

# Quality Review Report 2011-2012

J.H.S. 088 Peter Rouget  
Junior High-Intermediate-Middle school K088

544 Seventh Avenue  
Brooklyn  
NY 11215

Principal: Ailene Altman-Mitchell

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Lead Reviewer: Anita Skop

## Part 1: The school context

### Information about the school

J.H.S. 088 the Peter Rouget School is a Junior High-Intermediate-middle school with 908 students from grade 6 through grade 8. The school population comprises 14% Black, 60% Hispanic, 0% White, and 15% Asian students. The student body includes 12% English language learners and 28% special education students. Boys account for 58% of the students enrolled and girls account for 42%. The average attendance rate for the school year 2010 - 2011 was 93.2%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school's curriculum with its consistent focus on the integration of the common core standards for all learners is rich and motivating, deepening the level of student engagement. (1.1)
  - All classes follow a balanced literacy workshop model that focuses on units of study. This year, the school has restructured the order of the units of study and the academic tasks to incorporate an extensive exploration of non-fiction literature and evidenced based writing throughout the content areas in alignment with the Common Core Learning Standards. As a result all students are more intensely challenged and demonstrate a greater understanding of this genre.
  - The curriculum is seen as a living document that is frequently adjusted in terms of pacing and priority of focus to ensure that all students, including subgroups are exposed to the same academic demands through targeted modalities. Classroom visits with all populations reveal the same areas of study. Further, the school regularly builds specific Integrated Project Weeks of highly concentrated thematic interdisciplinary explorations as part of the units of study. Thus all students are highly engaged.
- A culture of trust and community is highly developed school-wide and exemplifies the enduring commitment of all constituents to student academic success. (1.4)
  - Attendance and lateness data is reviewed frequently and protocols are in place that provide immediate follow up and outreach to both students and parents. In addition, students express their eagerness to attend classes. This has led to consistently strong levels of attendance for all students, including those in targeted subgroups.
  - The commitment to all students, no matter what their needs or testing criteria, is truly inspiring at the school. Every child is well known to the administration and to the caring staff. All students are supported in reaching greater levels of academic success. Parents of special needs students with significant challenges tearfully comment that that “Every child has a one to one teacher.” Consequently, struggling and non-readers have made significant improvements, and now read.
- School leaders and teachers analyze a wide range of data, both formative and summative with great frequency to develop a deep understanding of student trends and needs. (2.1)
  - The school strategically collects and analyzes an extensive array of data to supplement a detailed analysis of summative data, including Fountas and Pinnell reading levels, rubric based writing scores, and content unit assessments. This enables school leaders and staff to target trends and areas of concern at all levels. Careful item analysis has led to a focus on developing strategies to identify the main idea of a passage schoolwide, a skill that is crucial to the Common Core Learning Standards. Additionally,

reflection on data comparing the results on the New York State mathematics assessment in grade 8 with the results of students taking the Integrated Algebra Regents resulted in an adjustment to the mathematics curriculum, resulting in a greater alignment of instruction.

- Reflection on the student results on teacher developed assessments especially for the school's struggling students and large special needs population led the school to implement a technology based intervention program. As a result students are showing significant improvement in English Language Arts, as measured by unit assessments and classroom performance.
- Electronic record keeping structures are used to track all assessment modalities, providing school leaders, teachers and teams with a variety of data that is disaggregated and used to adjust the curriculum. (2.3)
  - The school's data consultant provides detailed analyses of student, classroom and grade level data as well as supports that make the data comprehensible to all constituents. This is further supplemented by analysis of teacher collected data at the school level. Consequently school leaders are aware of student needs and target professional development, intervention and inquiry to address these needs. This is seen in the inquiry around the English Language Arts needs of special needs students and the resulting changes to the intervention program which has significantly raised levels of student success.
  - Teacher teams and individual teachers use an electronic grading system and/or Excel spreadsheets to track student data. This has had significant impact by developing flexible student groupings based on skills and or other foci. As a result, students work in small groups school-wide improving student achievement.
- Students benefit from an exceptional array of partnerships, internships, afterschool opportunities and unique grants, aligned with the school's instructional goals and college and career readiness. (4.4)
  - The school's safe and welcoming culture is universally applauded by all constituents. This tone is supported by professional development in the "Respect for All" curriculum as well as targeted intervisitations to skilled colleagues through the school's homegrown "Watching Others Work" program for professional growth. Through this initiative, teachers are trained and develop the ability to encourage students to dialogue in a respectful manner. Hence, students feel safe and respected and parents proudly proclaim that, "It feels like home."
  - Numerous distinctive partnerships with organizations as diverse as the National Science Foundation, Pencil, Iron Will, and Lutheran Hospital provide students with opportunities that address the whole child, such as an in-school dental clinic, self esteem training, internships, culinary arts study, two rock bands, and sustainability research. Therefore, students are highly engaged and exposed to a range of possibilities that prepare them for the future world of college and career.

- A well crafted, detailed observation and professional development plan makes use of teacher expertise and ongoing feedback cycles to support teachers in reaching individual goals and improve instruction school-wide. (4.1)
  - The school has developed clearly defined protocols, aligned with a rigorous and detailed framework that assesses teacher effectiveness. Beginning with a one hour conference, the principal collaboratively identifies targeted goals with teachers. Short frequent cycles of observations are then undertaken by school leaders which support teacher growth through clearly defined feedback. Mentors, consultants, teacher leaders and skilled colleagues then provide intervisitations and coaching, and logs of assistance track follow-up. Specifically assigned teacher mentors, with expertise in needed skills, provide targeted support for new teachers, while colleagues readily help the newest staff members to acclimate to the school. As a result, teachers feel empowered and eagerly seek help, and professional development is job embedded as part of the school's culture. As one new teacher stated, "I hit the jackpot in terms of support compared to my colleagues at other schools."

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

- Increase the consistency of the level of rigor through high quality instruction that focuses on student inquiry and higher order thinking skills. (1.2)
  - The school has a well defined rigorous curriculum that is aligned to the Common Core Learning Standards, implements small group instruction across the content areas and has strong teaching in many classrooms. In addition, the school makes good use of push in support and differentiation to meet the needs of student subgroups. However, across the classrooms and content areas, levels of questioning and specific student tasks are not consistently at the level of depth that is needed for higher order thinking. As a result, students are not universally challenged to use inquiry and develop robust skills needed for college and career readiness.
- Ensure that organizational decisions and instructional supports result in uniformly challenging levels of student work in all classes and subgroups. (1.3)
  - The school consistently prioritizes student growth in all instructional and organizational decisions. Teachers are scheduled to meet collaboratively several times a week and consistently reflect on student work. In addition, hiring practice and teacher assignments reflect a strong knowledge of student needs and appropriately aligned placements. The school places the needs of the students above all else, as is exemplified by the work of an extraordinary special education teacher with students who face real academic challenges. Further budget constraints are ameliorated though a truly impressive array of grants and partnerships. However, the impact of these decisions has not as yet been sufficiently translated into deeply challenging tasks for all students in every classroom.
- Increase the timeliness with which classroom assessment data is used to modify instructional practices as encourage more strategic changes. (2.2)

- Teacher teams have developed school level assessments and rubrics that are well aligned to the curriculum. This is evidenced by assessment data and by the use of student work with teacher graded rubrics that define next steps and areas of student need. Team meetings examine student work for trends and grade level needs as well. However, the length of time of these reflections impacts the relevance of changes to instructional practices, as well as their evaluation. Thus the application of successful strategies is somewhat limited, impacting student learning and progress.
- Although the majority of teachers utilize ongoing checks for understanding, such as exit slips, ad hoc note-taking, and student conferencing, the practice is not yet totally integrated into all classrooms and all content areas, restricting teachers' abilities to address all students' needs in a timely manner and hampering student comprehension.
- Expand the outreach to parents around the implementation of the Common Core Learning Standards in line with the Citywide Instructional Expectations. (3.4)
  - The school consistently communicates high expectations in academics, attendance, behavior and all other areas to students and parents. Honor Society and Honor Roll are part of the school culture and extracurricular opportunities are woven into academic supports. In addition, parents and students are taken on high school tours and a range of internships provides real world experiences. Further, the Common Core Learning Standards have been well integrated into the curriculum. Students speak to their work as having changed this year and having become more challenging and interesting, as well as the enhanced use of non-fiction and rubrics. However, parents, though aware of their children's areas of study, have very limited knowledge of the new standards, hindering their understanding of the thrust of this focus and their ability to help their children and understand its lasting impact on their academic future.

## Part 3: School Quality Criteria 2011-2012

<b>School name: J.H.S. 088 Peter Rouget</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 as evidenced by meaningful student work products?			<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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				<b>X</b>
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?			<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 staff, students and families, and support students and families to achieve them?			<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, guidance/advisement 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, with particular attention to the CCLS?			<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>