



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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Lead Reviewer: Bruce Berry

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Part 1: The school context

Information about the school

Channel View School for Research is a middle-high school with 578 students from grade 6 through grade 12. The school population comprises 58% Black, 26% Hispanic, 10% White, 5% Asian and 1% other students. The student body includes 1.4% English language learners and 7.4% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2006-2007 was 93.8%. The school is in receipt of Title 1 funding with 58% eligibility.

The school shares a building with a large high school.

Part 2: Overview

What the school does well

- The principal's all embracing leadership is providing the drive for continuous school improvement.
- The staff work collaboratively to provide a vibrant and stimulating learning environment for the students.
- The administration and teachers use data effectively to monitor the progress in student achievement.
- The curriculum provides a wide range of stimulating and interesting learning opportunities for the students.
- The excellent professional development programs fully support the teachers as a community of learners.
- Carefully differentiated instruction provides very good engagement and interest for student learning.
- Students in greatest need of improvement make excellent progress because of the high-quality support they receive.
- There is a strong culture of high expectations, trust and respect among all members of the school community.
- Parents have high praise for the quality of education, the support their children receive and the excellent communications to update them on their child's progress.
- The school has developed strong partnerships, which provide students with high-quality enrichments to support their academic and social development.

What the school needs to improve

- Further improve the strategic planning by the inclusion of interim goals in order to monitor the progress made in reaching the school's improvement goals.
- Provide more consistency in the negotiation of improvement goals for students, with agreed action plans to help them achieve their goals.
- Further develop the use of the school's data system to give regular updates on the progress in achievement of all subgroups 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.

Since the last Quality Review, the school has made excellent progress in improving the quality of the differentiation of instruction to meet individual student learning needs. The data systems have improved and there is good consistency in assessment practices in all subjects. Strategic planning has improved, but more progress is needed to further strengthen this area. The principal's strong and collaborative leadership allows students and teachers to grow as a community of learners. There is a strong community spirit in the school, which is embraced by staff, students and parents. The school has very good assessment systems in place to support student learning. There is good evidence that a very high percentage of the school's first graduating group of students will achieve their goal of graduation followed by a college placement. The high-quality curriculum, enrichment programs and engaging instruction provide very good challenge and interest for student learning. The excellent professional development programs are providing teachers with opportunities to develop their skills and knowledge in order to give good academic support to the students. The inquiry team is focusing its research on the use of vocabulary for an identified group of students as they move from middle to high school. There is not yet a consistent approach to setting individual learning goals for students. The school does not, at present, set interim goals in the strategic planning in order to monitor progress in reaching long-term goals.

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 has developed effective data systems for monitoring the progress of students at all levels. School leaders and teachers use data very well to review the progress of students, classrooms, grades and subjects. Teachers have received useful training in the use of a variety of sources of data. They use assessment data successfully to identify the strengths and areas for improvement for each student through a skills analysis of the data. In the middle school, teachers effectively use tests, quizzes, project work and homework to assess student progress. At high school level, student progress is tracked through the excellent use of regular marking period grades, credit accumulation, practice tests and the outcomes of the Regents tests. Senior leaders analyze the data regularly and have useful meetings with teachers to plan strategies to

further improve student performance. As a result, high school students are making accelerated progress towards graduation. Senior leaders and teachers are taking commendable actions to improve further the achievement levels of middle school students.

Special education students make very good progress in their achievement levels because of the high-quality support they receive. There are two collaborative team teaching classes, one of which is part of a New York City pilot project for the integration into mainstream schooling of students on the autistic spectrum disorder. The small group of English language learners makes very good gains in their achievement levels. The teacher has identified writing as an area for improvement and is focusing instruction to improve this skill. The school uses annual data well to compare the performance by gender and ethnicity. They have established that there is no significant difference in the performance of the different groups. They do not, at present, monitor the progress in achievement of all subgroups periodically throughout the year. The school has established excellent links with two high performing schools to share ideas on organizational and academic practices. They also make valuable visits to share good practice and cooperate in training activities with four schools within their network.

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 sets highly appropriate goals for improving student achievement through a team approach involving all staff. The goals are extremely challenging, measurable, differentiated by subject and have a focus on improving each student’s outcomes. There is not, at present, a consistent approach to the setting of regular improvement goals for students and in agreeing action plans to help them achieve their goals. The school has high-quality support systems in place for students in greatest need of improvement, which results in the students making rapid progress. Academic intervention services, the extended school day, Saturday school, small group work and peer tutoring give very good opportunities for students to improve their skills. The school uses every opportunity possible to share the goals with members of the school community. These include the leadership team meetings, parent association meetings, curriculum events at the start of each year and the other social events and workshops the school provides for parents.

The school has developed a very strong culture of high expectations, which receives positive support from the students and their parents. Parents are extremely pleased with the high quality of education and the support their children get from the school. They are very positive about the valuable information they receive on the progress their children are making. They get progress reports every six weeks, with teachers regularly communicating with parents about the good work their children are doing and any areas in which they need to improve. They have many excellent opportunities given to them to be involved in the life of the school. As well as the parent teacher meetings, there is a family cultural day each month and many parent workshops covering a range of topics. These help the parents to have an understanding of the curriculum, the use of computers, healthy nutrition and many other topics of interest to parents.

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’s broad curriculum provides a wide range of academic stimulus and interest for students in their learning. The school follows the mandated curriculum and has a very effective project-based approach to learning. The projects include activities across different subjects and provide high levels of engagement for the students. The students proudly display the outcomes of the projects in galleries of their work in February and June. The event is extremely well supported by parents and members of the local community. The curriculum is further enhanced by an arts program, which includes art, music and dance. The high school students have excellent opportunities to extend their knowledge and skills in electives covering subjects such as art, music, Spanish, film studies and human biology. The high-achieving students study Advanced Placement courses in a variety of subjects and gain college credits. The teachers provide a vibrant and stimulating learning environment for the students. Careful differentiation of instruction and the use of a range of learning styles give opportunities to all students to be active and successful in their learning. The teachers generate very good pace and variety by having a range of timed and interesting activities.

The principal is extremely creative in the use of the budget, staffing and scheduling. As a result, teachers meet together each Thursday afternoon for professional development and team meetings. They use the time extremely effectively to develop their skills and share ideas, as well as planning, setting goals and using data to discuss the progress of students. As a direct result of the analysis of Acuity data, the budget is being used to fund two extra days of after-school classes to support the identified needs of students. The school has a calm and caring culture, with high levels of trust and respect among all members of the school community. One student summed up their feelings by saying “we are like family in this school” and another said of the teachers, “they help us to understand”. A further indicator of the engagement of the students in their education is demonstrated well by the high levels of attendance in the school.

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.

Formal observations and classroom walkthroughs by senior leaders and coaches give very good support and challenge for teachers to improve their instruction. The teachers welcome the constructive feedback and the help they are offered to bring about further improvement. The excellent professional development program is generated directly by the teachers reflecting on their instruction and the impact it has on student progress. It is challenging and tightly focused on emerging priorities. Teachers regularly update their training needs and this has led to a series of workshops covering areas such as student engagement, academic rigor and the use and understanding of vocabulary by students in all subject areas. The workshops on student engagement, entitled “ensuring equity” was introduced at the opening session by the author of the book “What it is about me

you cannot teach". Teachers also have other excellent opportunities to improve their skills at a summer institute, weekend retreats and weekly lunch and learn sessions with the coaches. The senior leaders and coaches effectively monitor the impact of the training in their classroom walkthroughs. Teachers have many good opportunities to meet and plan with other colleagues in grade and subject team meetings. They visit other teachers' classrooms and observe demonstration lessons given by the coaches. The new teachers are mentored by one of the coaches and provided with further support from a buddy teacher. There is an excellent program of activities for helping with their instruction planning, as well as any other support they may need. The new teachers set short and long-term goals and meet with the coach regularly to monitor the outcomes.

The school has a strong guidance and advisory provision for supporting students in their academic and personal development. There is a useful health education program and expert speakers visit the school to give talks on social issues relevant to the age group. The students also receive excellent advice on applying for college and college funding. The school is a very orderly community, with effective procedures that are respected and followed by all the school community. The school has many external partnerships with organizations, which provide students with high-quality enrichments to support their academic and social development. There is a full individual and team sports program for the students. The Parents as Art Partners grant gives parents, students and teachers excitement and fun in working together to creating sculptures.

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 proficient.

The school has effective measurable plans and goals for improving student achievement levels. There is an appropriate focus on raising the achievement of individual students and in subject areas across the curriculum. Senior leaders rigorously monitor teacher outcomes through classroom walkthroughs and by the use of the analysis of data at the end of each marking period. The strategic planning does not include, at present, the use of interim goals in order to monitor the progress made in reaching the school's long-term improvement goals. Teachers use data extremely well to regularly monitor the effectiveness of the curriculum and of their instruction. They plan interventions for students in need of extra support. They immediately revise their plans, curriculum and instruction to meet the changing academic needs of the students as identified by the data. This is exemplified in the school's very effective work for improving student understanding and knowledge of vocabulary across all subjects. The teachers work together to share strategies and ideas and all teachers introduce a glossary of technical words at the start of each new project. School leaders also act quickly and effectively to address issues identified from the analysis of data. For example, the middle school is divided three times a week into smaller groupings to help students with learning needs identified from data and teacher assessments. There is an annual planning cycle for reviewing the impact of the curriculum and instruction. Teachers work collaboratively to produce curriculum maps and pacing calendars for the coming year. There is a very strong vision for improving achievement and gaining successful graduation for all students. It is generated by the principal's all-embracing leadership style, which empowers teachers and students to take risks and try new ideas in the pursuit of success.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Channel View School for Research (Q262)	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

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped