



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Satellite East Middle School

Middle School 301

**344 Monroe Street
Brooklyn
NY 11216**

Principal: Kim McPherson

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Reviewer: Candido DeJesus

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Information about the school

Satellite East Middle School was housed on the top floor of an elementary school from its conception in 2002, as a gifted and talented middle school program with 75 students. In 2004 Satellite East became a middle school with 267 students. The selection process changed as students are now accepted from six neighboring elementary schools based on school theme rather than academics. A percentage of students is drawn from each of the six schools. The school prides itself on being a small and collaborative learning community with a focus on core academic skills.

The school shares a physical plant with an elementary school. All Satellite East Middle School classes can be found on the third floor. There are currently 219 students in grades 6, 7, and 8. Special education pupils make up 9% of the population, but there are no English language learners enrolled. The ethnic breakdown of students includes 88% Black, 9% Hispanic and 2% Asian. Approximately 75% are Title 1 eligible, higher than similar and City school averages. Student attendance at 91.1% is similar to the averages of similar and City schools.

Part 2: Overview

What the school does well

- The principal is a supportive, hard working, and a visible presence in the school that all teachers and students value and like.
- The school is a small learning community that functions collaboratively to provide good guidance and support for students.
- All students are polite and are engaged in their own learning.
- The school demonstrates growth in literacy, mathematics and all other subject areas.
- Professional development is comprehensive in meeting teachers' stated needs and enhancing teachers' craft and instructional strategies.
- The school maintains a wireless technology program and is expanding for the coming school year.

What the school needs to improve

- Develop periodic assessments for mathematics to match the quality of those used by the school for literacy.
- Invest space and resources to establishing a library as a center for research and literacy activities.
- Increase opportunities for parents to better support the students' academic improvement.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

Although still a young and developing school, Satellite East Middle School has established itself in a few years as a small learning community that is successful due to its emphasis on core academic values. In addition, the smaller size provides opportunities for teachers to give individual attention to each student and for all staff members to know and take responsibility for each student. The school is proficient in the five quality statement areas discussed below. It sustains good instructional practices and student academic progress and is developing plans to further improve student outcomes. Literacy achievement is somewhat higher than similar and City schools. Mathematics achievement is about equal to both similar and City schools. Strong features of this school include successful mentoring, guidance and a focus on the holistic development of its students which includes social and emotional development.

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 the wide range of available data from the standard sources available to the New York City Department of Education and collates it proficiently with school generated data. First, the school compares itself with its own past performance and the performance of similar schools. The information is then analyzed by class, grades, sub-groups and gender. The academic achievement of males is a special focus of Satellite East Middle School where the school has been sustaining success in its first few years in literacy and mathematics. Data is collected on each student from a variety of sources and is distributed to all members of the school community. Although there are currently no English language learners enrolled at the school, the 19 special education students receive a broad range of mandated services that facilitate full participation in a public education. The school makes a good effort to examine all other categories of interest to the school that might need attention. This has resulted in additional academic success in science and social studies. The administration is proficient in making comparisons between similar schools and its own past. All available data and its analysis are made readily available in binders and presentations that are kept in the principal's office and which are frequently shared with teachers, parents and students. The close analysis of data has improved lesson planning and instructional strategies by the teachers. Teachers refine this work by using scale scores from standardized test and reading level assessment scores to successfully match student levels with appropriate work.

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 staff of the school is proficient at using student data as the basis for setting measurable goals and developing appropriate plans and timeframes to meet those goals. Satellite East Middle School begins the year by collaboratively examining the available student data as a whole school and breaking the information down into results for each classroom, grade, subject area, groups of students and finally individual students. Teachers then plan their lessons short term and long term with the guidance of the school’s administration and support staff. There is an ongoing effort to have frequent conversations concerning the progress of all students among teachers, administrators and support staff. This attention results in sustained student achievement from year to year. The administration and staff have become competent at identifying trends and in particular those affecting the school’s group of students in greatest need of improvement. Pupils are made aware of their progress and achievement, while parents are also considered partners. Students are encouraged to do their best and receive frequent updates as to their success as the staff measures accelerated learning over established timeframes with periodic assessments. All periodic information, including that gleaned from students and their parents, is used to establish benchmarks that most students successfully reach during the school year. Plans for student achievement and performance drive the activities of all staff and include a broad range of interventions and extended day activities that are used to support struggling students to achieve academic goals. A wide range of enrichment activities has also been added to the daily and after school curriculum that further enhance student learning and engagement. There are, however, insufficient opportunities for parents to actively support the school’s efforts to raise achievement.

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 staff is competent at implementing the Columbia University Teachers College workshop model for reading and writing. Impact Mathematics is used throughout the grades but the school is carefully assessing a change to another mathematics program. Frequent team meetings are held by subject area in order to modify or adjust curricula to better meet the needs of students. Data is used effectively to assess the levels of achievement in literacy and mathematics. Teachers rely on closer examination of scale scores from standardized tests and informal measures of assessing students on a weekly basis to better understand what their students know and what skills they need to work on. The principal uses a number of protocols proficiently to hold teachers accountable for student progress. The staff understands that they must continue to improve their differentiation of instruction in order to increase each student’s outcomes. The school budget includes funding for extended day and Saturday programs to accelerate students’ learning. Other expenditures help to improve instruction, include the hiring of professional development services and of substitute teachers to replace those who are attending off-site professional development. A number of teachers have built-in teaching periods each day to provide additional interventions for pupils in greatest need of improvement. Block

scheduling facilitates more time on task for students and better use of instructional time. The principal has been using school resources to increase enrichment activities in order to make lessons more engaging and meaningful. The school maintains a wireless technology program and is expanding for the coming school year; however, it lacks a library to facilitate student research and support the development of students' literacy skills.

Students respect and feel respected by their teachers. They feel comfortable asking more than one staff member for advice or counseling. Good procedures are in place for monitoring attendance.

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.

Satellite East Middle School has a staff that works collaboratively to fulfill its mission to provide academic and social support to its students in a small learning community where everyone knows each other well. Teachers efficiently use data to assess each student's learning levels and areas of improvement. The school is proficient at making comparisons across classrooms, grades and groups of students. It also compares its own progress over time and with other schools.

Professional development revolves around the stated needs of teachers and the improvement of instructional approaches. Using data effectively and sharing best practices are important focuses for training. This has resulted in sustained student progress. The principal is young, energetic and a visible presence in every classroom, often assisting teachers to improve the quality of their instruction. She is well liked and instrumental in successfully implementing needed change and instructional efforts. Although formal classroom observations are done as mandated, the principal makes it her business to make short visits to each classroom daily. Teachers also observe each other's lessons to learn from each other.

Planning and revisions of planning takes place in teams where teachers have become more comfortable sharing data and evaluating their own instructional efforts and those of their colleagues. The school is safe and welcoming with clear communications and procedures. Youth development programs are proficiently aligned with the academic achievement goals of the school. Support services and outside partnerships add significantly to the improved outcomes for students.

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

This area of the school's work is proficient.

The school takes advantage of frequent interim assessments and diagnostic evaluations, some that are from standardized programs and many which are school generated. Plans and interventions are measured objectively to evaluate if they are effectively implemented

and reaching goals. Teachers have become proficient comparing the progress of their students on established periodic assessments and adjusting their instructional strategies accordingly. The staff is more comfortable making changes immediately in plans and interventions based on the results of the periodic assessments. Progress reports are frequently sent home to students based on established timeframes. Reading materials are chosen to match each student's needs based on weekly assessments that are school generated. Rubrics are created and used to qualitatively measure progress and are often created by the students themselves. Student work folders are common in each classroom and contribute to the success of this as a 'project-based school' with multiple forms of assessments. Satellite East Middle School generates its own scope-and-sequence for each content area and checks that they are aligned with State standards. When necessary, goals are modified based on what student data reveals. The analysis of interim and final outcomes drives successive phases of goal setting and planning for student progress. The school is proficient at realigning practices and redirecting resources to further improve student outcomes.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Satellite East Middle School (MS 301)	∅	✓	+
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	