



The New York City Department of Education



Quality Review Report

Mott Hall V School

Middle School 242

**2055 Mapes Avenue
Bronx
NY 10460**

Principal: Peter Oroszlany

Dates of review: March 31 - April 1, 2008

Lead Reviewer: Ronnie Solow

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Part 1: The school context

Information about the school

Mott Hall V is a middle school with 245 students from grade 6 through grade 8. The school population comprises 33% Black, 63% Hispanic, 1% White, and 2% Asian students. The student body includes 7% English language learners and 15% 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 91.1%. The school is in receipt of Title1 funding with 99% eligibility.

The theme of the school is math, science and technology. This year is the first year for grade 8 and results in the first graduation exercise. The school, at 119% of capacity, shares the building with four other schools.

Part 2: Overview

What the school does well

- The administration has a clear academic focus and provides collaborative leadership for effective instruction.
- Parents and students value the commitment of the staff to provide excellent teaching and learning opportunities.
- Experiential and expeditionary learning experiences support the broad, engaging curriculum.
- The school uses a wide range of data to determine the next learning steps and evaluate progress of the students.
- Professional development, differentiated by need, skill and interest, is widely appreciated and attended and improves teacher skills.
- Well-defined procedures, policies and rituals enable the school to run smoothly and efficiently.
- Individual and small groups of students receive effective support through various intervention strategies.
- Extensive partnerships and collaborations support the academic, social and emotional development of the students.
- The staff has coalesced into a community of learners that support and encourage one another through sharing best practices.
- Technology, integrated in the academic program, motivates students, furthers data usage and furthers the school's vision and mission.

What the school needs to improve

- Translate the parent handbook into Spanish to convey the goals and high expectations to all.
- Extend goal setting and conferring practices to science and social studies to support instruction and improve achievement.
- Formalize procedures to notify parents of interim testing results and thereby increase their knowledge of their children's progress.

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 assistant principal have created a collaborative team that works with the energetic, dedicated staff of teachers to provide the high quality education for their students. Professional development is a very high priority, widely attended by the teachers who regularly share their knowledge and best practices in support of one another. Data, easily accessed and manipulated through the technology systems, enables teachers to use the data most effectively. The academic program, supported by real world experiential and expeditionary learning, provides a rich and engaging academic program. The curriculum, further supported by extensive partnerships and support interventions, meets the needs of all students through differentiated classroom learning experiences. At this time, the social studies and science teachers do not use the good practices of conferring and goal setting to support instruction and extend student achievement in their classes.

The school informs parents of student progress through a variety of formal and informal mechanisms. The parent handbook, however, is not translated into Spanish to convey the goals and expectations to the Spanish-speaking parent community. Parents do not receive notification about the interim and predictive test results and their children's progress assessed by these exams. The parents are very appreciative of the school's efforts to provide a high quality education for their children.

The school has made good progress in addressing the issues identified in the last Quality Review. Extensive professional development in the gathering, use and analysis of data provides alignment with classroom practices. School-wide goals include measurable outcomes with scheduled periodic reviews. Differentiated practices employ standardized rubrics and a school-wide grading policy.

The inquiry team is studying a small number of 8th grade students performing below grade level expectations in English language arts and math. They are assessing the effectiveness of their intervention strategies, based on formative and summative data analysis. Recent analysis of progress shows continued growth for the students.

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 uses a variety of data, including State literacy and math tests, as well as the data generated by the City through the ARIS and Acuity systems. This information is effectively supported by good internal data generated by the school. The data, effectively utilized by the teachers, serves as the basis for understanding student performance. Analysis of student, class, grade and subject area results provides the staff with an accurate picture of student achievement. Data, carefully analyzed for gender, ethnicity, English language learners, special education students and a targeted group of high Level 2 students, provides detailed progress information. The good analytical skills of the staff are used further in determining targeted plans for meeting student needs.

The principal compares the school's performance with other schools in the peer group, network, neighboring schools and the other schools in the shared building. He gains useful knowledge and insights regarding best practices and uses this information to inform planning practices. The school shows consistent growth as measured by the State English language arts and math exams, and internal assessment results for all groups of students in the school.

A sophisticated school-wide computerized information system, providing the most up to date information regarding student achievement, assists with creating flexible needs based instructional groups. The data specialist provides good training and assistance for the teachers in the use of the new City computerized data and assessment systems. A student technology team, "Mouse Squad", assists teachers with the use of the technology for academic and administrative purposes.

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 proficient.

The school's plans and goals are the basis of the rigorous, effective, educational program. Measurable targets, delineated in the core curriculum areas, result in the production of detailed curriculum maps with pacing timelines. Classroom tests, student work, predictive assessments and formal examination information provide the links for grouping decisions and instructional goal setting. In English language arts and math, students confer with teachers, setting personal goals, reviewing achievement and specifying areas for further development. Standardized rubrics and a school-wide grading policy serve as targets for high achievement. Science and social studies teachers provide differentiated instruction in flexible groups based on English Language arts data, but do not utilize conferring and goal setting practices to extend student achievement.

All students identified as being at risk of failure receive excellent, intensive intervention services that address student individual needs in various models. Classes with lower performing students receive intensive academic support through the assignment of additional teachers and other support personnel to the class, resulting in more teacher support for each student and improved learning outcomes. Higher achieving students receive challenging instruction in Regents level math and forensic science classes.

Parents receive information through a variety of formal and informal channels. However, the school does not routinely share the results of predictive and interim assessments with the parents, thus reducing their involvement in the education of their children. The parent handbook is not yet translated into Spanish to keep all parents informed about school goals and information. Parents are supportive of the school and repeatedly stated, "I'm thankful for the day I chose this school." "We're always welcomed, receive answers and help."

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 follows the State and City guidelines for curriculum development, utilizing well-developed, customized features in English language arts and math. English language arts classes effectively utilize a balanced literacy program with leveled libraries and flexible needs-based instructional groups. Science and social studies, technology education, physical education and health, adhering to the State mandates, are integral components in support of the high quality academic program. The good practices of conferring and individual goal setting, used in English language arts and math, are not currently utilized in social studies and science to support and further student achievement outcomes. All classes effectively incorporate differentiated learning strategies through needs-based groups, determined by reading achievement levels.

Teachers are held accountable for providing engaging, challenging lessons in a supportive environment that is assessed through observation, student feedback and class results. A unique aspect of the curriculum is the wide-ranging experiential and expeditionary learning component such as the visit to the DNA laboratory for the forensic science class. These experiences are tied to the core curriculum areas, providing high quality, motivating connections between the classroom and the real world. Formal and informal class data, rigorously examined by teachers, results in uncovering and reacting to trends for individual students, classes and grades. Teachers effectively revise lessons in response to the uncovered information and reformulate the flexible instructional groups in response to data analysis.

With an emphasis on the classroom and instructional support, the school makes budgetary, staffing and hiring decisions in response to student needs. Sound budgetary practices enable the hiring of additional teachers for support in classrooms, expert consultant mentors for new teachers, and funds the experiential and expeditionary learning experiences for the students. Relationships are good and support learning. Students repeatedly stated, "Our teachers help you with academic and personal needs. They're available before, during and after school." In support of the school's rituals and customs, all students proudly wear the school uniform. Excellent attendance and lateness monitoring procedures are in place resulting in improved 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 wide range of professional development activities, determined through a staff needs survey, are very effective, highly appreciated and well attended by the teachers. The professional development results in sharing of best practices and increases teacher

classroom capacity. The administrators visit classes daily and provide formal and informal feedback to the teachers in a timely manner that improves instruction. The school supports effective intervisitations between teachers to observe and share best practice in and out of the school. Demonstration lessons, modeling, mentoring, coaching and attendance at conferences are integrated wisely into the professional development program. Subject and grade team meetings provide good opportunities for planning, strategizing, developing learning materials and sharing information. The literacy coach, assistant principal and mentors provide good, targeted assistance and additional training in differentiating instruction for addressing individual student needs and other elements of superior instruction. New teachers receive excellent assistance, designed specifically to their individual needs and take advantage of the full range of opportunities available for all staff members.

Very effective student support structures are in place. In addition to mandated special education support services for students with individual education plans, the school provides high quality guidance counseling and an advisory program incorporating character education. All students must participate in community service as a component of building good character and helping your own community. After school and Saturday programs effectively support the academic and personal growth of the students. Outside partners, such as The Los Padres Foundation, Gear-Up, First Tee, and Replications support the academic, social, and emotional development of the students well.

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 Comprehensive Education Plan, the school's goals and the principal's goals and objectives include regularly measurable and scheduled reviews of the targets for all instructional areas. Very good systems are in place for monitoring and evaluating the momentum of the school towards meeting the goals outlined in the strategic action plans. Review of school data is ongoing through six-week cycles, and is the measure of progress across classes, grades and subject areas in the school. The data specialist, inquiry team and the administrators examine the performance outcomes, share them with the teachers and plan effectively for the next stages of development.

Grade and subject teams discuss student performance outcomes and identify areas of strength and needs. This results in revisions to curriculum maps and pacing calendars in response to the revealed information. End of year examination results highlight areas for scaffolded goal setting and planning for the next year. The resulting new action plan builds on successes and addresses the revealed needs through stringently outlined actions.

The principal and community have a clear vision for their school. The principal stated, "We aim to create life-long learners in math, science and technology while providing the foundation and skills to be successful in college and the world of work."

Part 4: School Quality Criteria Summary

SCHOOL NAME: Mott Hall V Intermediate School	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 rigorous, 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 and tardiness?				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, and effectively address discipline related incidents?				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