



**Department of  
Education**  
*Carmen Fariña, Chancellor*

**Quality Review  
Office of School Quality  
Division of Teaching and Learning  
2013-2014**

# **Quality Review Report 2013-2014**

**Louis Pasteur School**

**26Q067**

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Queens  
NY 11362**

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## **Part 1: The school context**

### **Information about the school**

Louis Pasteur is a middle school with 883 students from grade 6 through grade 8. The school population comprises 3% Black, 10% Hispanic, 25% White, and 61% Asian students. The student body includes 4% English language learners and 10% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2012 - 2013 was 97.0%.

### **Overall Evaluation**

**This school is well developed.**

## Part 2: Overview

### What the school does well

- The principal and staff provide engaging, rigorous curricula aligned to the Common core Learning Standards (CCLS) and the instructional shifts that offer meaningful learning experiences to engage all students. (1.1)
  - The Louis Pasteur Middle School has purchased Expeditionary Learning for English language arts curriculum, supplemented by Teachers College Writing Units and Engage New York, all of which are Common Core Learning Standards (CCLS) aligned. In addition, the school also uses a number of computer programs that provide lexile reading levels of articles and books. Connected Mathematics Project 3 (CMP3) is supplemented with Impact Math, Integrated Algebra and Pre-algebra text books and several online sites for lessons and activities that are CCLS aligned. Science and social studies curriculum and pacing calendars follow the New York State content standards. Text books used in science are The Physical Setting for the Earth Science Regents and The Living Environment for the Biology Regents, supplemented by numerous appropriate online links. The usage of these curricula has resulted in instructional coherence across all subjects and grades including the arts, music and physical education. Further coherence is ensured with quarterly examinations that are uniform for all classes and grades and aligned to curriculum and pacing calendars that have been adjusted to meet students' needs and increase achievement in all areas. The New York City Department of Education instructional shifts are integrated in all content areas and noted in displays of Argumentative and Informational Writing and Mathematical Problem Solving and Reasoning with constructed responses, explanations and diagrams, and include a rubric to provide clear direction, assessment and feedback with next steps. English language arts data from the first to the second quarter showed progress for 39% of general education students, 41% for English language learners, 49% for special education students, 44% for the lowest third students, and 42% for the highest third students. Similarly, data in science and social studies has been disaggregated and showed progress for all students from the first to the second quarter. These results support the school's goal of providing challenging curriculum to increase student achievement and promote college and career readiness for all students.
  - Teacher Teams use the multiple data, summative and formative, and continuously analyze student work to plan and challenge students' thinking for English language learners, special education, and high and low achieving students. The department teams work in partners planning various parts of a lesson each with six strategies for teachers to choose from in planning their own lesson. This has resulted in coherence across the department grades. For example, the science team planned lessons for one week on how matter and energy interact to produce weather patterns. Lesson components included Do Now, Mini-lesson, Activities, Differentiated Homework, Extension called Higher Order Thinking (H.O.T.S) challenges, and exit questions for quick assessment. Tasks and activities are carefully planned so that they challenge the varying needs of students. In a 7<sup>th</sup> grade English language arts class, the teacher's lesson plan included a section for English language learners and students with disabilities who might have difficulty

with the concept of “theme.” The teacher would provide another short mini lesson to reinforce the previous lesson to ensure the students had the vocabulary and conceptual tools needed to complete an independent practice. Weekly academic vocabulary words, common for the entire school, are posted in every classroom for students and teachers to use in discussions and writing, thereby increasing their vocabulary. These appropriately planned activities enable students to have access to curricula and tasks, be cognitively engaged and ensure thinking and reasoning skills necessary for future success.

- Classroom instruction provides multiple opportunities for meaningful student engagement in lessons that motivate students to reach their highest potential with high level thinking and work products. (1.2)
  - The core beliefs stated by the principal are: “All children can learn and succeed. All children have something you can cultivate. All children have talents. All children want to succeed and please. All children learn in different ways and at different rates.” These beliefs are evident throughout the school as evidenced by teacher team discussions and planning for differentiation of student work. Every class has a minimum of three groups that are homogeneously grouped as high, middle and low achieving. Multiple entry points are used in every lesson. For example, content readings in a one class about a banned book, “Invisible Man” were selected according to lexile levels based on the students’ reading scores. Every lesson includes an extension or high level thinking questions to challenge all students, as well as an Anchor Corner for enrichment work. In addition, students’ learning styles are also considered and activities include film clips, videos, Smart Boards, and discussions for visual/auditory learners and manipulatives and hands-on laboratory experiments and building and designing diagrams for kinesthetic learners. These individualized strategies ensure that all students can demonstrate their thinking.
  - Students use a variety of self-selected graphic organizers or thinking maps to plan writing, select research for projects and engage in extension activities that push their thinking. For instance, in a mathematics class students watched a flipped lesson for homework and answered questions on the website, were assessed in class using the individual Smart Responses technology system that enabled the teacher to instantaneously assess and group students for multiple entry point activities, including an extension activity for high achievers on factoring perfect square trinomials. In a science class the higher order thinking question was, “Explain the difference between porosity and permeability.” In addition, students were given two group discussion questions related to the real world. “Why should a gasoline station be built over clay sediment?” “Predict the outcome on the local groundwater if you replace a public park with a parking lot.” Discussions occurred with student to student statements following a conversation protocol such as “I agree because...” or “I respectfully disagree because...” or “Can you explain that in more detail?” or “How would you elaborate on the reason..?” English language learners were paired with students who are also fluent in that language and can help in understanding and expressing thinking. Moreover, English as a Second Language (ESL) and Special Education Support Service (SETSS) teachers push into classes for those students needing extra services. As a result, challenging tasks that demonstrate higher order thinking skills in student work products are provided for all students.

- Through regular use of a wide range of data, school leaders and staff have an ongoing understanding of the performance and progress of individual students that effectively informs instruction and organizational adjustments. (2.2)
  - All content areas and grades use common assessment calendars that include the CCLS pre-and-post assessments with aligned tasks and rubrics. Quarterly examinations are uniform for all students on a grade and subject. Teachers also design formative assessments that are approved by the supervisor. Grading policies are uniform by department and include quizzes, full period tests, notebook checks, homework, participation, and projects, aligned to the curricula. A reflection rubric for each quarter enables students to grade themselves and write goals for the next quarter. Students also receive actionable and meaningful feedback from next steps that are written as part of the assessment of a project or piece of work. For example, next steps written on the bottom of a rubric for a piece of writing stated, "One thing I noticed is that sometimes your body paragraphs lack the necessary detail. For example, look at your first body paragraph. You do not explain your last piece of evidence and it does not seem like there is a concluding statement for this body paragraph. Also, when you do explain evidence, it is very brief and basically a restatement of the evidence. You need to elaborate and state more evidence." Another teacher wrote, "For the next time, please use more mathematical vocabulary in your writing, as well as organizing your paragraphs by separate ideas." These comments provide students with clear goals and support instructional coherence in all subjects. Teachers monitor these individual goals by conferencing with students, analyzing the next piece of work and reviewing self-reflection sheets.
  - Teachers consistently assess student work through homework, tests, high level Depth of Knowledge and Bloom's Taxonomy questioning, student discussions and the use of Smart Responses, feedback to students and teachers, exit slips and self- assessment sheets. In addition teachers circulate among the groups during activity time, offering additional assistance where needed. Teachers adjust lessons and student groupings for multiple entry points to ensure understanding for all students. Student work is tracked using Jupiter, an on-line software system that records grades, homework, classwork, and attendance, and monitored by supervisors weekly. Teachers also track and scribe the number of times students participate in discussions citing text evidence and using a discussion protocol to ensure student engagement. Quarterly grade data is analyzed for each student in each subject every six weeks and reveals student progress. Growth from the first to the second quarter showed that the top third, the highest achieving students, progressed 42% in English language arts, 42% in mathematics and 44% in science while the entire student population growth was 39% for English language arts, 45% for math, and 48% in science. The results indicate that additional enrichment and acceleration is necessary for the highest achieving students, especially in mathematics and science. Furthermore, after analyzing state tests last year, it was discovered that the high achieving students were not making adequate progress. As a result, every lesson now includes separate entry points and differentiated activities not only for English language learners, students with disabilities, low and middle level

achieving students, but also for high achieving students. Consequently, the frequent analysis of data enables teachers to make effective lesson adjustments to meet the needs of all students and for students to be aware of their next learning steps.

- The principal's strategic leadership promotes organizational decisions that support different levels of goals to improve student outcomes and student progress. (1.3)
  - The principal purchased twenty-five Smart Responses kits for those teachers who requested their use and additional iPads so that every teacher has one for use during lessons. The software programs Jupiter and Discovery Education, a teacher website for video clips, were also purchased. Lead teachers and coaches were budgeted, and house team meetings were programmed for groups of subject teachers who have common students. Per-diem funding for Academic Intervention Services coverage for the lowest third students during the day and per session funding for Rigorous Academic Intervention before or after school for the top third students was also achieved this year. In addition, per diem funding was scheduled for teachers to attend Network or Department of Education professional development meetings. Funding for an additional assistant principal was budgeted. These budget decisions support the school's Comprehensive Education Plan (CEP) goals and result in increased teacher and student growth as evidenced by the increased use of technology by all teachers in planning, assessment and data analysis, professional development, and special programs to meet the needs of students.
  - The principal spends all summer reading resumes and interviewing candidates for teaching positions. After an extensive initial interview candidates must also do a demonstration lesson. Every candidate is told that hard work and many hours of planning are expected. Staff selected included a dually licensed special education and social studies teacher who can teach social studies to the general education and the self-contained special education classes. Additionally, four licensed science teachers were hired. A leave replacement English teacher licensed in both special education and English was also hired so that she could meet the needs of students with disabilities who are heterogeneously grouped in several general education classes. Moreover, teachers with excellent classroom management are placed in the 8<sup>th</sup> grade where student discipline can be challenging. English language learners and students with disabilities were placed in separate general education classes so that a push-in and pull-out model could be used to improve achievement and close the gap. House teams were also created so that all teachers with common students could collaboratively meet on weekly basis, using the Collaborative Assessment Conference Protocol, to share strategies that work and hold themselves accountable for their students' progress. Academic intervention classes were programmed to be deliberately taught by the student's same subject teacher, a change from the previous year, so that student progress would increase. These strategic hiring practices, teacher assignments, structured teacher teams and program designs result in closing the achievement gap and promoting college and career readiness.

- Relationships across the school are warm and inclusive of students, teachers and parents who feel valued and take pride being part of the school community that supports their personal and academic development. (1.4)
  - The school has a safe environment with only five suspensions this year. It is the positive culture that brings together faculty, students and parents to promote a caring and safe environment. There are high expectations for learning and achievement, rigorous, enriched and challenging curricula, high student motivation and engagement, as well as a strong partnership with families and community. This was evident in a recent musical production, “Peter Pan,” with parent and staff commitment to its success. One parent said, “This school is able to inspire all different kids with different abilities.” Another parent said, “I moved here to be part of 67 and gave up the magnet.” Students have a voice in school decisions through their Student Organization, elected by peers, and meet on a monthly basis with the principal, assistant principal and a faculty advisor to discuss suggestions aimed at enriching their middle school experience. The student body has organized dances, school spirit days, a carnival, a talent show and movie periods, raised funds for charitable organizations to benefit people in need, and requested and received jazz instead of classical music during change of classes. They also have adopted trees in the vicinity of the school showing civic responsibility. Staff and students appear happy and proud to be a part of this school. In addition to many systems in place to celebrate staff, every faculty conference begins with a public congratulation to a member or members of the staff reinforcing the positive climate of excellence and commitment.
  - Every student is known by more than one adult. The grade advisor sees students of all grades. She has parent to student mediation and implemented parent to parent mediation meetings this year resulting in reduced suspensions from twenty last year to five this year. The guidance counselor and school psychologist observe gym classes to identify students with aggressive behavior and refer these names to the Pupil Personnel Committee. School staff also meets with every student in the school in small groups of ten to follow-up on the bullying and cyberbullying assembly presentation. These meetings have resulted in a 50% reduction in the iLog on-line reporting system. Furthermore, the school has just been notified that 208 students were accepted in to specialized high schools and special programs. These structures have a positive effect on students’ academic and personal behaviors.

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

- Deepen the effective feedback provided to teachers and next steps from cycles of classroom visits using the Danielson framework to further support teacher development, and impact classroom instruction. (4.1)
  - The administration has completed 211 out of 258 observations. Evaluations in Advance include specific sentences to validate the rating. For example, in a rating of effective, the comment in Advance stated, “Students were arranged in groups and all students were able to see the boards and the

Smart board. Portfolios were located in bins on student desks. The teacher applied Doceri, (a computer program that allows teachers to access and write on the Smart board from any location in the room and take a snapshot of a piece of student work to be instantly projected) to share student work.” Coaches provide individual and teacher teams with professional development. Additionally, the principal has hired a DOE certified mentor to work two hours a week with the four new science teachers and one social studies teacher. All administrators follow the feedback system and have normed their observations using videos in ARIS over the summer. However, although specific teacher feedback has been provided, it has not yet been aligned to the teacher’s initial professional goals stated in September. Furthermore, teacher peers are not an integral part of the evaluation process through inter-visits or other structured routines in which teachers can receive support from school leaders in addition to their peers. The absence of these structures hinders the schools ability to maximize the results of the teacher evaluation process.

## Part 3: School Quality Criteria 2013-2014

School name: Louis Pasteur Middle School 67	UD	D	P	WD			
Overall QR Score				X			
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?				X			
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?				X			
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?				X			
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				X			
<b>Systems for Improvement</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?				X			
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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			
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?				X			
<b>Quality Review Scoring Key</b>							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed