



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**Angelo Patri Middle School**

**Middle School 391**

**2225 Webster Street**

**Bronx**

**NY 10457**

**Principal: Pedro Santana**

**Dates of review: May 27-29, 2008**

**Lead Reviewer: Lysbeth Bradley**

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## Part 1: The school context

### Information about the school

Angelo Patri is a middle school with 748 students from grade 6 through grade 8. The school population comprises 27% Black, 70% Hispanic and 3% White, Asian and Native American students. The student body includes 26% English language learners and 23% 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 87.4%. The school is in receipt of Title 1 funding with 84% eligibility.

The principal took up his post shortly before the last review and formed a new administration that includes three new assistant principals, one form within the building. The school shares the building with a high school.

## Part 2: Overview

### What the school does well

- The principal provides visionary and courageous leadership that inspires everyone to work together to set goals to raise aspirations and achievement.
- The tone of the building has been transformed in a short time, providing students and staff with a calm and attractive learning environment in which to work.
- Thorough analysis of data drives all decision-making and the creative deployment of resources.
- There are excellent systems in place to provide a safety net for all students and to turn failure into success.
- The leadership team manages change effectively by combining high-level strategic thinking with real understanding of teaching and learning.
- Staff have worked extremely hard to develop a solid curriculum with a common language, promoting in-depth discussion about what students know and can do.
- Great strides have been made in the ways in which technology is being exploited to engage students, teachers and parents in learning.
- The school has developed a number of partnerships that support the school's philosophy and goals.

### What the school needs to improve

- Enable teachers to take their understanding and use of data to the next level by sharpening classroom assessment procedures.
- Set individual goals with each student, based on detailed knowledge of prior achievement, using interim benchmarks to enable them to assess their own progress and identify next steps.
- Raise the achievement of boys by exploring ways of tapping into interests and their preferred styles of learning.
- Use the wide range of assessments to provide work that provides the right level of challenge for students working at different levels in the same class.
- Formalize goal setting for teachers, and ensure that goals are specific with interim benchmarks that are linked to the professional learning standards.
- Build on the innovative initiatives to encourage parents and guardians to work with the school in raising expectations within the local community.

## 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 proficient.**

The principal has put his passion for education and commitment to the local community into radically changing the school culture, enabling staff and students to believe in their power to effect change. The extent of the challenge should not be underestimated. The school has seen a succession of principals who never stayed long enough to make a difference. The school has developed a very effective approach to strategic planning. The leadership team includes everyone with a key role in raising achievement. There is shared accountability and a readiness to challenge each other to the limits. Every meeting has a clear purpose and demonstrates effective collaboration and an intelligent use of data to reach clear-cut decisions about teaching and learning. As one example, the inquiry team has been instrumental in developing understanding of the most rigorous ways in which to monitor and evaluate the impact of plans to raise achievement in math.

The school has developed excellent support systems to provide high quality intervention and support for students and their families. The school provides students with every chance to succeed. However, the principal is uncompromising when it comes to making difficult decisions. Students and parents quickly learn that his “tough love” approach springs from genuine care and concern, and the knowledge that it takes strength of will and real determination to succeed if the odds are stacked against you.

The whole school community has pulled together to realize the three goals that have successfully laid a solid foundation on which to build. This has enabled the school to tackle almost all areas for improvement from the last review at the same time. The principal and staff have transformed the building, inside and out. It has become a safe haven that looks and feels like home, with plants, paintings, wall hangings and easy chairs in many different settings. Students treat this attractive environment with respect and readily settle down to learn. Staff members have worked hard to implement a core curriculum with performance indicators. This gives them a common language and provides a structure on which to base decisions. In one year, the school has harnessed the potential of technology to unlock possibilities for students, staff and parents. This has led to much better understanding and use of data, greater engagement in classrooms and a way to involve parents in supporting their child's learning. Well-planned innovations have shown what is possible in reaching out to parents, but the school has more to do to engage the whole community in supporting its efforts. The school is now ready to take the next steps by setting individual goals for students, based on even sharper assessments. Teachers' individual goal setting does not yet link closely with the school's aim to improve classroom practice. This currently limits the leadership team's ability to support teachers effectively in planning work that takes account of students' knowledge, skills, preferred learning styles and interests and in making the school as boy-friendly as it is girl-friendly.

## **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 proficient.**

The school has developed its use of data in a systematic way with the aim of informing decisions about the curriculum and instruction at all levels. The development of performance indicators for the core curriculum, along with regular use of Fountas and Pennell, Acuity, Scantron and rubrics, has provided a common structure and approach that was missing before. The staff have achieved a great deal in a year, but there is no sure way of ascertaining that all teachers interpret performance indicators in the same way to ensure that they generate reliable data for comparing and tracking performance and progress. Staff have quickly recognized the benefit of ready access to a wider repertoire of useful information. They have needed no encouragement to use technology to gain access to formative and summative data to track the student progress. As one said, "We need more time to play with the programs to find out all they can do."

The leadership has used its involvement in the inquiry team to develop a truly rigorous response to their research, by deepening their understanding through group study. In this way, they are able to build on each other's knowledge and understanding and ensure that work is untainted as far as possible and leads to accurate interpretation and successful intervention. As the principal aptly summarizes the process, "Assess, diagnose, fix". The leadership team has a good grasp of patterns and trends within the school, in relation to classes, subjects, grades and sub-populations. This has led to changes in organizational structures and scheduling to raise the achievement of students in grade 7 and to accelerate the progress of English language learners. There is evidence to show that these changes have had a positive impact. The leadership is also acutely aware that teaching and learning styles in the vast majority of classrooms are more successful in motivating girls and is now in a position to tackle boys' underachievement.

**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 has created an environment of collective decision-making and participation, which is pivotal in ensuring that everyone is committed to achieving whole school goals and understands how their work relates to the big picture. Because goals have specific outcomes, the whole school community sees with their own eyes the ways in which the vision is gradually being translated into a reality. Each department has produced an action plan with time-related benchmarks, roles and responsibilities and performance indicators. Until recently, planned percentage increases have been aspirational and not based on prior achievement. Now that teachers are confident in analyzing data and using rubrics and performance indicators, the school is poised to set individual student goals with interim benchmarks to check on progress at regular intervals. The math

department encourages students to become involved in evaluating their learning through the cycle of “understand, plan, solve and reflect”. This system has the potential for all departments to involve individual students in assessing their own work at regular intervals and in agreeing next steps. The principal and leadership team model high expectations in tangible ways. These include a dress code, caring relationships, concern for the environment, awards ceremonies and zero tolerance of unacceptable behavior. Parents, staff and students speak with one voice about the school's positive direction and actively support plans to raise achievement. The school distributes student progress reports between report cards. Students and their families are kept in the picture and work with the school to resolve issues. The initiative to provide families with computers, and training in their use, has begun forging stronger partnerships, but there is still a way to go in developing strong working relationships between the school and the families it serves.

**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 proficient.**

The development of the curriculum has been a collaborative task, involving all staff. Each content area has performance indicators that provide staff with a sound framework for establishing what students know and can do. The establishment of a common curriculum has been instrumental in developing a common language and a shared understanding. There remains work to do in establishing precisely what the indicators mean for students working at different levels and in different grades. Without this next step, the school's goal of providing different levels of challenge within the same class will be difficult to achieve. The school is beginning to question what teachers need to do to engage boys more actively in learning, but has not yet formulated clear plans to close the gap in the achievements of girls and boys. The use of technology to enliven and deepen learning and to enable teachers to have the right information to align the curriculum with students' identified needs, has shown an exponential increase in just a year. Poetry Slam, where students compete with other schools in the District in real time over a video link, illustrates the way in which technology has given learning real meaning and showcases students' talents. The tone of the building has been transformed, providing students and staff with a calm and attractive learning environment. The principal is astutely aware of the way that messages can be conveyed with subtlety about raised standards in behavior, relationships and attitudes to learning and has ensured that his staff members practice what they preach. Leaders have brought about this transformation by using every single piece of data to make the right decisions and to brook no compromise in the push to raise standards.

**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.**

In order to accomplish so much change in such a short time, the school has worked hard to realize the potential of everybody working in the building. This has meant using

resources strategically to align with the school's key goals and ensuring that all teachers receive just the right level of support and challenge to enable them to play a full part in meeting the challenge. The principal's inclusive philosophy has been the driver in tapping into the staff's potential and in enabling teams to take their work to a deeper level. When teachers meet together, they always have a very clear brief and ensure that the decisions made take account of all available information and lead to well-informed next steps. Self-selected study groups have proved to be particularly effective in challenging practice and building capacity. The school is introducing the California learning standards as a framework for professional development, but has not yet formalized goal setting for teachers so that goals are specially linked to the standards and have interim benchmarks that align with the school's procedures for monitoring and evaluating the quality of teaching and learning.

The school's philosophy, that every student deserves another chance and the opportunity to succeed, has led to establishment of an excellent raft of support systems which enable staff to identify just what is needed to get them back on track. The impact of the school's work is beginning to pay dividends in terms of attendance, behavior and attitudes to learning but has some way to go before there is clear evidence of increased progress and performance. The school has been selective in the partnerships it has forged, but chooses each one with the clear purpose of increasing students' access to opportunities that broaden their learning and raise their aspirations.

**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 principal has earned the trust and respect and students, staff and parents by his unflinching commitment to increasing the life chances of the student population and his determination to ensure that everyone working in the school tackles underachievement in an uncompromising way. There is a determination among all constituents to engage students in learning in order to raise achievement. The leadership team manages change effectively by combining high-level strategic thinking with real understanding of teaching and learning.

There are interim goals that support monitoring and evaluation of whole school initiatives. This does not yet extend to individual students or teachers, although data is used with increasing effect to monitor the impact of the school's action on teacher and student outcomes. Although supervisors identify next steps for teachers, the school has not implemented formal procedures to review goals regularly as part of the evaluation of professional development activities. Teachers and faculty are using interim assessments and internally generated data to gauge the effectiveness of curriculum plans and to monitor student progress. This is leading to more timely realignment to the curriculum and instruction for classes and grades, but not yet for individual students in a consistent and coherent way. The work of the inquiry team has been effective in extending and deepening its member understanding and is beginning to influence thinking throughout the school.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Angelo Patri Middle School</b>	Δ	▷	✓	+	◇
<b>Quality Score</b>			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.**

<b>To what extent do school leaders and faculty provide . . .</b>	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		
<b>Overall score for Quality Statement 1</b>			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.**

<b>To what extent do school leaders and faculty . . .</b>	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			
<b>Overall score for Quality Statement 2</b>			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.**

<b>To what extent does the school . . .</b>	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		
<b>Overall score for Quality Statement 3</b>			X		

<b>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.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 4</b>					X

<b>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.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
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	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>