

Quality Review Report 2011-2012

Channel View School for Research
Secondary School Q262

100-00 BEACH CHANNEL DRIVE
QUEENS
NY 11694

Principal: Patricia J. Tubridy

Dates of review: February 06 - 07, 2012
Lead Reviewer: Juan Mendez

Part 1: The school context

Information about the school

Channel View School for Research is a secondary school with 620 students from grade 6 through grade 12. The school population comprises 54% Black, 29% Hispanic, 10% White, 6% Asian students and 1% other students. The student body includes 1% English language learners and 11% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2010 - 2011 was 95%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school offers a standard based curriculum that integrates Common Core Learning Standards (CCLS) containing a wide range of interdisciplinary connections and learning expeditions to prepare students for college admissions. (1.1)
 - The schools has produced well designed curricula with detailed curriculum maps, pacing calendars, syllabi and lesson plans that integrate CCLS tasks on every grade level in English language arts and mathematics. In addition, students follow rigorous curricula that promote college readiness including a large number of Advanced Placement and College Now courses, affording all students the opportunity to experience college-level work. Consequently, the school has a four-year graduation rate of 90% and college enrollment rate above 70%.
 - Curriculum and instruction are guided by standards-based learning targets for all lessons and units of study that are anchored in case studies and learning expeditions. Through these engaging formats, students take ownership and responsibility for their learning and demonstrate deep levels of thinking. For example, in an Earth Science class students demonstrated how a radiometric isotope is used to determine the absolute age of rocks. As a result, all students, including students with disabilities and English language learners, produce and exhibit high quality products in “gallery exhibits” where they explain their work well to visitors. For instance, an 11th grader convincingly explained how the use of state and federal governments protects and limits the rights of citizens.
- The school has a safe and caring environment that promotes an inclusive culture where students and adults are engaged in learning and appreciate the support they receive towards their academic and social-emotional development. (1.4)
 - The school has very high expectations for students’ character development that permeate the whole building and are shared by students and staff. The school leader uses the School Survey, attendance and Online Occurrence Reporting System incident data to set strategic goals to improve the school culture and environment. Crew advisory classes foster positive student relationships to self, school and home, encourage exemplary attendance, promote character education and educate about college and career readiness. The school’s respectful and nurturing climate creates an excellent foundation for teaching and learning. In turn, students are actively engaged in their learning and appreciate the support they receive for their personal and academic development, as evidenced by the School Survey where 96% of students stated that their teachers expect them to continue their education after high school.
 - Students and teachers support each other during weekly advisory classes and bimonthly grade level assemblies where student achievement, progress and character are recognized. These assemblies also provide opportunities to discuss upcoming school events and priorities for the grade and school. As a result, students exhibit high levels of trust, demonstrate both self-respect and consideration for others, and support an excellent learning environment in the classroom as evidenced by 87% of students stating that they feel safe in school and 93% of teachers on the School Survey stating that order and discipline is maintained in school. Additionally, students indicate that school leaders and staff hear their voice and that their active participation in student government impacts school-wide decisions such as adding after school clubs and sports activities.

- Thorough analysis of a wide range of relevant data enables schools leaders to identify student trends, strengths and areas of need, resulting in actionable feedback to effectively inform instructional and organizational decisions. (2.1)
 - The school uses Regents assessment data, Acuity Predictive and Instructional Targeted Assessments results, mid-term and final examinations, attendance reports and student work products to guide curricular and organizational adjustments to meet the needs of students. Based on Regents assessment data in the English and social studies, the school modified the curriculum to add informational text analysis that requires citing evidence with details to support the thesis. In addition, in order to provide timely feedback on students' interim progress, six additional marking periods per year have been added. As a result, there has been increased credit accumulation, a narrowing of the achievement gap with English language learners, students with disabilities and Black and Latino males graduating at and above 83% and consistently high graduation rates averaging 92% during the last four academic years.
 - School leaders and academic teams harvest data on student subgroups, grade and subject area from scholarship reports, safety and discipline to gauge student performance and make determinations about interventions and curricular adjustments. This data is also shared with crew advisories where individual student progress is monitored. In turn, highly focused after-school Regents preparation sessions and in-class realignment of instruction that incorporates the use of rubrics with clearly identified levels of mastery of key standards and curricular content were created, resulting in significant improvement in Regents examinations in English Language Arts, Global History and Geography, U.S. History and Government, Living Environment, Earth Science and Chemistry.
- The principal's passion and commitment promotes a shared vision so that plans and goals are understood and embraced by the school community. (3.1)
 - The founding principal aligns her school vision with focused performance goals to ensure high levels of student success. Outcomes from a variety of data sources identify short- and long-term goals that are clearly articulated in the Comprehensive Education Plan and Expeditionary Learning Outward Bound (ELOB) multi-year plan. As a result of identified academic deficiencies such writing skills, use of evidence and college readiness, the whole staff has embarked on establishing rigorous habits and higher order skills in relation to student writing that would lead all students, including students with disabilities and English language learners, toward mastery in writing skills. Consequently, students have shown a 16% improvement in writing as evidenced in writing samples from the January 2012 American History and English Regents exams.
 - School leaders very effectively involve the entire school community in a shared school vision through collaboration and self-reflection in a way that generates broad-based support. Based on the multiple perspectives provided during the school level planning process, a committee that includes parents, students, teachers and administrators meets weekly to discuss and recommend steps to improve school quality. Consequently, the school has a cohesive and high achieving culture built around collaboration, team building and respect, as evidenced by increased communication among all groups in the School Survey.
- Staff engage students and families in reciprocal discussions about student progress and achievement, resulting in well-articulated outcomes with next steps for improved growth and achievement. (2.4)

- The school promotes a student-led conference structure where students present their progress towards achieving learning targets in each subject area to their parents, share their work and propose a detailed plan for improvement to achieve at high levels. This process is supported by crew advisors who assist students in evaluating their goals and preparing for these conferences. Particular attention is made to reference progress on CCLS tasks such as citing evidence, presenting claims and counter claims in written work and referencing scholarly journals in their work. As a result, students take greater ownership of their learning and regularly reflect, set goals and develop action plans towards achieving mastery, allowing students and families a focused view of their learning path.
- Parents support and participate in school-wide events such as trips, health fairs, fundraisers, community service projects and academic celebrations. Parents and students are active members of many committees such the School Leadership Team, school quality team, the Parent Association and student government. Families receive regular communication from the school through a monthly school newsletter, bi-monthly report cards, progress reports and weekly homework calendars for every class. All parents have access to assessment information through ARIS Parent Link and an online grading system. Consequently, parents play a timely and significant role in support of their children. Parents and students have a sense that “this school is like a family,” thus sharing their sustained commitment towards continuous academic success.
- The school community supports the social-emotional development of students and provides real world learning opportunities, resulting in a student body that is very respectful and values academic success highly. (4.4)
 - School leaders provide extensive professional development to faculty members in areas such as student advisories, youth development and collaboration. Weekly team meetings around student social-emotional growth allow faculty to promote a caring and respectful school environment as well as address classroom, department and school-wide instructional goals. Consequently, students’ relationships to self, peers and home are very respectful and academic success highly valued. This youth development program has resulted in a very respectful school culture that maintains low incident rate, 91% attendance rate and an average 92% four-year graduation rate.
 - The school partners with ELOB to support faculty and staff in addressing the social-emotional and academic needs of students, resulting in a highly respectful and deeply reflective school culture that also values academic achievement. Students enroll in crew advisory program activities that facilitate positive and respectful relationship building among students, and among students and teacher advisors. In addition, students participate in expeditionary learning activities such as Alpine Tower and Crew Orientation camping trips. Staff advisors implement the ELOB work plan to address student development in areas such as leadership, culture and character. As a result, students feel highly valued, supported and prepared to meet academic and social demands as evidenced in the School Survey where 91% of students acknowledge that “most of the teachers, counselors, school leaders, and other adults” at school know who they are and 86% of their teachers inspire them to learn.

What the school needs to improve

- Expand differentiation across curricula to challenge students on all ability levels to access content and produce meaningful work products. (1.2)

- Teachers routinely provide multiple entry points for all learners and teacher teams use data to group students for small group instruction with differentiated work assignments. However, many classrooms do not provide extension activities so that high performing students who have demonstrated mastery may be further challenged and engaged. Consequently, many students do not exceed standard levels of performance as evidenced in State assessments.
- Strengthen organizational decisions and establish structures so that instructional goals are achieved to improve performance for all student subgroups. (1.3)
 - Teacher assignments are structured to support students with disabilities through a well-implemented integrated co-teaching model. Students benefit from highly effective co-teaching collaborations in planning and implementation where both teachers exercise their roles as partners. Another effective student support structure exists in enrichment classes offered to students in the lowest third where during and after school students are provided with the supports necessary to meet academic success. However, teacher programs to provide support to English language learners in academic subject areas via English as a Second Language push-in model where co-planning, preparation and time allocated to the push-in instructor are limited. As a result, English language learners struggle to make adequate and expected gains to close the achievement gap.
- Enhance assessment at the classroom level to identify areas of strengths and needs for student subgroups in order to increase learning outcomes for all students. (2.2)
 - Teacher teams and individual teachers regularly analyze data, evaluate student work, and identify trends. However, it is not always clear how their analysis of targeted data of English Language Learners and lowest third student subgroups impacts students' specific areas of strengths and needs. Therefore, targeted data analysis to inform and adjust instructional decisions hampers adequate yearly progress and limits the support provided to these diverse populations.
 - Teacher teams collaborate well to analyze a plethora of data sources in order to provide meaningful and actionable feedback to students. However, protocols for analyzing student work to determine trends, inform practice and provide detailed feedback to students are not well established. Consequently, students are not clear as to how to overcome their areas of weakness or build on their strengths.
- Expand the use of a research-based common framework to evaluate and provide differentiated support to teachers that will enhance professional growth. (4.1)
 - School leaders use the Danielson Framework to provide teachers actionable feedback on teaching and learning to improve teacher practice and student outcomes. In addition, frequent walkthroughs are conducted by the ELOB School Designer, an autism spectrum disorder consultant and network liaisons to support teachers' practice. However, some teachers are not clear as to the next steps required to achieve coherence of teaching and improve learning outcomes. Consequently, some teachers have not been able to leverage important changes in instructional practice and embark in effective professional growth.
 - Teachers' professional development goals are aligned to school-wide goals. However, some teachers do not identify their own needed changes in pedagogical practices that are differentiated and lead to high levels of student thinking. Consequently, professional growth and reflection is not always aligned to improved student engagement and high quality work products, hindering improvements in student performance.

Part 3: School Quality Criteria 2011-2012

School name: Channel View School for Research	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 as evidenced by meaningful student work products?			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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
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?				X
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?				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 staff, students and families, and support students and families to achieve them?			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	
1..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?				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, with particular attention to the CCLS?			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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