



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Paul Robeson Middle School

Middle School 203

339 Morris Avenue

Bronx

NY 10451

Principal: William Hewlett, Jr.

Dates of review: May 25-26, 2011

Lead Reviewer: Yolanda Torres

Part 1: The school context

Information about the school

Paul Robeson is a middle school with 295 students from sixth through grade eight. The school population comprises 33% Black, 66% Hispanic, and 1% White students. The student body includes 19% English language learners and 30% special education students. Boys account for 56% of the students enrolled and girls account for 44%. The average attendance rate for the school year 2009 - 2010 was 87.5%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school leadership has made organizational decisions on the use of technology as an instructional tool as well as in the assignment of additional staff in classrooms to meet the instructional needs of students.
 - A variety of technological devices such as SMART Boards, laptops, desktop computers in conjunction with specific software programs are used to enhance the learning needs of students. These programs in English language arts and math provide students with strategic skills aligned to data findings alongside students' individual academic foci.
 - The school leaders have assigned additional teachers, assistants and consultants to decrease the teacher to student ratio and support the needs of English language learners and special education students. This decision is aligned to the school-wide goals for these targeted subgroups to increase their academic performance.
- School leaders analyze a range of data in order to identify all students' academic trends so that supports can be implemented to elevate school-wide performance.
 - The summative data analysis provides the leadership with a range of information impacting the school schedule and targeted support services to students. As school leaders look at the school-wide content and social emotional trends, there is continual reflection on the alignment between the supports and the school needs that leads to increased outcomes.
 - Beginning-of-the-year assessments and Acuity data serve as a launching point for inquiry focus and targeted instructional practice for identified subgroups at the classroom level. Learning targets give teachers a clear sense of students' next steps in their learning continuum.
- Teachers use data to align their instructional practice to the academic needs of targeted student subgroups in order to improve their performance.
 - Teams of teachers and support staff such as guidance counselors meet regularly to discuss students' progress vis-à-vis the instructional adjustments to be made in consonance with their academic and/or social emotional needs. As they meet by grade bands, they discuss the challenges they experience and modifications to their lesson plans in order to benefit students' differentiated learning styles.
 - Teachers analyze students' work and identify the specific areas of instructional focus. In addition, students' Periodic Assessment results are tied to modified lessons with some differentiated strategies in order to make instructional decisions that will assist in their learning.
- The school-wide goals serve as a focal point for planning purposes resulting in a push towards a cohesive instructional delivery for positive student outcomes.

- The focused school-wide goals in the CEP are the driving force of the school's instructional journey. At the beginning of the year, the range of goals honing in on students with disabilities, English language learners, technology, parental involvement and attendance have been discussed with school constituents. This has led to ongoing teacher conversations on how to provide better support to increase efforts towards the improvement of student learning outcomes.
- One of the school's long range goals is to decrease the number of self-contained classes in order to push towards closing the achievement gap between special needs and general education students. Consequently, the school has focused on increasing the number of classes within the collaborative teaching model to provide students with targeted instruction in a smaller teacher to student ratio with two teachers.
- Classroom observations provide teachers with feedback and coaching opportunities leading to the improvement of teacher practice.
 - School leaders share findings of classroom observations and decide on the school-wide trends in need of focus. They provide feedback to teachers which results in visitations, department meeting 'share-outs' and focused learning targets for student groupings.
 - The assistant principals meet with teachers to provide differentiated instructional support via the coaching model. In addition, co-planning support sessions take place to assist teachers towards collaborative lesson planning for the enhancement of their professional growth in order to drive best practices that support student improvements.

What the school needs to improve

- Ensure that curriculum maps are aligned to the key State standards and provide students with rigorous tasks that challenge them to think critically to support accelerated outcomes.
 - The school began focusing on the Common Core State Standards during the summer. Teachers created curriculum maps with scaffold tasks, and a focus to push students' thinking beyond the classroom in understanding what they need to know. However, across grades and subject areas, there is an inconsistency in student involvement in rigorous activities resulting in uneven student engagement in producing academic work that is highly sophisticated and rigorous in nature.
 - Additional human resources in classrooms can provide specific student subgroups with tiered instructional delivery. Nonetheless, the curricula conversations and academic tasks in the content areas as well as in the arts are not consistently challenging students to think and make connections with the real world. Therefore, students' lack of involvement in higher order thinking tasks leads to low level work products.
- Build on the tiered evidence of differentiated instruction to engage students at their multiple entry points resulting in teacher pedagogy that produces higher levels of student products.

- Across classrooms, differentiated learning opportunities are not consistent. The Student Monitoring Sheet is a work in progress where students record their completed products. Although teachers offer some feedback to students, they do not have a clear sense of their differentiated next steps to accelerate their learning.
- Teachers know that students learn best when they are empowered and more involved in their learning. However, teaching strategies and routines do not consistently engage students in collaborative groups to push higher order thinking. Consequently, due to simplistic lesson delivery, student engagement and work productivity remain unchallenged.
- Ensure that the organization of the data assessment tools is consistent in all classrooms in order to identify trends and support student needs.
 - Teachers use a variety of assessment tools, including teacher-generated assessments, to analyze student performance trends. Consequently, there is an inconsistent compilation of aggregated data from classroom to classroom leading to an uneven alignment of teaching practices and student performance tracking to improve academic outcomes.
 - As teachers meet by grade and/or content areas, there is a push towards creating coherence and teacher understanding in the organization of data collection and analysis. However, this alignment is not consistently evident; therefore, the school is at the developing phase which limits the access to inform student progress.
- Create a systemic process when setting student learning goals to ensure students' clarity around this expectation for the fulfillment of their academic potential.
 - As teachers and service providers meet regularly to discuss student progress towards goals, they identify targeted interventions based on an analysis of multiple data sources. However, students are unable to articulate why these data-informed goals have been decided upon and how they will assist them in their learning. Thus, there is a lack of ownership in meeting the goals.
 - Targeted students in need of additional and specific instructional support work with teachers in small groups. Although teachers graph and discuss formative data findings, it is unclear how the differentiated learning goals support student learning.
- Establish systems to evaluate the effectiveness of the professional collaborations and capacity building in support of professional growth.
 - As teachers facilitate inquiry team meetings, they are encouraged to spiral back to their reflection sheets and the work completed thus far. However, this practice is not effective as teachers require more support in developing this process.
 - The Positive Behavior Intervention Support program has been introduced this year by creating a team of staff members in order to support capacity-building and shared leadership around social emotional growth. However, there is no system in place to monitor behavioral data so as to determine the

effectiveness of the team in order to build leadership strategies and enhance distributed leadership practices.

Part 3: School Quality Criteria 2010-2011

School name: Paul Robeson Middle School	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
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