



**Department of
Education**

Joel I. Klein, Chancellor

**Quality Review Report
Office of Accountability
2008-2009**

Quality Review Report 2008-2009

Roy H. Mann School

Middle School 078

**1430 East 68 Street
Brooklyn
NY 11234**

Principal: Phyllis F. Marino

Dates of review: November 19 - 20, 2008

Lead Reviewer: Christina Lewis

Part 1: The school context

Information about the school

Roy H Mann is a middle school with 1137 students from grade 6 through grade 8. The school population comprises 69% Black, 8% Hispanic, 19% White, and 3% Asian students. The student body includes 3% English language learners and 11% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2007 - 2008 was 94%. The school is not in receipt of Title 1 funding.

Overall Evaluation

This school is proficient.

Roy H. Mann School has made good progress in the last year due to the strong leadership and clear vision of the principal. As she rightly says, the school has rapidly moved towards an organization that effectively uses data to track and improve student outcomes. As a result, teachers in all core subjects are analyzing and collecting a wide range of data in order to meet the individual needs of the students. However, the school has yet to share short-term goals with students and their families in all subjects, so that they are able to assess their own progress and articulate their next learning steps. The school delivers a challenging and engaging curriculum with many exciting extra curricular programs including theater workshop. Students' social and emotional needs are addressed well. Consequently, students feel safe, enjoy their learning and want to succeed. Many of them confidently articulate their plans and goals for the future and they, and their parents, value the high expectations the school has for their academic and personal success.

Some teachers are confident in their use of data to plan lessons. Where this is apparent, lessons are planned around a workshop model with differentiated activities that support students' needs. However, this is not yet consistent practice in all grades and subjects, and in some lessons students are not fully engaged or as actively involved in their learning and do not make the required progress.

School leaders provide many opportunities for professional development that are based on identified individual or whole-school needs. As yet, rigorous monitoring is not in place to evaluate the impact of professional development activities on improving classroom practice and student outcomes. Teachers use a wide range of assessment in all subjects to track and monitor student progress. The school has yet to formalize systems to set interim goals and benchmarks throughout the year, in order to target effective instruction in all core subjects to meet individual and group need. Because of this, school leaders are hampered in evaluating the impact of improved instruction on accelerating students' progress and of teachers' progress in achieving their professional goals.

Part 2: Overview

What the school does well

- The school collects and analyses a wide range of data very effectively to create a picture of individual students' strengths and needs.
- The school provides a challenging and engaging curriculum, including the Arts, and an exciting range of extra-curricular activities.
- The school very successfully communicates high expectations of behavior, attendance and academic performance to students and their families.
- A strong guidance and intervention program ensures that the social and emotional needs of students are addressed well.
- The school is a safe, positive learning environment where students enjoy their learning and are determined to succeed.
- The principal is a strong leader who has a clear vision for the future development of the school that is shared by the school community.

What the school needs to improve

- Work with students and their families to develop SMART short-term goals in all subjects, so that they are able to assess their own progress and articulate their next learning steps.
- Continue to build and develop teachers' confidence in planning differentiated activities in all subjects, in order to meet the needs of all students.
- Regularly monitor the performance and progress of each teacher, to encourage continual evaluation and revision of classroom practice that results in higher student outcomes.
- Establish interim checkpoints through the year, in order to achieve maximum learning outcomes in all core subjects, to meet the needs of individual and groups of students.

Part 3: Main Findings

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

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

The school collects and uses a wide range of data to understand the needs of individual students and groups. In addition to using historical data, the school uses additional assessment for all students at the beginning of the academic year. The data specialist shares this information with staff in a clear, visual way. The school uses data from all core subjects to assess students' progress. Although the main emphasis is on progress and performance in English language arts, math and social studies, staff in other departments are effectively using data to monitor student outcomes and needs. For example, the guidance team on each grade uses this information to enhance their understanding of emotional and social well-being of students. As a result, the school quickly identifies the strengths and needs of different groups of students and wastes no time in ensuring programs are in place to meet individual needs.

The school has effectively identified its subgroups and works hard to ensure that special education students are taught in mainstream classes, where possible, and included in all activities. The school's specialist language teacher ensures that the small group of English language learners is equally well supported. The work of the inquiry team has been proactive in ensuring that its target population of low achievers makes good gains in English language arts. The team is currently developing strategies to increase this process school wide and include more students in the intensive action research.

The school has developed very good communication links with parents and encourages active involvement in their children's education. An effective focus on improving attendance has had very positive results. Parents are supportive of the school and take advantage of the many opportunities that the school offers. This includes being able to access information about their children's progress on-line. However, the school has yet to share with parents their children's short-term goals in all core subjects.

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 school leadership team has evaluated the previous Comprehensive Educational Plan effectively and planned for the next cycle of school improvement. This process involves the whole school community and is based on a thorough analysis of data and on prioritizing actions for improvement. The school sets rigorous and measurable goals in English language arts, math, social studies and other subjects for all grades and classes. The leadership team monitors and revises these at regular intervals throughout

the year. However, the school has yet to set short-term goals in all subjects for individual students, to ensure that they make good progress. Thus, students and their families are able to articulate their long-term and aspirational goals, but they are not always clear about the steps needed to achieve them. In some classes, students use self assessment effectively to plan their next-step goals. This good practice is not consistent throughout the school in all subjects. Frequent conferencing with students and a variety of regular assessments ensure that students are on track to achieve their goals. The guidance program also ensures that students are able to achieve their goals by monitoring personal development and encouraging organizational skills.

Parents receive regular formal and informal updates on their children's progress and achievement in addition to a number of planned opportunities to meet with teachers. The school arranges workshops that are very effective in helping parents understand the work of the school and how they can support their children. As a result, parents have a clear understanding of school-wide and individual goals, and the school's high expectations for academic and personal success.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is proficient

The school provides a challenging and engaging curriculum in all core subjects in addition to some good extra-curricular activities. There is flexibility in the programs that meets the needs of all learners. As one parent said, "There is something for everyone here, whatever their ability." For example, students have the opportunity to play in a band, perform in school productions, or take part in culinary classes. Accordingly, they are well motivated and eager to learn. The core curriculum is developed to provide cross-curricular links and, in some classes, students have opportunities to take their Regents exams in preparation for high school. In addition, all grades study classical novels as part of the enriched literature program. Teachers and students use technology very well throughout the school to enhance teaching and learning. In particular, a reading comprehension program that students complete on line at their own level has made a positive impact on raising standards in reading.

Effective assessment systems support teachers in differentiating instruction and planning to meet each student's need. Where teachers are confident in using assessment data, they plan engaging lessons around a workshop model that supports students well in meeting their needs and encouraging independent learning. However, this is not yet consistent practice in all grades and subjects. As a result, in some lessons students are not fully engaged or as actively involved in their learning and do not make the required progress. School leaders are working hard to ensure that good practice is applied in all subjects, by using coaches to model instruction and support lesson planning, in addition to providing professional development.

School leaders have created a safe, positive environment, indicated by the above-average levels of trust and respect in the Learning Environment Survey. The school places much emphasis on positive behavior management and uses rewards and incentives to encourage respect and positive attitudes to learning. Consequently, students show interest and enthusiasm in their work, want to succeed and do their best.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is proficient.

School leaders have effectively established individual professional development plans for teachers and set goals to improve their practice. The coaches, assistant principals and other professionals provide effective support for teachers when needed. Common prep times, grade and subject meetings are scheduled regularly to facilitate discussions on effective practice, reviews of student work and data, and to share lesson plans. Professional development, including faculty conferences, focuses on school priorities for improvement as well as targeting individual needs and goals. Many opportunities are therefore available for teachers to work together to share good practice. However, school leaders do not yet consistently monitor teachers' performance to ensure continual evaluation and improved classroom practice. Because of this, they are hampered in evaluating the impact of professional development on accelerating students' progress. Good mentoring and professional development programs support new teachers, so that they are quickly made to feel part of the team and become effective in their teaching.

The inquiry team has effectively encouraged teacher participation in collaborative groups to examine student data in depth. This has resulted in the setting up of mini teams school wide to engage in action research. The principal ensures that distributive leadership structures exist to enable teachers to take part in school decisions and to give leadership opportunities to aspiring leaders. As a result, the school has developed a strong and effective leadership team. A comprehensive guidance program, on every grade, works closely with students and their families, to ensure students' personal and academic growth and well-being. The school leadership team regularly monitors and revises the effectiveness of these services. This enables the school to ensure that specifically tailored programs meet the need of students identified at risk, or who have emotional needs that prevent them from fully accessing learning.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and 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.

Teachers use a wide range of assessment material to monitor student progress through the year in most core subjects. Students who do not make adequate progress, or who are identified at risk, are quickly placed in intervention programs to provide catch-up, such as extended-day programs or the Saturday academy. In some areas, high-achieving students are fast tracked if they are making above average progress, as for example in the Regents math classes. The school effectively uses guidance services to support students' social and emotional needs. As a result, the school ensures that all students have many opportunities to succeed in reaching their goals and, in some cases, achieve accelerated progress. However, the school has yet to formalize regular interim checkpoints that result in differentiated instruction for all students, in all subjects, that maximize student outcomes.

The school administration has been very thorough in using the Progress Report, Quality Review and other relevant information in evaluating the effectiveness of its work and modifying systems and programs as required. This demonstrates that self-reflection and evaluation are becoming part of the school's culture. As a result, the school is constantly looking for ways to improve practice. The newly drafted Comprehensive Educational Plan clearly prioritizes areas for improvement. Much of this is due to the clear focus and leadership of the principal who, in the fourteen months she has been at the school, has had a very positive impact on improving instruction and the tone of the school. Parents, students and staff praise her clear vision for the school's continued development. Because of this, the whole school community shares an understanding of the improvement required to ensure the continued success of the school.

School Quality Criteria 2008-2009

School name: Roy H Mann School	△	➤	✓	+
Overall QR Score			X	
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty regularly...</i>				
	△	➤	✓	+
1.1 collect and analyze actionable information, including assessment results and attendance data, to provide a complete view of the learning outcomes and needs of individual students and groupings of students?				X
1.2 focus analysis on the learning outcomes and needs of all sub-groups of students?			X	
1.3 engage in an open exchange of information with students and families about students’ learning needs and outcomes, including assessment results and attendance data?			X	
1.4 design or adapt tools to enable school leaders and teachers to organize and analyze student performance, identify trends and inform instructional and organizational decisions, and to enable students and their families to assess and track each student’s progress?			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 student’s learning.				
<i>To what extent do school leaders and faculty...</i>				
	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			X	
2.2 use collaborative and data-informed processes to develop the school’s Comprehensive Educational Plan (CEP)?				X
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 communicate high expectations to all students and families, and involve students in developing their learning goals and plans and in taking their next learning steps?				X
Overall score for Quality Statement 2			X	

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Core subjects**” are ELA, math, science, social studies/history, the arts, foreign language, and physical education/health.

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Groupings of students**” include classrooms, grade levels and high school cohorts.

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.							
<i>To what extent do ...</i>	△	➤	✓	+			
3.1 school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards?				X			
3.2 teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals?			X				
3.3 school leaders make strategic organizational decisions to support a coherent and rigorous instructional approach that enables students to reach their learning goals?			X				
3.4 school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults?				X			
Overall score for Quality Statement 3			X				
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.							
<i>To what extent do school leaders...</i>	△	➤	✓	+			
4.1 use their own observation of classroom teaching and the analysis of student outcomes to implement an explicit, differentiated strategy to improve each teacher’s instruction, with a special focus on new teachers?			X				
4.2 encourage teachers to take part in Inquiry Teams and other structured professional collaborations (informed by the examination of student work, assessment outcomes and their own peer observations) and share in the instructional leadership of the school with the goal of improved student learning?			X				
4.3 provide professional development that encourages teachers to continuously evaluate and revise their classroom practices to improve student outcomes?			X				
4.4 utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4			X				
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent do...</i>	△	➤	✓	+			
5.1 the school’s plans for improving student outcomes and its strategies for improving each teacher’s instructional practices include measurable interim goals and suitable time frames for evaluating success and making adjustments during the year?			X				
5.2 school leaders and faculty use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning plans throughout the year?			X				
5.3 school leaders use data to regularly evaluate the effectiveness of and modify organizational decisions, structured professional collaborations and teacher improvement strategies?				X			
5.4 school leaders and the school community have a clear vision for the future development of the school and implement procedures and systems to support academic, personal and professional growth?				X			
Overall score for Quality Statement 5			X				
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed