborative team teaching classes, as well as targeted academic intervention for individual students needing short-term extra support. The school has realized, however, that a pro-active approach with middle achieving students is an effective way to raise achievement. To support this it has recently introduced Achievement Via Individual Determination (AVID), a nationally recognized program, to help middle achieving students to foster their learning skills. The school is piloting this with a group of grade 9 students. They are the subject of the school inquiry team that meets regularly, and they are already demonstrating higher levels of study skills and motivation than their peers are.

The school is currently carrying out short-term, measurable goal setting in credit recovery, some electives and the AVID classes, where student numbers are comparatively low. In other classes, teachers may have long-term goals for their students, but students play little part in setting these goals. Some students have no knowledge of their goals other than "to graduate and pass all my tests". Certainly, the rate of progress made in those classes with short-term goal setting has some correlation with the amount of short-term goal setting carried out, especially as goal-setting is necessary to facilitate differentiation in the classroom. All the staff have very high

expectations of their students and they are conveyed constantly to them and to their parents. However, the majority of parents, possibly because they do not live locally, have little participation in their children's learning despite great efforts by the school to include them in their children's education, such as orientation meetings for new parents and frequent newsletters and mailings.

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 proficient.

The school bases its curriculum around the mandatory high school curriculum and a range of electives that are largely relevant to teaching, the designated specialism of the school. However, it has expanded these where possible. An example is the program for prospective dance teachers, which has a large dance component. Where possible, the school introduces artistic and creative subjects, each student studies art and French or Spanish for example. However, as space in the building and the budget are limited, there is no gymnasium or auditorium, which restricts options for sport, drama and music. Students have their own ideas on interesting electives using few resources yet still fitting in with the teaching ethos, such as public speaking, debating and local history. The school is looking at these suggestions with interest.

Teachers feel very accountable for their students' progress and the school has made great efforts to accommodate as many student needs as possible. For example, it has initiated two credit opportunities during the year to help those students who are recovering credits. There is a strong emphasis on literacy and writing throughout the curriculum, following data analysis, which suggested a lack of writing skills was impeding progress across all subjects. Intensive professional development has helped all staff to include literacy awareness and reinforcement in their teaching. The small size of the school, where everyone knows everybody else, facilitates high levels of mutual trust and respect in and out of classrooms. Rigorous, consistently applied procedures and incentives have led to high and rising levels of attendance and punctuality, particularly impressive as many students live considerable distances from the school. The school makes good use of data to make careful budgeting, staffing and scheduling decisions. For example, after experimenting with 53 minute-long periods instead of 90 minutes, scores improved as students' concentration increased. Differentiation in classes is not widespread, although it takes place in some credit recovery and collaborative team teaching classes, usually by level of work or by strategic pairing of students. This has an impact on the learning levels of many students in non-specialized classes, who are not all working at the appropriate level, especially higher achievers for whom there is insufficient challenge.

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 proficient.

The school bases the very well planned and organized professional development on the needs and interests of the students and the staff, differentiating into different levels of

experience and ability where possible. The benchmarked program has short-and long-term measurable targets included enabling a quick reaction to new initiatives. The school programs teaching so students go home early on Fridays, giving time for regular professional development staff. Administration bases the professional development plan on needs identified by the data and by their frequent formal and informal observations of staff, all accompanied by some form of feedback. The principal is keen for classroom intervisitation by teaching staff, and this happens in some teams. However, many teachers are reluctant to evaluate colleagues' work, which has an impact on the sharing of good practice. The school takes youth and personal development very seriously. Each student has a named guidance counselor who guides him or her for the first three years in the school. Grade 12 students go to a specialist counselor with experience in college issues. The principal has an open-door policy and students often visit her with problems or issues. One parent spoke of the great kindness the school gave to her and her child following the death of her husband, which included the principal phoning her in the evening to give support. In year 9, all incoming students follow a program called "The Seven Habits of Successful Teens" which deals with personal development and self-responsibility. This has resulted in a 30% decrease in student referrals for behavior issues. Another initiative is the peer-tutoring group, where students needing support with work can go to sessions run by National Honor Society students in a voluntary context. This is proving popular with both the supporters and with those they support.

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 proficient.

The school's plans are broken into periods of about six weeks and some have measurable benchmarks. This is more common with administration-led planning than with that led by departments, whose goals are currently set and revised only once per year, although they are monitored during observations.. The school is working towards a culture of shorter periods with measurable, interim goals. Although tools exist to measure the effectiveness of plans and interventions for students, their use is informal, rather than systematic. For example, teachers meet informally with peers to analyze student work and assessments. They reflect on practice during professional development sessions but because this is not a formal system with common practice, a small minority of teachers show a reluctance to change plans because they do not see any immediate need to do so. However, most staff are keen to change practice if it means better achievement for their students, and they are open to any new ideas or initiatives to keep the school going forward. The administration is working very hard towards bringing all members of the staff together to share the same vision and direction and this is meeting with a high degree of success.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Richard R. Green School of Teaching	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 demanding, 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?				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?			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