

Quality Review Report 2010-2011

Eleanor Roosevelt

Intermediate School 143

**511 West 182nd Street
Manhattan
NY 10033**

Principal: Ourania Pappas

Dates of review: January 26 and 28, 2011

Lead Reviewer: Martha Madera

Part 1: The school context

Information about the school

Eleanor Roosevelt is a middle school with 751 students from 6 through grade 8. The school population comprises 2% Black, 96% Hispanic, 1% White, and 0% Asian students. The student body includes 46% English language learners and 12% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 90.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school provides a safe and orderly environment and aligns support to positively impact students' personal and academic development.
 - Using a team based approach students in each grade are supported by an assistant principal, a guidance counselor, and a team leader. The team loops with their students as they move up to the next grade, in order to foster strong relationships that facilitate youth development support and ensure students stay on task to make academic progress .
 - A variety of data including attendance and incident reports are analyzed to guide improvement and develop a comprehensive support plan that meets the needs of the whole child. To support social emotional learning, students participate in various workshops including, peer mediation, cyber bullying, and health education, all contributing to their academic success.
- Effective communication and valuable opportunities enable families to be involved in school-wide decision-making.
 - The school has established a variety of venues to stay in constant communication with parents. They receive monthly bulletins and can access the school's web site to view school activities, daily class assignments and the progress of their individual child. In addition, varieties of workshops are offered on topics that equip parents with information on how they can assist their children in improving their academics and meet the school's expectations.
 - The principal encourages parents to be active members of the School Leadership Team and parent association. Consequently, parents participate in their network's yearly Parent Leadership Conference, which enables them to learn how to be effective school partners in order to contribute to their children's academic success.
- The school uses tools to organize data so teachers can aggregate and analyze student progress in order to support the needs of all students.
 - The school uses Apperson Advantage, a data collection system that compiles data allowing for staff to identify trends and monitor student progress. Data spreadsheets are generated by grade, class and individual students, with information regarding the mastery of a specific standard. Staff uses the information to adjust curricula and address students' instructional needs that support their academic progress.
 - Teachers further organize data by entering results into Snap Grades, the school's web based system which can be viewed by the entire faculty. This allows all teachers, including related services providers, to access the progress each student is making. Thus, using a holistic approach, all adults tailor instruction and design intervention strategies to support students, in order to accelerate their learning.

- The school engages families in ongoing discussions regarding progress toward meeting school standards in order to improve student achievement.
 - Parents and students have access to Snap Grade and teachers use it to communicate with families daily. Parents review attendance, tests results and homework. Using personalized messages, teachers inform parents of their children's progress and learning needs. Students report that they have access to teachers even when they are not in school because teachers respond to their on line inquiries facilitating their learning and allowing them to improve in their school work.
 - The administration, with the support of the parent coordinator, provides training to parents on the use of the ARIS Parent link to support their understanding of student performance. In addition, the school's phone master system is activated daily and provides families with attendance information as well as upcoming school events. This furthers enables parents to collaborate with the school to support student learning.
- The school has established external partnerships and integrates support services in order to enhance the academic and personal growth of students.
 - The school collaborates with external partners that work with school staff to provide professional development to better understand and address the social-emotional needs of students. As an outgrowth, students and staff participate in anti-bullying workshops and peer mediation sessions that contribute to creating a safe and respectful school culture.
 - In alignment with the school's goal to foster and nurture the whole child, families can access services from the school base dental clinic and health and mental centers. In addition, to further support students' social emotional capacities and extend their academic experiences, the school converts to an after school Beacon Community Center where students go for recreation, cultural activities, tutoring and counseling. Students and families express that they feel supported by the school in their academic.
- Teachers receive differentiated professional development based on an analysis of student data and observations of classroom teaching.
 - The school's instructional focus is supported by all staff and is memorialized in the schools, Elements and Characteristics of Instruction document. The administration uses this document as the cornerstone for teacher observations and professional development. Common strategies to develop teacher pedagogy on the elements of rigor have been identified in order to elevate instruction to improve student outcome.
 - School leaders use observations and conduct conferences with staff in order to support them with the implementation of instructional goals. New teachers are supported through mentoring and a team based approach. Given the wide range of experience amongst senior staff, the school's professional development plan offers differentiated support that meets individual teacher's professional development needs, in order to promote each teacher's professional growth to raise student performance.

What the school needs to improve

- Enhance tasks that emphasize rigorous habits, higher order skills, and include questioning that extends thinking to maximize student learning.
 - The school has identified key standards in order to address the needs of students and characteristics of rigorous quality instruction have been adapted to focus on questioning to extend student thinking. However, instructional practices that support higher order thinking are not aligned to the curriculum, limiting engagement of students in higher level learning.
 - Teacher teams review curriculum and analyze data in order to identify strategies that engage a diversity of learners, however the data reflects additional supports are necessary in order to adapt strategies that meet the needs of all subgroups, so that they are further challenged and engaged in order to close the achievement gap.

- Ensure that lessons are suitably differentiated to challenge and meet the needs of all subgroups to accelerate student performance.
 - Differentiation of instruction is inconsistent across the grades. Lessons are generally teacher directed and do not always reflect the use of data to support struggling learners at their instructional levels. As a result, the needs of all students are not being met to increase learning opportunities.
 - The adapted curriculum in all content areas supports the development and use of skills that require students to explore, analyze and synthesize information, in order to complete assignments. However, across classrooms students are not always provided differentiated opportunities to develop these skills. As a result, not all students are challenged, leading to uneven level of student engagement that limits student achievement.

- Expand the process of analyzing data on student learning in order to adjust instructional decisions at the team and classroom levels.
 - Teacher teams use a range of assessment data including student work to analyze progress. The school's adapted persuasive writing rubric is used to assess student writing, however the school has not identified exemplars in persuasive writing that are aligned to State standards in order to guide student growth to grade level expectations. Consequently, teachers have difficulties evaluating the effectiveness of instructional strategies that support students' next learning steps.

- A majority of teachers collaborate on teams to analyze data in order to adjust curriculum and instructional practices to increase student outcomes.
 - Teacher teams meet regularly to plan instruction, monitor student progress and identify trends across the grades. Nevertheless, teams have yet to develop the practice of reviewing student work products as a critical source of data. Thus, this limits opportunities to make adjustments to the curriculum that meets the needs of individual students.
 - The use of an inquiry approach is developing across the teams as teachers use unit test and benchmark results to denote student progress; however, there is an uneven analysis of student work products across grades. This limits teachers' abilities to analyze the effectiveness of their instructional decisions to improve learning outcomes for all students.

Part 3: School Quality Criteria 2010-2011

School name: Eleanor Roosevelt	UD	D	P	WD
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	UD	D	P	WD
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?		X		
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?		X		
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
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.				
<i>To what extent does the school ...</i>	UD	D	P	WD
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends?				X
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X

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.							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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?			X				
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?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			X				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
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.							
<i>To what extent does the school...</i>	UD	D	P	WD			
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?			X				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?		X					
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?			X				
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?				X			
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.							
<i>To what extent does the school...</i>	UD	D	P	WD			
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?			X				
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?			X				
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?			X				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed