



The New York City Department of Education



Quality Review Report

The Ten Eyck Upper School

Middle School 582

**207 Bushwick Avenue
Brooklyn
NY 11026**

Principal: Brian Walsh

Dates of review: December 12 - 13, 2007

Lead Reviewer: Jean McCrickard

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Part 1: The school context

Information about the school

Ten Eyck is an upper school with 305 students from grade 6 through grade 8. The school population comprises 22% Black, 76% Hispanic, 0% White, and 1% Asian students. The student body includes 12% English language learners and 20% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2006 -2007 was 92.6%. The school is in receipt of Title 1 funding with 78% eligibility.

The school was founded in 2005 as a middle school extension of Public School 196 and the two schools share a facility and an assistant principal. In September 2007, the school intake increased by 30 students and opened the grade 8 wing converted from the old gym.

Part 2: Overview

What the school does well

- The principal and assistant principal passionately and capably demonstrate their vision through high standards, work ethic and by the example they set for others.
- The school provides a safe, consistent, supportive environment in which all students can grow and develop into responsible citizens.
- Students are encouraged to aim high and to use mistakes as learning opportunities.
- Integrating literacy conventions and word walls into all subject areas extends student learning and communication skills.
- Staff are enthusiastic, open and welcoming to parents, students and visitors.
- Students are polite and respectful and enjoy the educational opportunities the schools offers.
- Collaboration between staff and successful open working relationships are endemic to the school's collegiate ethos.
- Staff use data analysis very well to provide a wide range of differentiated activities, resources and learning opportunities.
- Professional staff development is strategically planned to enthuse staff and extend their expertise and skills.
- Students understand and effectively use the conventions of small group work to further their learning.

What the school needs to improve

- Build time for reflection on past progress into the staff professional development program to plan for future improvement.
- Investigate the impact of different learning styles and their effect on student standardized test results.
- Increase parental presence and involvement in the school.

Part 3: Main findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report

Overall Evaluation

This school is well developed

The staff are proud of the effort that has been put into developing a collegiate family atmosphere which supports students and helps them to grow as individuals and become responsible members of society. The school is clean, brightly painted and welcoming to students, parents and visitors. The walls and displays have examples of students' art and written work with levelled rubrics alongside posters to encourage them to aim high and realize the school motto "Make what you believe in happen".

Recent funding from the Robin Hood Foundation was used to refurbish the Library which is ready for elementary and upper school students to use on a weekly rotation. The whole area is bright, well organised and inviting. Parents have use of the Library at set times during the week and at weekends but their overall presence in the school is limited. A Spanish/English leaflet clearly states a code of conduct to encourage students to take care of the Library.

Good use is made of a wide range of data collected by the school to monitor and record student performance and progress. They use this information to make timely interventions to individual students learning programs. The inquiry team's goal is to raise the achievement level of students with mid to high level 2s identified through careful data scrutiny. The action plan is well thought out with timed interim steps, allocated staff roles, success criteria and focused classroom research.

Staff are ably and passionately led by the principal and assistant principal who have worked hard to address the areas for improvement outlined in the previous Quality Review. All staff have had effective data training. They are confident in analyzing and using data to inform differentiated instruction. The school has a comprehensive well documented and tracked intervention program for students at risk.

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 the student's progress over time.

This area of the school's work is well developed

The school collates a wide, comprehensive range of data from standardized tests and school generated assessments. Teachers have had professional development in the use and application of data analysis and use the information this generates very well to form differentiated groups in their subject classes. Activities and resources in classes are suitably differentiated and special education students are catered for well. Student test answers are closely analyzed to identify areas for focused skills teaching and each fresh

set of data is effectively used to update understanding of each student's performance and progress. Students compile portfolios of their work and select pieces in collaboration with their teachers. Staff use these student notebooks, conference notes and running records to obtain additional information on student progress.

The school has successfully invested a lot of time and effort into producing comprehensive data binders for every teacher. All have access to computerized data through the technology room equipment. The progress of all students and student groups is closely monitored, recorded and reviewed after each assessment. This is successfully used to allocate students a range of good intervention strategies and to decide upon small groups for class work. Students who receive intervention support are reviewed in team, conference and professional development or grade meetings every six weeks to monitor the impact of the strategies. Alterations to the interventions follow where the data determines a need. The staff is small and cohesive so the exchange of student information easily takes place on a variety of levels.

Data is tracked year on year and by subgroup but shows no significant trends or patterns emerging based on ethnicity or gender. There is an upward trend in math results and a slight dip in overall results early in grade 6 but rise by the end of the year. Staff discussion attributes this to acclimatization into new school systems, processes and structures. Progress comparison is made with similar schools in the immediate locality and variations in results noted. All teachers are effectively trained in the use and application of data to enhance their teaching and student learning.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is well developed.

The school goals are clear and based on data analysis. They demonstrate the incremental steps needed to achieve them including success criteria and accountability. These goals focus exclusively on using instruction appositely to enhance student learning especially those in greatest need of improvement. The goals are discussed regularly at various team meetings and are included in the school handbook. Parents know about them through parent teacher meetings, a parents' handbook, conferences and newsletters. They welcome this information and the additional information it gives them about the direction and values of the school. For students, they are encompassed in the school motto, "Make what you believe in happen".

Students who have been identified in need of support are put on a ladder of intervention which commences with a thorough examination of their work and assessment results. Collaborative team teachers benefit from joint planning time which guarantees a commonality of approach and more autonomy to work alongside classroom teachers. This enables teachers to choose the best support method for individual students. The school's English language staff, academic intervention services and special education teachers support services are used alongside the extended day program to give focused additional student support. All meet on a six weekly cycle to assess progress, realign groups and plan the next steps in learning for individual students. In standardized tests care is taken that these students are adequately prepared and supported with extra time if necessary.

The staff handbook clearly lays out what is expected in terms of classroom management and environment to raise student achievement. Teachers communicate their expectations

to students through their personal attitude and involvement with each child on a daily basis. Positive posters are displayed round the school which further promote and communicate the high expectation that is prevalent throughout the school. Staff know their students well and expect high levels of personal and academic achievement from them. Students in turn respond to this and work hard to achieve their best.

The school blog, the social studies blog and the Help Involving Parents initiative are all used to communicate with parents. Efforts are made to involve parents in school life but they have only had a minimal impact as shown by limited parental presence in the school building. Despite this, parents do support the school and its initiatives as evidenced recently by every student coming to school in uniform and the amount and variety of food provided for International food day.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed

The school makes equal lesson allocation to English language arts and math as these are areas where student need to improve the most has been identified. The school with some success is also integrating English language arts into all subject areas. The skills learned in this area of the curriculum are being reinforced in all other subject teaching through word walls, consistency of vocabulary and integrating a range of writing genres into subject work. This is well illustrated by persuasive writing being used in a Science topic on global warming

Teachers are held accountable through grade and subject planning meetings and the principal's and assistant principal's highly visible classroom presence. They also carefully scrutinize student notebooks and give constructive written feedback to both student and teacher. The differentiated approach to teaching is already showing statistical improvements in students' work and a rise in the students' more positive and responsible attitude towards school and their learning. Students move around the school respectfully, are focused in their lessons. They enjoy the challenges and activities working in groups presents and communicate the what, how and why of their work intelligently.

Students feel safe at school and know there is someone they can talk to if necessary. Teachers are involved, voluntarily, in numerous after school activities, which allow them to get to know students personally. Attendance is good and 100% class attendance is celebrated with pizza parties or medals and absenteeism is tackled immediately and effectively.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to 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 knows each and every student and is well respected by staff, students and parents. He is accessible and astute, receptive to new ideas and passionate about delivering the best all round education for all students. He is ably supported by the assistant principal and both present a well organized united front. They have engendered

open relationships with and between staff where each ensures the school runs smoothly. The staff handbook gives new teachers very clear guidance on school systems and protocols. There are voluntary new teacher orientation sessions before the start of a new school year and a supportive mentoring program which is effective in helping to induct staff new to the school. The collegiate, open relationship fostered in the school means that new staff are quickly assimilated.

Professional development is systematically planned round whole school goals and student and staff needs. These are quickly identified through surveys, formal classroom observations and frequent informal walkthroughs. Staff work together in classrooms, have regular team meetings and this promotes an open atmosphere where individual staff feel secure enough to say they need help. Teachers appreciate the feedback they receive following observations which is focused and aligned to their individual and school need. The school uses the turnkey method of sharing knowledge and expertise if teachers have been to the Teachers' College for training. The recent training focus has been on data analysis, differentiated teaching and setting up the inquiry team. Implementing these initiatives has been accomplished within a very short time span leaving limited opportunity to assess their full impact on student performance and plan for future developments.

There is strong academic, social and personal support for students from within the school staff. Outside agencies provide additional opportunities which students enjoy through Champs sports, US Lacrosse Association, Save the Music Foundation, Beat the Street Wrestling and Classrooms Incorporated.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

The principal has a clear vision for the development of the school and communicates it well to all concerned. The school operates within an atmosphere of continuous assessment and review of students, staff, procedures and protocols. Assessment results are submitted to the principal, assistant principal and data specialist who use them to assess student progress. Staff assessment binders and the data specialist's file are thorough and give a complete picture of student learning. All teams meet on a six weekly cycle and the school is quick to respond and revise plans, groups, support and instruction.

Curriculum delivery is monitored and modified through scrutiny of data, assignments, portfolios and class visits. For example close scrutiny of student answers on English language arts assessments revealed a need for more focused reading intervention. The Friday club session at the end of the day has been exchanged for individual reading across the whole school until the January testing when its effectiveness will be reviewed. The leadership team use student notebooks as a means to assess curriculum delivery and protocols and give written relevant feedback to all staff to indicate what can be improved. Immediate access to current data allows staff to assess the interim impact of initiatives. Data examination showed between 58% and 77% of students in collaborative team teaching classes made progress in the short time the school has adopted focused differentiated teaching based on data analysis.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The Ten Eyck Upper School (K582)	△	▶	✓	+	◇
Quality Score				X	

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

To what extent do school leaders and faculty provide . . .	△	▶	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	△	▶	✓	+	◇
2.1 engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
Overall score for Quality Statement 2				X	

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.					
To what extent does the school . . .	Δ	▶	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance?				X	
Overall score for Quality Statement 3				X	

X

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	▶	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support serassistants around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4				X	

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	▶	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5				X	