



The New York City Department of Education



Quality Review Report

Louis Pasteur Middle School

Middle School 067

**51-60 Marathon Parkway
Queens
NY 11362**

Principal: Zoi P McGrath

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Reviewer: Ted Solow

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Part 1: The school context

Information about the school

Louis Pasteur Middle School is a school with 967 students from grade 6 through grade 8. The school population comprises 4% Black, 8.9% Hispanic, 34.6% White and 52.5% Asian students. The student body includes 3.4% English language learners and 7.5% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 98%. The school does not receive Title 1 funding. This is lower than schools Citywide.

Part 2: Overview

What the school does well

- The principal and her administrative team are highly respected by students, parents and staff.
- Data analysis drives the instructional program.
- Staff work in a collaborative community that increases personal and professional growth and development.
- Students are well known to the staff and administration which supports a respectful and trusting environment in the school.
- The principal is a knowledgeable educator who frequently and regularly observes classroom teachers with the goal of improving instruction.
- Professional development activities are driven by staff and student needs.
- All budgetary and scheduling decisions support the needs of the students.
- Policies and procedures provide for a safe and secure learning environment.
- The building is well maintained with halls and classrooms exhibiting high quality work.
- The arts program provides ample opportunities for creativity and self expression.

What the school needs to improve

- Standardize curriculum calendars in social studies, science and foreign language in order to improve student outcomes.
- Implement conferring practices to support instruction in the content areas of social studies, foreign language, and science.

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 principal and her full complement of assistant principals work as a team with staff and students to raise the bar of excellence. Differentiated instruction and the development of flexible instructional groups, major goals of the school, have resulted in a professional development program that addresses identified needs.

There is a high level of professionalism at this school. Staff members support one another through work in collaborative groups that increase personal and professional growth. The administrators are highly supportive of the staff and serve as valuable educational and professional resources.

The principal has addressed the suggested areas for improvement by incorporating a variety of effective strategies. Teachers are now held accountable for high quality instruction. Targets and goals that measure student interventions and whole school planning have been implemented and have proven to be highly effective, as evidenced in the improved scores on the State examinations. Differentiated instructional strategies are now part of the culture of the school and are supported by a high quality professional development program.

The parent teacher association keeps parents well informed about their children's education through its newsletters, committees and workshops. Parents are an integral part of the school leadership team, as well as providing important volunteer services throughout the school.

The school's inquiry team is in its formative stages.

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 administrative team provides good information to staff about how to access, assess and use summative and formative data to improve student performance. Data from sources other than standardized tests, such as conference logs, attendance and other formal reports, are disseminated to the staff as authentic evidence of progress and discussed at meetings for their implications. The staff have developed a good understanding of the use of data-driven instruction and how to implement its use to form further plans to raise the achievement level of all groups. Data generated from all sources is effectively used to identify needs and strengths in the content areas and to identify

students at risk of failure. Staff is knowledgeable and adept in using data to inform instruction and in developing differentiated teaching and grouping strategies. Student performance data is well used to monitor the progress of students by gender, English language learners, ethnic groups and sub-groups, and special education students across classes, grades and the school. When weaknesses are identified, appropriate specific support measures are put in place and evaluated for success on a regular schedule.

The principal, assistant principal and the coaches provide an intensive and effective review of the performance and progress data for students enrolled in the Regents classes in integrated algebra, earth science and the law magnet program. The same scrutiny is given to students enrolled in the special art, music, drama, and robotics programs in order to insure academic rigor and sufficient challenge.

The principal frequently examines the school's past performance of classes and grades, as well as making comparisons with similar schools within the district and City. This school consistently outperforms similar schools in English language arts, math, science, social studies and attendance. The principal effectively monitors data in order to raise the bar for even higher achievement for staff and students.

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's goals, designed to improve performance and reinforce the high achievement levels, are communicated effectively by the principal to all members of the school community. Through well designed conferences and professional development sessions, goals are prepared and targets for each goal are developed with appropriate time frames to measure student achievement. Data is currently being prepared to identify the small percentage of students who are performing at the lowest levels. Parents of students who receive academic assistance are invited to share any information to help the team prepare an appropriate plan for their child. Each student receiving academic assistance services is monitored for targeted improvement and progress by the academic intervention team during each teaching cycle. Students not making progress are referred to the pupil personnel committee for further follow-up and interventions.

Students in English language arts and math classes routinely establish goals with their teachers. These goals are reviewed during individual conferencing sessions for progress and to address areas of concern. However, these practices are not uniformly followed across the other core content subjects in order to make strategic connections to improve student outcomes. Students across classes and grades were able to articulate their reading and math levels, as well as knowing what they need to do in order to achieve the next higher level.

High expectations for achievement are effectively reinforced throughout the school year through ongoing communication strategies with parents. Teachers share grading policies, curriculum calendars, and interim progress reports with parents. Parents are invited to attend back to school night, parent workshops, drama performances and other school events to share in celebrating successes. Parents receive quarterly report cards which annotate student achievement during the school year. The school successfully encourages parents to provide information that will help in educational decisions regarding their children. Parents stated, "We feel part of the process in the planning for our children."

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.

Instruction in the core curriculum areas is aligned to performance indicators so that challenging instruction is delivered in the classes. The staff is provided with accurate student performance data from the City, State and other sources in order to allow for effective planning. Data gathered during the year is analyzed well by the administrative team to measure classroom performance. Teachers are adept at identifying student weaknesses while capitalizing on their strengths. Staff monitors student performance to ensure that students meet or exceed previous performance levels. Teachers are empowered to make adjustments in the pacing calendars and curricular maps to meet the needs of their classes. However, a need exists for all teachers of subjects other than English language arts and math to develop and use curriculum maps and pacing calendars that align instruction in content area classes in order to raise student performance outcomes.

The classroom curriculum is highly engaging and rigorous. The special progress classes, the gifted magnet program, and Regents classes in math and science challenge students to reach their highest potential. There is a complete array of courses in the arts, including drama, dance, instrumental music and fine arts. Courses in physical education, law, journalism, robotics and computer technology round out the curriculum and enhance learning during and after the school day and provide additional facets to a well-rounded curriculum. In addition to the engaging learning environment, there is mutual trust and respect between staff and students.

Staff is held accountable for the performance and progress of their students through an analysis of a variety of test and classroom data. On-going professional development provides additional opportunities for all staff to gain and master approved teaching strategies. Effective use of flexible instructional groups is used across all curricular areas. Students are highly motivated, articulate, and are actively engaged in differentiated tasks well designed to accommodate varying learning styles and delineated through effective rubrics, samples and modeling. Well established procedures encourage and support the school’s high levels of attendance.

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 school’s comprehensive professional development plan focuses on new teacher development, enhancement of teaching skills and using data to drive instruction. The principal and her administrative team are highly visible as they visit classrooms daily to monitor congruence and hold teachers accountable for sustained improvement. Teachers receive timely verbal or written feedback after these visits. There is also a formal observation process for new, new to the school, and tenured staff. Additional support is provided to the less experienced staff. Site visits, which are conducted by the coaches, model key instructional strategies and provide time for staff to discuss ways observed

strategies can be incorporated in their lessons and used with their classes. All professional development activities, supported by the budget, do a good job of raising the comfort level of staff with the use of differentiated instructional techniques in their classes as evidenced by improved student outcomes.

Good support mechanisms are in place to support student growth and development. Counseling services provide alcohol, tobacco and drug prevention lessons, a healthy lifestyle course of study, personal hygiene, and grief counseling when needed. Large numbers of students and parents attend well designed orientation sessions that address the high school admission process, resulting in 47% of the 2007 senior class attending specialized City high schools.

A limited number of external partnerships provide enrichment activities in social studies and art. A self-sustaining after school program offers many recreational and other activities for a fee.

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.

Goals to improve student outcomes are derived from several sources, including the Comprehensive Education Plan and other available data. Appropriate measurable targets are set for teachers to improve the outcomes in their classes. Regularly scheduled meetings to discuss data and classroom observations enable the leadership team to make good evaluations and targeted suggestions for adjustments of teaching strategies. Review of school goals on a periodic schedule, ensures that targets and excellent progress towards goals are being achieved. The principal has addressed all the suggested areas for improvement by incorporating a variety of effective strategies. There is now greater accountability. Targets and goals that measure student interventions and whole school planning have been established and have proven to be successful. Teachers now regularly implement differentiated instructional strategies and their efforts are supported by an effective ongoing professional development program.

All segments of the school, using formal and informal data, identify the resources they need to achieve the set goals for every student, class and grade. Progress is measured on a regular schedule for all students across classes and grades. Interim progress report information is used well to make timely adjustments and modifications in order to improve teaching and learning.

The principal's clear vision for the future development of procedures and systems includes the training of the inquiry team in the use of the new data system, and enabling of all staff to access the data for assessing student outcomes. The use of differentiating instructional practices is well on its way to becoming institutionalized in all classrooms.

Part 4: School Quality Criteria Summary

| | | | | | |
|--|---|---|---|---|---|
| SCHOOL NAME: Louis Pasteur Middle School (MS 067) | Δ | ➤ | ✓ | + | ◇ |
| 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 . . . | Δ | ➤ | ✓ | + | ◇ |
| 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 . . . | Δ | ➤ | ✓ | + | ◇ |
| 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 | |

| 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 services 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 | |