



The New York City Department of Education



Quality Review Report

**Angelo Patri School
Middle School 391**

**2225 Webster Avenue
Bronx
NY 10457**

Principal: Pedro J. Santana

Dates of review: October 18 – 19, 2006

Reviewer: John Messer

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

What the school does well

What the school needs to improve

Part 3: Main Findings

Overall evaluation

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

Part 4: School Quality Criteria Summary

Part 1: The school context

Information about the school

This middle school has 801 students enrolled. The largest ethnic groups are Hispanic (64%) and Black (32%) with small numbers of other ethnic groups. Approximately 20% are English language learners and 12% are special education students. The rate of attendance at 90.8% is slightly above that of similar schools and slightly below the City average. The proportion of students eligible for Title 1 funding, (86%), is well above the City average.

The school is divided into three academies, Law and Justice, Business and Careers, and Journalism. Each academy has students from grade 6 to 8 and is supported by an assistant principal. This structure helps students to feel that they are members of a smaller family group rather than just members of a large school.

The school has had a high turnover of teachers and administrators. This has had an adverse impact on the consistency of teaching and learning. The new principal began work at the school at the start of the current academic year.

Part 2: Overview

What the school does well

- The new principal provides strong leadership and has a steely determination to raise achievement.
- Good relationships between students and teachers promote high levels of motivation.
- Students feel safe and secure in school where they are well behaved, courteous, eager to please and keen to learn.
- The school is managed well and is an orderly community.
- The rigorous monitoring of attendance and the immediate action taken to find out why any student is absent has been highly effective in creating an improving trend.
- There are pockets of particularly good teaching where data is used efficiently to help students to make good progress.
- Parents and the community are increasingly pleased with the education provided and parents appreciate the efforts of the staff to provide a safe, caring learning environment.
- An improving trend in students' progress is beginning to emerge as the school starts to take more account of comparative data and strives to use this to identify where improvements are needed.

What the school needs to improve

- Accelerate progress in English, mathematics, science and social studies by using data to set challenging goals designed to raise standards.
- Raise teachers' expectations of what students can achieve.
- Introduce effective systems to measure the amount of progress that students make and use the data on students' performance to find out precisely where individual support is needed.
- Provide more guidance for teachers through classroom observation and feedback on how to raise students' performance and increase rates of progress.
- Set clear goals for students that help them to understand exactly what they should do to reach the next steps in their learning.
- Ensure that whole school improvement plans, budgeting and staffing decisions are driven by analyses of student data and are monitored systematically with a clear focus on improving each student's performance.

Part 3: Main findings

Overall Evaluation

This is an undeveloped school.

There are emerging strengths and students' achievement is beginning to improve but there are deficiencies that are hindering more rapid progress. The school does not analyze data precisely or systematically enough so it cannot pinpoint where improvement is needed. There are inconsistencies in the quality of instruction and teachers do not receive enough guidance about how to raise achievement. The new administration is already beginning to have a positive impact but has not yet had time to effect major improvements. The desire of all members of the school community to raise achievement demonstrates that the new principal's clear direction and determined leadership places the school in a good position to forge ahead and make rapid 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 undeveloped.

Data is not collected systematically to evaluate and understand what each student knows and is able to do. Systems lack clarity and are insufficiently coordinated to provide a sharp enough picture of exactly where improvement is needed. 'Class at a Glance' records have been introduced to provide a profile of students' achievement but so far insufficient data has been collected to reveal any pattern or trends. The school collects data about the standards that students reach in each grade and in each class. It has begun to examine this data and it is clear that in some classes students make much better progress than in others. There has been no thorough investigation into why there are some major inconsistencies in rates of progress or standards attained. Consequently, the school is not in a position to decide exactly what action is needed to raise achievement across all grades and academies.

There are notable instances of students making exceptionally good progress in some classes. There are examples of teachers using data to organize students' learning so meticulously that there can be no excuses for failing to make good progress. In these classes, teachers maintain high expectations of students' performance and refuse to accept any sub-standard work. This approach is underpinned by close telephone contact with every parent each month where students' personal and academic progress is discussed. Students report that some teachers give them telephone numbers or email addresses should they need extra support with homework. This demonstrates the exceptionally high levels of commitment that teachers are prepared to offer.

Data from State test results reveals that the achievement of English language learners is better in English language arts than those in similar schools but not as good in mathematics. There is no evidence that the school has used this data to realign

instructional interventions to improve performance in mathematics for this group of students.

Data is used appropriately to identify special education students whose achievement is better than those from similar schools in English language arts but not in mathematics. Their progress is monitored but the resulting information is not used consistently to modify learning programs to match their particular stages of development.

The school has good plans to improve the collection, analysis and use of data but the plans are still at an early stage and have yet to be developed as useful management tools. A growing data base is helping the school to compare its performance with similar schools. However, the school is not yet able to demonstrate that it has the capacity to make precise comparisons between classrooms, grade levels, academic subject levels or ethnic groupings.

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 undeveloped.

The school does not have systems for the use of data to identify precisely where students are underachieving. Consequently it is not in a position to set specific goals for improving the performance of grades, classes or individuals. Data is not used systematically enough to identify precisely which students are in greatest need of support or exactly what support is required. Also it is not in a position to agree on or share goals with individual students so that each knows exactly what is needed to improve work and reach the next stages in learning. There is agreement that teachers need to raise their expectations of students’ performance by using data to set challenging goals but no clarity about how this should be achieved. There is no strategic planning to effect immediate and longer term improvement. The large group of students who are at level 2 is in great need of support to help reach level 3 but action plans to achieve this and to accelerate learning have not been formulated.

All members of the school community share a commitment to ensuring high levels of pastoral care and the school has been successful in securing a safe learning environment in which students work happily. Until very recently there has not been an equally strong focus on raising academic achievement. A significant number of students lack confidence in their ability to attain high standards and some have low aspirations. The excellent relationships that have been developed between staff and students are helping to raise self-esteem.

The school has no concerted strategy for involving parents in a learning partnership. There are isolated pockets of excellent practice where parents are encouraged by individual teachers to engage in conversations with the school but no commonly adopted practice. Consequently, data derived from information provided by parents does not contribute to the setting of goals or to developing or revising instructional plans.

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 undeveloped.

The new principal is determined to raise standards but there is much to do. The school has identified the need to establish clear accountability protocols based on achieving specific measurable goals. Resources are not targeted systematically enough to areas where data reveals a specific weakness and need for intervention. The school has yet to formulate a coordinated set of plans designed to accelerate the learning of each student.

The school has begun to see success that has resulted from targeting groups of students who achieve level 2 so that more can achieve level 3. This is demonstrated by improvements in test results but the improvement has not been substantial. There remains a large proportion of students who are not achieving as much as they should. Teaching is monitored and results show that data is not used well to match work closely to the particular needs of all students, especially the faster learners who are not sufficiently challenged.

The school has identified the need to develop much more consistency in the curriculum that is taught in each faculty and each grade. Groups of teachers analyze formal and informal assessments and use the data to address specific needs but this has not been developed into a consistent whole school strategy. There is an earnest desire amongst teachers to improve their practice and to help students to move from one level to the next. However, the school administration has not defined exactly what needs to be done to improve teaching.

Students are keen to learn and teaching programs engage them. Students are courteous and very well behaved. Most are keen to succeed and eager to please. They are well motivated and are eager to contribute, even in unexciting lessons where basic skills are being reviewed. The teachers’ respect for students and the trust that has been established between teachers and students make major contributions to this productive learning ethos. Students report that they feel comfortable in sharing problems or concerns with teachers. These factors help to foster an improving trend in attendance because excellent relationships encourage students to feel happy about coming to school. The school has very good procedures to encourage regular attendance. This includes telephoning parents immediately if a student does not appear in school each morning and counseling parents about supporting the school’s expectations of regular 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 undeveloped.

The new principal is already beginning to have a major impact on the school. He is from the community and fully understands all the issues that his students have to face. He is highly respected and has just the right qualities to effect major change. He communicates closely and candidly with his four assistant principals and subject coaches. Together they form an effective administrative team. Teams of teachers in each grade plan together and this promotes consistency across each grade. However, there is much to do to align

capacity and build collaboratively established plans designed to accelerate learning for each student.

Staff have not been specifically selected for their expertise in using data to determine exactly where and how to improve students' progress. Consequently, there is insufficient expertise across the school to refine the collection and analysis of data and to use it systematically to raise standards. Professional development for staff focuses more on improving the quality of classroom instruction than on using data to improve learning and progress. Teachers are eager to improve their practice.

The administrators and subject coaches regularly visit classrooms to observe teaching. Teachers welcome classroom observations and are pleased to receive guidance and constructive advice. The impact of these interventions is not effective enough because there is no whole school strategy for improving the quality and consistency of each teacher's instruction. However, teachers' openness and willingness to develop demonstrates that the school has good capacity to improve the quality of education and to raise standards. However, the lack of clear academic goals and a planned whole school focus for improvement means that outside bodies and support services cannot closely align their input with the school's most urgent priorities. The administration has yet to articulate a clear vision of the excellence to which the school aspires. The school runs smoothly and procedures are increasingly clear. All staff are beginning to understand that the principal expects each and every requirement to be followed immediately and precisely.

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 administration has recognized the need to establish revised improvement plans that include long-term goals, frequent interim goals and diagnostic assessments of progress. Data is becoming available that shows the comparative achievement of students in different classes and academies. This data is not yet used to identify why there are inconsistencies between classes nor systematically used to plan interventions.

The school has recognized the need to develop greater consistency of progress across the school. Data shows that there are significant inconsistencies between classes, but it is not used effectively as a basis for driving up standards. The new administration team is in the process of checking the goals set in the action plans that underpin the school's Comprehensive Education Plan. The plan is being revised to ensure that it includes clear goals based on accurate analyses of data derived from assessments of students' performance. The school has not yet established a culture, based on successive phases of goal setting, designed to re-align practice and resources to improve students' achievements.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Angelo Patri School (MS 391)	∅	✓	+
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		