



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**The Isobel Rooney School**

**Middle School X080**

**149 East Mosholu Parkway**

**Bronx**

**NY 10467**

**Principal: Lovey Mazique – Rivera**

**Dates of review: March 14 – 15, 2011**

**Lead Reviewer: Sonia Menendez**

## Part 1: The school context

### Information about the school

Public School 80 is a middle school with 620 students from sixth through grade eight. The school population comprises 16% Black, 67% Hispanic, 5% White, and 10% Asian students. The student body includes 35% English language learners and 15% special education students. Boys account for 58% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2009 - 2010 was 90%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school gathers and carefully analyzes an array of data sources to monitor student progress and gain an overview of the school's strengths and areas of need that positively impacts student learning.
  - The school collects various sources of data, including attendance figures, state assessments, diagnostic reading assessments as well as baseline and midline student writing samples. Administrators and teachers use the information to create an overview of how students are progressing, identify gaps and target instruction. As a result, the most recent predictive demonstrates significant progress of students in Tiers 3 and 4.
  - Based on a review of data, the ELA teacher team designed and implemented interim assessments in order to better determine mastery of reading comprehension skills taught in each unit of study. During teacher team meetings and in conferences with school leaders, results are discussed and adjustments made with a clear focus on effective assessment of learning.
- Teacher teams have established supplemental data trails to identify specific skills to reinforce in order to track student progress and make adjustments.
  - All students have a portfolio for reading, writing and math to organize data, which enables teachers to track progress and make classroom level decisions. This review allows teachers to create an accurate picture of students' strengths and needs. This analysis is used to effectively group students and provide differentiated tasks.
  - Teacher teams have created common assessments that are aligned to their units of study. These end of unit assessments allow teachers to monitor student attainment of grade appropriate standards and provide interventions where needed. As a result students in the lowest one third made significant progress.
- The school strategically directs its resources of budget, staffing and scheduling to provide opportunities for teacher collaboration in order to support the school's plan and goals.
  - The school has hired F-status teachers to provide staff with in class support on management, differentiation, curricular planning and additional academic intervention services to students. New teachers are also well supported through mentoring and peer support. Teachers credit this allocation of resources towards training with providing effective tools to improve student achievement.
  - The school is organized into three small learning communities; each is led by an assistant principal and supported by a dean. Teachers share responsibility for meeting the needs of a small cohort of students. A focused advisory period supports social/emotional learning and academic

growth. The school's schedule also allows for common planning periods so that teachers can discuss instructional strategies. As a result of these structures that focus attention on individual students, the school received additional credit for progress on closing the achievement gap for specific subgroups of students.

- School leaders use frequent classroom observations to provide consistent and effective feedback that result in improvements in instructional practice.
  - The school gathers information about staff professional needs efficiently through formal and informal classroom visits, as well as student data results. Consequently, teachers are provided with in-class support that includes coaches, consultants and assistant principals. This results in an increased level of teacher expertise with strategies for effective planning as evidenced by improving classroom practice.
  - New teachers are well supported through mentoring and targeted professional development. Teachers are provided opportunities to participate in workshops, book study groups, as well as intervisitations. Teachers report that these professional opportunities have become effective tools for improving classroom practice and student achievement.
- Multiple paths of communication between the school and families results in an open exchange of information on students' progress which positively impacts student learning.
  - Parents receive a monthly calendar and newsletter that informs them of school activities and curriculum expectations as well as interim progress reports. As a result, parents are appreciative of how the school communicates with them and respond positively on the Learning Environment Survey.
  - Parents report that the school has increased levels of communication through the new Parent Coordinator. Parents receive workshops on the use of ARIS and credit these tools with increasing their ability to effectively support their child's learning at home.
- School leaders and faculty communicate high expectations and provide resources so that students and their families can track student progress.
  - Parents are supportive of the varied ways the school conveys its high expectations for students' academic, attendance and social/emotional progress. Parents cite that the school's automatic messenger service, teachers' personalized phone calls and monthly calendars facilitate increased communication allowing for greater parent involvement.
  - The leadership has established clear messages about the high expectations in relation to improving achievement and promoting academic responsibility. These messages are reinforced in assemblies and documentation that goes out to staff, students and parents so that the work of the school community is uniformly driven by improving student outcomes.

## What the school needs to improve

- Build on the chosen curriculum to offer a wide range of rigorous experiences so that all students are challenged in order to accelerate their learning.
  - Although the written curriculum provides for rigor and is engaging for students, there is some unevenness in implementation across classrooms. This leads to uneven progress in student learning as evident in the decrease of students in level 3.
  - Lessons are planned with interactive opportunities and a range of learning activities to actively involve students. However, some lessons are more teacher-directed and consequently there is less engagement and less challenge for students.
- Enhance teachers' instructional practice and strategies to differentiate learning so that it provides high levels of appropriate challenge and multiple entry points for all students to maximize their learning.
  - Teachers use data to plan lessons that allow for students to work in collaborative groups. However, tasks are not always differentiated and challenging for all learners leading to uneven levels of progress as evident in a review of student work folders and notebooks.
  - The school has identified academic rigor and accountable talk as key instructional practices to support student learning. However, teaching strategies and questions do not always push students' thinking, limiting student progress.
- Build on teachers' understanding of goal setting to identify interim goals in order to monitor and accelerate student achievement.
  - Teachers utilize student conferencing to help students set individual goals. However, the school has yet to develop a school wide approach to goal setting that has easily measurable success criteria within given timeframes. As a result, students lack the ability to monitor their own progress to ensure they are on a path to mastery of standards. In addition, although the school has developed and articulated its goals around student achievement, there is not always alignment between these and teacher goals for specific sub-groups. This has hindered progress in the area of English Language Arts.
- Evaluate the impact of professional development on instructional practice and student progress in order to make immediate revisions to support student scholarship.
  - While the school has plans in place to guide the professional development agenda of the school and team collaborations, they do not currently have systems in place to evaluate the effectiveness of those plans. This limits the school's ability to make appropriate adjustments as needed to guide efforts towards improvement of teaching practice and student outcomes.

Professional development opportunities are determined, planned and facilitated primarily by school leadership. There is currently no formal

structure or plan to develop teacher leadership; this could impact ownership of work at the teacher level.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Isobel Rooney School</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 Gather 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>	

**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**

<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>
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------