



The New York City Department of Education



Quality Review Report

Satellite Three

Middle School 103

**170 Gates Avenue
Brooklyn
NY 11218**

Principal: Kenyatte Reid

Dates of review: March 8 - 9, 2007

Reviewer: Mike Doran

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Part 1: The school context

Information about the school

Satellite Three is a small middle school located in a multicultural neighborhood of Brooklyn. The school shares a building with a large elementary school. Formerly a 'program' school for 'struggling' students in the region and a 'satellite' to a large middle school, it was re-opened in 2004 as a grade 6 through 8 middle school led by the current principal. The first intake, for which the school was not their first choice, and which is now in the eighth grade, was allocated to the school by the region. Subsequent intakes drawn predominantly from the neighborhood have been more balanced in terms of academic proficiency, and made the school their first choice.

The school's current population of 291 students reflects the cultural diversity of the neighborhood it serves and comprises: 87% Black and 11% Hispanic students, with the remaining 2% coming from Asian and other backgrounds. The proportion of English language learners, at 1% is low, and that of special needs students, at 8% is comparable with similar and City schools. The latter group contains a significant proportion of autistic students, and the school is developing particular expertise in this area of special education. The school is in receipt of Title 1 funding, with 77% of the students eligible.

The culture of the school is characterized by a strong commitment to the development of the whole student, and hence to enabling its students to progress successfully both academically and in terms of personal development.

Currently at 93%, attendance is at or above the averages of City and similar schools.

Part 2: Overview

What the school does well

- The principal provides good leadership through clarity of vision and direction, openness and accessibility, coupled with a hands-on style.
- The principal is supported by committed and professional teams of administrators and teachers.
- The parents value highly the work of the principal and that of the wider school staff.
- The school provides an orderly, safe and very supportive learning environment to which students respond with good behavior and attitudes to learning and personal development.
- The teachers know and care for their students.
- Teachers are very supportive to one another, and the school provides good opportunities for professional development.
- The school's intervention programs provide timely and effective support for students with special education needs, those causing concern, and those at risk.
- The school actively explores new whole-school strategies for engaging and supporting students in their learning and personal development.
- The school has successfully established a range of external partnership activities and after-school programs.
- Attendance is good and is maintained by rigorous and effective monitoring and follow-up systems.

What the school needs to improve

- Extend the analysis and use of student performance data in setting measurable goals, in monitoring the progress of the school's Comprehensive Education Plan.
- Extend the use of assessment data to inform a consistent approach to differentiated lesson planning.
- Develop the use of assessment data to inform the setting of challenging and measurable shared goals for students to identify next steps in their learning.
- Ensure that professional development planning is systematically aligned to the school's analysis of student assessment data.
- Continue to develop and resource instructional programs in science, social studies, and the arts.
- Further develop the use of computer technology as a tool for teaching, learning, and data management.

Part 3: Main findings

Overall Evaluation

This is a proficient school

In the three years since the school opened, the principal has established a safe and orderly environment conducive to teaching and learning, and to the personal development of the students. Initiatives, such as single-sex classes, are being explored to raise students' achievement, and after-school programs and external partnership activities are used to further engage and support students. School staff know and care for their students well, and this underpins good levels of individual support for the students, with timely interventions and involvement of parents. The teaching staff work collaboratively and reflectively. They are well supported by effective leadership and key teachers in meeting the needs of the students through the on-going development of differentiated instructional programs, increasingly informed by the use of useful student performance data.

Areas for improvement identified in this report are mainly concerned with ensuring consistency in the systematic collection, recording and analysis of data to inform planning and the monitoring of progress at the classroom and whole-school level. The school is well placed to carry out further improvements.

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

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

This area of the school's work is proficient.

The school gathers a wide range of data from standardized tests and internal assessments relating to the current performance and progress of individual students. The data collected is particularly detailed with respect to English and mathematics. Data collection in other subjects is less systematic, and there is considerable variation between classes, grades, and subjects, in how assessments are carried out and records are kept. The principal tracks the progress of students within class groups from their entry to the school, and of student cohorts from fourth grade in their elementary schools. Students receiving intervention support are also systematically tracked in terms of support provided.

Current student data is scrutinized by the school's cabinet, the 'Children are reason enough' (CARE) team, and by subject departments, to monitor the progress of each student, to indicate next steps in learning and, where necessary to refer students for more detailed monitoring and intervention support. A similar level of detailed monitoring takes place for students with special education needs and English Language learners. Additionally, there is a strong focus on students performing near to level boundaries and those causing concern. Baseline assessments in English and mathematics are administered on entry. Interim assessments are administered in all grades on a marking period cycle for both these subjects. Item analysis of test feedback is used within subject departments to review instructional programs and their delivery. Data collection and management is largely paper based, and while generally effective, teachers would welcome greater use of technology to help in their management and analysis of assessment data. The recent and current progress of

individual students, class by class, grade by grade is scrutinized to inform whole-school planning. However, the school does not yet subject its data to comparative analysis over time, with respect to similar schools, or to the analysis of patterns of under-achievement in student sub-groups.

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.

The analysis of data from standardized tests and data from teachers’ own assessments in the classroom inform collaborative departmental planning in English and mathematics. However, this is not yet sufficiently rigorous or consistently integrated into differentiated lesson planning across some areas of the curriculum and grades. Linked to this there is inconsistency across the school in the setting of challenging and measurable goals for students and the identification of next steps in their learning. The school does not extend its use of data to systematically inform collaborative planning and the setting and monitoring of goals at the whole-school level.

The current progress of students is monitored closely, particularly in English and mathematics, and where there is a concern, parents are involved. Students are referred to progressive levels of support including intervention programs through the CARE team. Case notes on individual students illustrate the school’s effective monitoring systems and the high level of support for students in greatest need. The school provides a good after-school program of catch-up and support for struggling students, including test-prep tutoring, extended school, and Saturday Academy. The school has high expectations for its students. A rigorous system of progress reports, record cards and student to teacher and teacher to parent conferencing ensures that students and their parents are kept well informed of progress being made. However, the school has yet to fully introduce shared goal setting and associated planning for next steps in learning. The school provides a good number of curriculum events and support groups for parents to enable them to more fully support their children’s learning, but the majority of parents have yet to fully take up these opportunities. Parents appreciate the ready access they have to staff and the timeliness with which teachers let them know of any concerns.

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

This area of the school’s work is proficient.

The school has been careful to select its curriculum and augment the mandated curriculum to meet the needs of its students. A particular focus has been on ensuring access to the curriculum for students who have limited reading and comprehension skills in English. Curriculum materials are graded for reading level, and standard teaching schemes are augmented and supported by more accessible learning resources. English and mathematics continue to be the major curriculum development focus of the school in its instructional programs, but the need to strengthen other curriculum areas such as science is acknowledged, and this is now beginning to feature more strongly in school improvement planning. The school is currently exploring a number of strategies to raise student achievement. Examples of

this include the introduction of single-sex classes alongside mixed classes, and advanced math classes. The 'workshop' model of lesson planning has been introduced across the school, but there is inconsistency between teachers in taking full advantage of its potential to provide a vehicle for differentiated instruction informed by the effective use of student performance data. Mini-lessons and small group work are furthest developed in English and mathematics classes. Assessment and support for students in other subjects is less developed. Information technology is recognized as a powerful learning tool in the classroom and continues to be developed.

Students are well behaved, and have a generally responsible attitude towards their learning. While there is a need to further strengthen differentiation of the instructional programs, most students are attentive in lessons and are engaged by the teaching. Student attendance is a priority area, and is in line with the averages for City and similar schools. Attendance is monitored closely and there are effective systems in place to follow-up attendance issues with families directly. The 'Helping Involve Parents,' program is proving very useful in this respect, and is now being focused on a related area of student punctuality. Staff know and care for their students extremely well, and students are very appreciative of their openness and approachability. Students confirm that the principal's open-door policy works in practice. Scheduling, staff deployment, and budget setting are strongly focused on the needs of the students. Additional English and mathematics teachers have been hired to reduce class sizes, and an extra paraprofessional provides further support to the special education needs program. There has been a considerable investment in teaching and learning materials to support and adapt the instructional programs. The identification and deployment of lead teachers provide further opportunities for teachers to use their particular expertise to support school development and the professional development of colleagues. Increasingly, funding is being allocated to improve resources in curriculum areas identified for development, such as science, social studies and the arts. However, the overall management of the school's resources is insufficiently informed by the use of student data in whole school planning such as in the identification of patterns of under-achievement in particular student groups.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is proficient.

The principal has established an effective system for staff selection using a good range of criteria and procedures such as modelling a lesson, and involving administrators and other lead staff in a rigorous interview process. The selection process has yet to take account of the capability of applicants to make sufficient use of student performance data to improve performance.

A wide range of professional development opportunities are made available to the teaching staff, but are not yet sufficiently or systematically aligned to the school's analysis of student assessment data. Discussion and debate in subject departments is an important part of professional development, and staff are able to reflect on and share their teaching practice. Staff expertise is well deployed to support teaching teams through collaborative lesson planning and observing teaching. Subject teachers are deployed across all grades to give them a good sense of progression within subject instruction programs. The school is a well run and orderly place, and is welcoming to students, parents and visitors. The principal, assistant principal and other lead staff are well respected, and provide a model, not only for their high expectations but also for their care and commitment to students and their families.

The principal has the capacity and determination to drive through school improvement plans, and to make any organisational changes to the school that are needed to achieve this. Recent good examples of this include the introduction of single sex classes, and advanced mathematics classes. The principal and assistant principal regularly observe instructional practice and provide feedback to teachers. This in turn informs planning for professional development overseen by the cabinet. Goals are agreed with teachers for their professional development. Teachers, and lead teachers share good practice and this is further strengthened by joint teaching and observing each other's classroom practice. Monitoring of classroom practice is insufficiently guided by the analysis of school-wide student data to identify areas of underperformance. The school has a very good relationship with the elementary school it shares the building with and has been successful in establishing partnerships with community and City-wide organizations to provide effective support programs for students and to enrich and extend the curriculum. For example, New York University students team teach with the school's teachers, and support group activities within lessons.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is undeveloped.

The school has good collaborative planning arrangements within subject departments and across grades in relation to the current curriculum provision and instructional programs. Interim and final test results and regular diagnostic measures of students' progress are used to monitor, revise and adapt plans through the year, and to target interventions. The Comprehensive Education Plan is a working document, reviewed throughout the year and overseen by the school leadership team. In addition, elements of the plan are reviewed through cabinet meetings and in the principal's regular discussions with subject teams and intervention teams. However, the planning is too vaguely expressed in terms of its goals and actions, and too firmly rooted in the current performance of the students to provide the necessary wider and strategic perspective of a whole-school plan with specific and measurable outcomes. The school does not yet make full use of student performance data to inform the annual Comprehensive Education Plan, and other linked plans, about the comparative performance of specific student groups, to take account of the starting points of students and to monitor and adapt the school's plans and goals. The school has recently introduced a good range of initiatives to raise student achievement such as smaller classes, single-sex classes, and advanced mathematics classes. However, the school has yet to establish specific and measurable interim goals and arrangements for monitoring the impact of these initiatives and making revisions as and when necessary. Teachers are not yet sufficiently fluent in the analysis of student performance data to be able to fully participate in the monitoring and revision of initiatives and in whole-school strategic planning. The school leadership team does not yet play a strong enough role in reviewing the progress of the school using performance data to inform their consideration of options for school improvement.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Satellite Three Middle School (MS 103)	∅	✓	+
Quality Score		X	

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.	∅	✓	+
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"> • each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English Language Learners, special education students* 			X
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

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.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

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.	∅	✓	+
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
Overall score for Quality Statement 3		X	
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.	∅	✓	+
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	
Overall score for Quality Statement 4		X	
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.	∅	✓	+
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		
Overall score for Quality Statement 5	X		