

# Quality Review Report 2010-2011

**Charles O. Dewey**

**15K136**

**4001 Fourth Avenue  
Brooklyn  
NY 11232**

**Principal: Eric Sackler**

**Dates of review: December 13-14, 2010**

**Lead Reviewer: Mary Barton**

## **Part 1: The school context**

### **Information about the school**

Middle School 136 is a middle school with 502 students from grade 6 through grade 8. The school population comprises 3.38% Black, 85.65% Hispanic, 3.18% White, and 7.17% Asian students. The student body includes 39.04% English language learners and 21.51% special education students. Boys account for 52.58% of the students enrolled and girls account for 47.41%. The average attendance rate for the school year 2009 - 2010 was 92.9%.

### **Overall Evaluation**

**This school is developing.**

## Part 2: Overview

### What the school does well

- The principal uses resources so that teachers may become aware of student strengths and weaknesses so that instruction may be modified to meet student needs.
  - In reviewing the school's summative data, the principal saw that there was a need for both a full time Literacy coach and a dedicated ELL lead teacher and used his resources to craft both positions in the school's budget. These two staff members work with teachers on sharing instructional strategies to improve their instructional practices.
  - The ELL and the Math Inquiry teams have time built into their programs to visit each other's classrooms to view instructional practices as well as to breakdown student data. This sharing of practices and data work is leading to targeting specific groups of students in order to meet their needs.
- Differentiated support is provided for teachers so that they may improve their practices in the classroom.
  - Through observations of teachers, the administration has identified the level teachers are at in their practices using Boyles' Matrix. From there, identified teachers are giving support in particular areas by the Literacy Coach, ELL lead teacher and administrators in order to improve the quality of instruction for students.
  - There is a common lesson plan template across the school with the expectation of a consistency in lesson planning and delivery by teachers so that all aspects of curricula are covered for students.
- School leaders and faculty track student strengths and weaknesses and, as a result have a clear picture of student progress.
  - The school has created Data folios for each classroom and implemented the work this school year. Teachers are asked to keep track of student performance on various assessments administered as well as standardized test data and report card grades for each marking period. School leaders review the data folios using a checklist of expectations for quality assurance. In this way, teachers have a picture of where each student is at and plan with student needs in mind.
  - School leaders gather data on each student and organize the data such that school leaders and teachers can see specifically the needs of the students. This performance biography, organized by class, shows student assessment results in a quick snap shot enabling school leaders to focus resources on particular student subgroups and their needs.
- The school has a safe and responsive environment along with external partnerships to meet students' physical and social needs resulting in the school creating a culture where student needs are attended to.

- In meeting the students physical needs, the school has an in-house clinic which is operated by Lutheran Medical Center in which students may have their medical and dental needs met. This enables students to attend school more frequently with the school having shown an increase in their attendance data this school year to date.
- There is a safe atmosphere in the school as students are respectful towards adults and each other. Students state that the school is a safe place and look forward to coming to school daily as teachers facilitate special programs such as the student senate and the rock climbing program. This safe atmosphere is evident as students walk safely through the hallways to attend class.
- School leaders have interim and long term goals measured by monitoring and revising programs provided for students using evidence of performance, progress and socio-economic data resulting in increased progress by students.
  - Through the collection of formative and summative data for students throughout the year, school leaders and teachers look at goals across the school set for students initially and update the goals as additional assessments are administered. Reports are studied during the year resulting in changes in goals for students to meet their needs.
  - With the development of the data folio program, school leaders and teachers are honing in on specific student instructional needs. Teachers are assessing students using the Teachers College reading system and conduct assessments using this system quarterly recording the results in the data folio. With this benchmark, school leaders and teachers can see if students have met interim goals in literacy and modify instruction to address areas of student strengths and weaknesses.

### **What the school needs to improve**

- Develop a system for monitoring differentiation in the classrooms in order to meet the needs of the various subgroups of learners.
  - While the school administration's expectations are to see differentiation of instruction in all classrooms, differentiation was only seen on a limited basis with whole class instruction being the norm. Consequently, individual student needs were not addressed.
  - Teaching strategies and routines do not reflect student engagement. While the principal has used resources to furnish all classrooms with Smartboards, for example, they were not used to engage students. They were used by teachers typically to list the teaching point and the do now for students. As a result, students were passive with teachers not providing a forum for active student learning.
- Provide students and families across the school with interim progress reports at consistent intervals in order to inform them of student progress.
  - Families are not informed of progress unless a teacher contacts them directly resulting in the families not knowing the status of student progress except for the report card distribution. This limits their ability to help their child at home.

- Students didn't know their reading levels or how they were doing in their various subjects. This lack of information doesn't afford students the opportunity to know how they are doing in school and to know their next steps in order to improve their performance and make progress.
- Establish a consistent system of annual and interim goal setting for students with benchmarks so that students and families may be informed of the status of their goals leading to increased student progress.
  - Presently, some teachers have student goals but they do not connect the goals to leverage change in their instruction. There is an uneven setting of annual and interim goals for individual students and subgroups. As a result, all students do not have goals set by teachers to then be purposeful in increased student outcomes.
  - Currently, parents are not apprised of student goals or the concept behind them. This lack of information for parents does not enable them to support their children's learning or to be able to have a reference point to have conversations about their child's progress.
- Evaluate and revise curriculum so that there is engagement and challenge for all students.
  - While the school had curriculum maps, there was little evidence of higher order thinking skills questioning and activities in the classrooms visited. The practices stated on the maps did not align to the activities in the classrooms. In the few classrooms visited where questioning took place, the questioning was on a literal level. As a result, students were not able to stretch their thinking.
  - Students could not discuss units of study or actual assignments or projects that they were working on. This lack of engagement and articulation on the part of the students shows a lack of entry points for students and rigor in instructional practices and, therefore, not meeting student needs.
- Align assessments to curricula and use the results to meet individual student needs as well as to reflect on the effectiveness of classroom level decision making in order to raise student performance levels.
  - While the expectation of school leaders is to use assessments to provide customized instruction for students, there was little evidence that assessments were being utilized for this purpose as teachers taught students generally in whole class situations with little interaction by teachers to check in on student learning. Teachers, therefore, were unable to obtain information on student mastery of lessons presented during classroom visits as well as to see if instruction was effective.
  - While teachers had evidence of assessments administered to students to gain insight into their performance levels, the assessments did not connect to particular curricula. This resulted in teachers not having a total picture of student strengths and weaknesses as related to expectations of curricula outcomes.

## Part 3: School Quality Criteria 2010-2011

<b>School name:</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		<b>X</b>		
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?	<b>X</b>			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?		<b>X</b>		
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 <b>Gather</b> and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			<b>X</b>	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		<b>X</b>		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?			<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?	<b>X</b>			

<b>Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?		<b>X</b>					
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?		<b>X</b>					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?	<b>X</b>						
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?		<b>X</b>					
<b>Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		<b>X</b>					
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			<b>X</b>				
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			<b>X</b>				
<b>Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?		<b>X</b>					
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?		<b>X</b>					
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			<b>X</b>				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?		<b>X</b>					
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>