



The New York City Department of Education



Quality Review Report

Channel View School for Research

Middle/High School 262

**100- 00 Beach Channel Drive
Queens
NY 11694**

Principal: Patricia J. Tubridy

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Part 1: The school context

Information about the school

Channel View School for Research (CVSR) is a small, autonomous grade 6 to 12 middle through high school that integrates research and project-based learning. The school opened in 2004 and will have its first graduating class in June, 2008. There are 498 students enrolled in the school. The ethnic composition of the school is 61% Black students, 26% Hispanic, 8% White and 5% Asian. Students with special educational needs represent 5% of the population; there are relatively few English language learners (1.2%). The school is in receipt of Title 1 funding (57%). Attendance levels (95.5%) for the middle school are above those of City and similar schools. Attendance levels (89.8%) for the high school are comparable to those of similar schools but below overall City averages. The school is housed in the 'B' wing of the Beach Channel High School Complex.

Part 2: Overview

What the school does well

- The principal is a very good leader giving the school a clear sense of purpose and direction.
- Comprehensive administrative systems have been established to effectively collect data in order to promote student progress.
- Very good professional development promotes the goals of the school well.
- The school is very good at improving the performance of low achieving students.
- Students enjoy their lessons and take an active part in their learning.
- The budget is effectively used to extend resources and staffing which has a positive impact on student achievement.
- Students know and trust the teachers and other staff and say that school feels like a 'home from home'.
- Parents are very positive about the school and like the well ordered and friendly atmosphere.
- Teaching is very well monitored by the school administration.

What the school needs to improve

- Improve strategic planning to cover a longer period and to contain clear checkpoints and timeframes.
- Improve differentiation in teachers' instruction and planning.
- Improve assessment procedures to make them simpler and more uniform.
- Continue to develop data gathering procedures in order to monitor student progress.

Part 3: Main findings

Overall Evaluation

This is a proficient school with well-developed features.

This is a nurturing and supportive school which has successfully created an identity for itself in a relatively short period of time. The principal is well respected for the changes she has brought to the school. She has effectively promoted a culture of high expectations and achievement. These expectations are set within a spirit of community which is highly supportive of both students and teachers. Relationships between students and adults in the school are very good. Students are highly motivated and keen to participate in all aspects of the school's working life. Teachers are keen to improve their instructional practice. Given the relatively small size of the school, teachers have a multiplicity of roles and responsibilities. These are carried out with commitment and efficiency. Parents value the support and guidance which is given to their children. They positively endorse the willingness of the school's administration to develop communication links with them.

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 collates a significant amount of data from standardized tests and formal assessments. This is effectively used to provide a comprehensive overview of the academic and personal development of students. For example, the school identified a variation in performance in English language and arts between successive grades in the middle school. The test results in grade 6 were not strong so the school used this information to provide intervention support in this area. The school also effectively collects and analyzes assessment data on reading levels and literacy competence. This data is effectively being used to focus upon improving the volume of independent reading among its students. The portfolios which are compiled for English language and arts are constantly reviewed to provide evidence of progress. A systematic review of item analyses from the Princeton Review enables the school to identify student competencies which need to be developed. The formative assessment of students compiled by teachers is detailed and comprehensive. The data is maintained in assessment portfolios. The school does not, however, analyze this data to identify trends in progress over time.

The school has a broad awareness of trends in performance in relation to ethnicity but analysis is not sufficiently rigorous to inform practice. The program for the English language learners is good. Although the number of students is small, the analysis of their needs is detailed and provides supplementary evidence for teachers to amend their programs of instruction where appropriate. The school is generating secure diagnostic information and data about the needs of special education students. This information is used effectively to schedule the instructional needs of these students. The staff also has access to the students' individualized education plans to add to the data profile of individual students. The school has targeted a particular cohort of students for improving their academic performance; it has identified students in the middle school who are at level

1 and the lower level 2 standard of achievement. The school is monitoring the impact of the intervention strategies which have been used to help the students. This is an effective and systematic use of data not only to track the progress of students over time but to evaluate the appropriateness of the school's intervention strategies at this formative stage. The comparison of performance with similar schools and review of evolving trends in the school's own achievement patterns is increasingly systematic. The monitoring of progress to identify where the school has added value is not yet well developed.

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 well developed.

The identification of the school's goals is a collaborative faculty activity. In consequence all staff can clearly explain why data driven decisions, leading to agreed school procedures, have been made. One of the emergent targets was to focus upon improving the quality of homework. This became the focus for grade level meetings with the sharing of relevant strategies. A particular strength is the identification of students who are 'at risk' of not achieving passing levels or graduating. For example, in the 8th grade the performance of students who are achieving at level 2 became a focus for improvement. Current data indicates the school has been successful in moving a proportion of these students to a higher level of achievement. Data is used very well to identify issues relating to specific students. For example, teachers examine available data to design goals for students during individual education plan meetings, grade level meetings and pupil personnel meetings.

The principal and staff have very high expectations which are clearly communicated to all. Successes and achievements are widely celebrated to consistently raise those expectations. For example, specific highlights of the year are the Galleries of Student Work held in February and June. Large numbers of parents and community members visit classrooms to see the high quality of students' presentations. The school has established very effective lines of communication. This is achieved through informative newsletters and student report cards. Parent conferencing meetings are well attended; this is an important link in the communication cycle. The school is continually looking for creative ways to fully involve students and parents in setting targets. For example the school has established a well attended parents as Art Partners program. Parents value and appreciate the commitment to establishing strong links with the community.

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 well developed.

The curriculum focuses on teaching common core concepts, skills and knowledge in an academically rigorous, sequential program. The curriculum maps demonstrate how the selected material integrates with the mandated curriculum to generate meaningful information. In consequence, the school promotes a student centered, interdisciplinary curricular approach which effectively fosters independent enquiry and research. Allied to this innovative approach there is a particular emphasis on standard - driven learning

expeditions and project - based instruction. Each semester ends with an impressive gallery walk displaying student work. The curriculum produces substantive data indicating the significant improvements and progress students make. Teachers are held accountable for improving instruction. The co-planning which takes place within many professional meetings reinforces the agreed structures which identify responsibility for these improvements. These planning meetings effectively provide for the integration of the curriculum. However not all teachers are equally skilled in the use of data to consistently differentiate learning activities to meet the varying needs of students.

Budget decisions are driven by the needs of students. For example, the school finances a Saturday Academy to support the learning needs of students who are 'at risk' of not graduating. Funding has also been directed to increasing the number of teachers in the school. The effect has been to reduce class sizes to provide the opportunity for more individual student conferencing in lessons. Scheduling decisions also reflect student requirements. For example, additional time has been allocated to mathematics and English language arts in the middle school to allow for a greater continuity of instruction.

The strong sense of collaboration between students and the feel of a 'family' community elicits a positive identification with the school. Students are enthusiastic and keen learners who are willing and able to talk enthusiastically about their experiences. They value the support, care and concern which are shown to them by all members of staff. Relationships between adults and students are excellent. There is mutual respect between students and staff which promotes an ethos of shared learning. The students find their lessons to be stimulating and challenging. They are strongly encouraged to be independent thinkers, a quality reinforced by their project based activities. Attendance is given a high priority. The school's positive attendance strategies and the commitment of the students to the school are shown in the high attendance rates.

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 well developed.

The principal formulated stringent criteria for the selection of staff. All staff are required to teach a model lesson, have a good subject knowledge and a passion of teaching. There is a specific focus on identifying the potential of the member of staff to use data to set high expectations for student performance. CVSR is a small school, so staff are in a variety of teams. This pragmatic outcome helps in developing efficient communication of common issues and concerns. These teams provide opportunities for common planning, evaluation of outcomes and making adjustments to teaching programs in the light of the evidence produced from the data collected.

Professional development is very effectively differentiated to meet the needs of staff. These activities are specifically designed to increase confidence in the use of data to improve student outcomes. Staff have been building their capacity to improve their instruction in a consistent and systematic way. For example, there has been involvement in New Visions workshop, Outward Bound project-based learning support and 'lunch and learn' sessions with mathematics and literacy coaches. Although opportunities for inter-class visitations are limited teachers frequently discuss and evaluate each other's practice. The principal has a detailed and rigorous procedure for formal observation of lessons. These procedures are complemented by a regular commitment to lesson walkthroughs.

She uses these observation outcomes to drive professional development decisions, identify and share good practice and to monitor closely the impact on student progress.

The principal has the respect and support of the school community. Parents are very appreciative of her openness and willingness to communicate with them and create opportunities for their involvement in the school. They value greatly her commitment and that of the staff, in striving to achieve success for this school. The principal demonstrates significant capacity to manage continuous improvement. School management procedures are efficient and effective and the school runs very smoothly on a daily basis.

The school has established very good, productive working relationships with a significant range of external partners including community-based organizations. As an initiative example, a group of senior students, with the support of the International Youth Leadership Institute, went to South Africa to gain the experience of a different culture. This experience broadened their understanding of the daily life of people in a different country.

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 effectively evaluates its short-term goals in relation to students' needs and progress. However, strategic planning is not sufficiently long term. A systematic review of the outcomes of the Comprehensive Education Plan is programmed on an annual basis. However, senior leaders have a regular schedule of meetings to identify ongoing issues connected with student progress. For example, there is an ongoing evaluation of student performance based upon interim assessments. The consequences of these evaluations are that students are targeted for academic intervention services support or are provided with an enrichment program. The outcomes of reviews of student achievement, and in particular the effectiveness of teachers, become the focus of intervention strategies or support. Individual reviews with teachers also provide opportunities to measure the effectiveness of the school's work. The regular reporting cycle provides effective evidence of student progress and where interventions may need to be made to address issues. For example, the necessity to improve literacy skills of low-achieving students prompted the implementation of the Saturday Academy program. Similarly, the development of the collaborative team teaching program has led staff to change their teaching strategies in order to better accommodate different levels of student achievement.

The use of data as a diagnostic tool to evaluate students' skills development is being appropriately established through standardized tests such as the Princeton Review, but what is not so firmly embedded is the use of diagnostic data analysis to identify trends in the progress of individual students. The school has shown its ability to be adaptable to students' needs through its challenging Advanced Placement program by offering courses in US and world history, literature and environmental science. Staff have a clear perception of the goals and core purposes which drive its work. The evidence of this is shown in the help staff give each other, and their involvement with extended day activities and the extracurricular program. The school has shown it has the capacity to build on its successes and promote the academic achievement of students even further.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Channel View School for Research (MS/HS 262)	∅	✓	+
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	