



The New York City Department of Education



Quality Review Report

Ten Eyck Upper School

MS 582

**207 Bushwick Avenue
Brooklyn
NY 11206**

Principal: Brian Walsh

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Reviewer: Cheryl Baker

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Part 1: The school context

Information about the school

Middle School 582 serves 271 students in grades six through eight. Approximately 8% of students have special needs and 12% are English language learners. The predominant home language is Spanish. Eighty-six percent are Hispanic, 12.6% are Black and 1.4% is White. The school is Title I eligible with the proportion of qualifying students exceeding City averages. Attendance has averaged approximately 93%, above that of the City.

The school was founded in 2005 as a middle school extension of Public School 196 and both now share a facility, assistant principal and an instructor.

Part 2: Overview

What the school does well

- School leaders demonstrate a passionate commitment to child centered instruction.
- Teachers demonstrate strong commitment to providing students with academic, athletic, enrichment, social and emotional instruction and support.
- The school continues to demonstrate improvement in student achievement in English language arts, mathematics and science as measured by State tests.
- Students at the school feel safe, known and well cared for.
- The governance of the school is characterized by collaborative leadership and shared decision making.
- Data is well used to place students, especially for targeted small group instructional support in English language arts and mathematics.
- The school routinely practices data driven goal setting and improvement planning.
- The school environment is cheerful, welcoming and celebrates students' academic and artistic achievements.

What the school needs to improve

- Explore mechanisms for formatting and disseminating the available student data that provides useful and timely information to teachers and staff for planning instruction and interventions.
- Increase the practice of disaggregating and analyzing student data by subgroup.
- Continue to explore avenues for increasing parent involvement in the life of the school.
- Implement professional development in the use of data to support the differentiation of instruction, the inclusion of special education and English language learners in the general education classroom, and the continued implementation of the workshop model.
- Expand the range of academic interventions available for children to best address the broad range of identified needs among the at-risk population.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

The school is proud of its progress in its nearly three years of existence and notes increased student achievement, the addition of four classrooms, the renovation of the library facility, grant funded science equipment and a redecorated interior among its accomplishments. It has also established well understood policies and practices that provide clarity for students, teachers and parents. The school habitually gathers and generates data and uses it in large and small scale planning. The school is committed to instituting the workshop model and supporting its relatively young and inexperienced staff in broadening their instructional repertoires. Collaboration is a feature of the school's governance and teachers feel empowered as they share in the on-going evolution of the school.

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 capably uses data such as State test results, Princeton Review scores, school-wide practice examination results, and student performance on classroom assessments to ensure a constantly updated understanding of its students. Data is routinely collated and disaggregated by subject, grade and teacher. The item analysis of standardized tests is appropriately used to adjust instruction with particular attention to weaknesses in subject matter strands. Student portfolios and notebooks in English and mathematics shed additional light on students' progress and understanding as do teachers' conference notes and running records.

The school effectively monitors the progress of its English language learners and special education students through the mandated assessments relative to their program or individual education plans. These students are instructed within the general education setting and thus receive the same assessments as their peers. However, the performance of these groups is not routinely compared to the class as a whole. The school does not interrogate its data with respect to ethnicity or gender. It does group its students by ability and tracks the achievement of its higher performing classes relative to the grade as a whole.

The school is aware of its progress over time and notes the steady improvement in State test scores as an achievement since its opening in 2005. The school also compares its progress with that of neighboring middle schools and other schools with similar configurations that were founded at approximately the same time, noting variations in performance among and between schools. Progress in English and mathematics is tightly monitored, less so for science and mathematics.

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 Comprehensive Education Plan, created by the school leadership team after reviewing the results of surveys and student achievement data, expresses improvement in terms of annual, rather than incremental, percentage gains for all aspects of the school. The priority goals for the school which encompass improved instruction in basic skills, the inclusion of special education and English language learners in the general education setting and the infusion of the workshop model are clearly set forth in an action plan that describes the current state, the desired state, strategies and benchmarks. While the content of these documents are well known to administrators and informs their actions and decision making, they are less familiar to teachers, parents and students. However, as a small and collaborative administration and faculty, informal planning and goal setting characterizes their operational style. Well developed unit plans, action plans for test preparation, extended day lesson plan logs and the June planning schedules evidence an overall commitment to improving student performance and progress.

The school uses its data well to identify groups of students with similar areas of weakness in English and math and has created a schedule of pull-out tutoring that takes place during the school day. All teachers are assigned to help a group as part of their regular instructional duties. The progress of individuals in the groups is monitored through the periodic assessments and practice tests. Students are reassigned or removed from tutoring groups as their performance warrants. In addition, the school provides a morning extended day tutoring program and an after school support program for students most at risk. Wilson reading is an additional intervention provided for level 1 students. Also, special education and English language learner staff push in to classes to provide additional one-on-one support to students.

The school’s mantra, “Make what you believe in happen”, is pervasive in the school and on its communications, setting a tone for limitless success. Parent and faculty handbooks communicate clear expectations for student achievement. While the school provides programs for parent enrichment, participation is minimal. Parents are responsive to calls from teachers and generally attend open house events. Counseling staff assist parents and students in planning for transition to high school.

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 adopted the workshop model as its primary instructional model for English language arts and is extending the format to all disciplines. Curricula in the core tested areas are suitably aligned with State standards and have evolved as the school has grown by one grade each year. Teachers of common subjects collaborate to ensure vertical and horizontal alignment of instruction. Teachers are held accountable for improving instruction and student performance through the routine observation of their teaching, the analysis of their student’s performance, the review of students’ mathematics and writing journals and the review of teachers’ lesson plans. Differentiation of instruction is seen primarily in the identification of students for small group academic intervention pull-out groups. Teachers

generally differentiate by activity during their lessons. Routine differentiation of instruction based on individual students identified needs within the classroom remains a goal. Instruction is generally engaging and students are able to describe their learning. The school aims to foster engagement by encouraging the development of interdisciplinary units and setting expectations for regular use of instructional technology.

As the school has grown year on year, decisions regarding the budget, staff and schedule have been driven by the increase in the overall population as well as by their identified needs. In addition to staff and materials necessary to program a new grade each year, the identification of students' special education and English learning needs led to appropriate increases in staffing in these areas. The overall need to move students into levels 3 and 4 informed the scheduling of the small group academic intervention program that targets specific deficits. Time on task for English and mathematics were increased to address students' needs for more direct instruction in these areas in building both skills and content fluency.

Students like coming to school and feel well supported by their teachers, the principal and the assistant principal. They know that the school is a safe place and that they can confide in an adult if necessary. The creation of an extensive after school activity program, voluntarily staffed by teachers, is very popular with students and has allowed staff to build effective personal relationships with children who see them as role models. Attendance has averaged between 92% and 93%, above that of the City. The school employs an aggressive attendance notification, outreach and reward program that effectively addresses absenteeism.

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 hired the entire staff over the last three years. Qualities such as intelligence, ambition, the ability to collaborate, and a willingness to submerge oneself in the responsibilities of instruction are sought in new hires. The capacity to use data has not been a requirement thus far. Seventy percent of teachers were new to the school this year, presenting dramatic needs for mentoring and guidance. The principal and assistant principal are regular visitors to classrooms and both routinely provide very good instructive feedback to teachers regarding their teaching, most often verbally. Formal observations are instructive as well. Learning walks are conducted with checklists that provide feedback to teachers on topics such as the arrangement of their classrooms or the delivery of a lesson. Teachers' schedules accommodate intervisitations which take part especially among teachers and their mentors.

The staff has been surveyed regarding their professional development needs and topics such as 'Looking at Student Work', 'How Children Learn', and best practices in teaching reading have been presented. The literacy coach provides professional development support to teachers in class and during grade conferences. A consultant has provided guidance and support for science teachers. As a growing school, much professional development time is directed at curriculum development. The small size of the staff limits the number of teachers who can avail themselves of workshops held elsewhere during the school day.

The school's governance is characterized by reflective team based decision-making. Groups such as the cabinet, the instructional team, grade level teams, the academic

intervention team, and content teams meet at least weekly to address student performance, plan interventions and instruction or analyze assessments. The school leadership team meets monthly as does the faculty at large.

The activity of these groups is monitored by the principal who communicates clearly decisions through weekly newsletters, e-mail and individual daily schedules which teachers receive in their mailboxes each morning. The principal, assistant principal and the school are highly organized. As a consequence, the school functions smoothly with good adherence to policy. The principal is well thought of by teachers, parents and staff and is recognized for his genuine compassion and respect for all students.

The school has developed relationships with several community based organizations that provide enrichment, athletic and academics. However, the school's own teacher-led after school program provides the most significant aid to addressing the needs of its students for exposure to the arts, activities, participation in team sports as well as academic support.

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.

With the exception of the Comprehensive Education Plan, school plans and interventions either include interim goals or are reviewed and revised with regularity. For instance, the delivery of the curriculum is monitored by administration through the collection of weekly assessments and homework, reviews of student portfolios, and the six week monitoring of student reading levels. The school is highly responsive to data that suggests revisions in its plans and the realignment of practices and resources as necessary. For example, the original focus of the school's program had been designed with an emphasis on the humanities. However, student's lack of success on State mathematics tests indicated that they needed a more balanced curriculum and the program was redesigned to increase mathematics instruction. Similarly, when the performance of special education students, previously instructed in self contained classrooms, indicated that they needed more exposure to the general curriculum, the school instituted collaborative team teaching classes for their benefit.

The rigorous item analysis of the school available student achievement data by the academic intervention coordinator and subsequent formation of small groups of students who receive targeted instruction specific to their shared areas of weakness is a noteworthy outcome of the comparison of student progress within and across classrooms. The routine review of students' reading levels as well as grades and journals by administrators sheds light on teachers' needs for support. The school's periodic assessment, the Princeton Review, is beginning to provide additional information regarding student learning. Students have been provided on-line access to their scores and can work on practice tests during their computer classes. Currently, the test's misalignment with State standards inhibits its diagnostic usefulness at the instructional level.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Ten Eyck Upper School (MS 582)	∅	✓	+
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	