



# **The New York City Department of Education**



# **Quality Review Report**

**Juan Morel Campos Secondary School**

**Middle School-High School 071**

**215 Heyward Street  
Brooklyn  
NY 11206**

**Principal: Howard Fineman**

**Dates of review: March 17 - 19, 2008**

**Lead Reviewer: Ted Solow**

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## Part 1: The school context

### Information about the school

Juan Morel Campos Secondary School is a middle school-high school with 954 students from grade 6 through grade 12. The school population comprises 22% Black, 74% Hispanic, 3% White, and 1% Asian students. The student body includes 19% English language learners and 24% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 88.4%. The school is in receipt of Title 1 funding with 77% eligibility.

This is the first year the school will have a graduation commencement exercise as many of the students follow the seven-year continuum of the school. One unique aspect of the school is a self-contained bilingual Yiddish program for developmentally delayed youth. Additionally, a District 75 self-contained program shares the school's facilities.

## Part 2: Overview

### What the school does well

- The principal articulates a clear vision for student learning and holds staff and students accountable for improved achievement.
- Professional development activities are differentiated to meet the needs, interest and experience levels of the staff as determined by data.
- The budget, staffing and scheduling decisions support and enhance the academic goals, as shown by data outcomes.
- Art, music, drama, and dance, further supported by outside partnerships, are well integrated into the curriculum and provide enhancement for the academic program.
- Grade teams collaboratively provide good teaching and learning conditions for the students.
- The school has well defined intervention practices in place to assist struggling students.
- The principal and administrative team members frequently observe teachers with the goal of improving instruction.
- Clear procedures, policies and rules contribute to the orderly operation of the school and an environment conducive to learning.
- High expectations are demonstrated through rubrics, standards, work samples, classroom displays and portfolios.
- The school successfully analyzes performance and progress data of ethnic groups.

### What the school needs to improve

- Implement conferencing sessions in math, social studies, science and foreign language classes to support student instruction.
- Create a uniform, interim progress reporting system to inform parents of student progress between reporting cycles.
- Expand training in using formative data to improve planning and instructional outcomes through differentiated lessons.
- Build upon present strategies to engage parents to be active partners in their children's education.

## Part 3: Main Findings

### **Progress made since the last review**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

#### **This school is proficient.**

The Juan Morel Campos Secondary School is a comprehensive middle school-high school that prides itself on high standards accompanied by excellent procedures and policies for students and staff. The staff personalizes and encourages students, including those who struggle, to excel in academics, as well as in areas important to their personal growth and development. Outside partnerships effectively support and enhance the expansive arts program, which allows students to develop their talents and generates opportunities for self-expression and creativity.

The principal, a well-respected, experienced educator, guides a collaborative team of professionals, which result in a learning community where high expectations and academic rigor define the school's culture. There are excellent professional development programs in place that address the needs and experience levels of the teachers. The teachers are adept at using and analyzing data from a variety of formal and informal sources to inform instruction and improve outcomes. However, at this time training in more effective usage of formative data is underway to further improve planning, instruction and achievement levels.

Progress towards addressing the areas to improve from last year's Quality Review is evident by the increase of staff using differentiated instructional strategies in subject classes and providing appropriate professional development to support this school wide effort. The school does not implement conferencing sessions in subjects other than English language arts. This prevents teachers from moving their differentiated instructional activities to an even higher level. The English language learner program is now stronger, as there is close collaboration between the English as a second language teachers and subject class teachers. The attendance team, an attendance teacher and the parent coordinator address attendance and lateness issues with some success. Parental involvement is still an issue and building on previous strategies is necessary to make parents active partners in their children's education.

The inquiry team is working well in a collaborative fashion, using the Acuity computer program, preparing to train the entire staff in using the ARIS system and is focusing its efforts on a group of 25 students who have not made sufficient progress in English language arts.

## **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

The teachers gather and analyze data to inform their instructional practices and to gain a better understanding of students' performance and progress. Assessment data from a variety of formative and summative sources are the basic components of each teacher's well-organized data folio. Use of formative data to improve planning is beginning to take hold across the school. In English language arts, the staff uses conferencing logs as a guide for planning and development of differentiated classroom activities. While some teachers use conferencing sessions in subjects other than English language arts to gauge student understanding, the practice is not uniform across the school in order to support student learning. The principal and his administrative team effectively monitor the progress of holdovers, high school students' credit accumulation, gender and ethnic groups. Data analysis revealed that a group of 7th grade, predominately Black, male students was not meeting targets in English language arts. To address the issue, the inclusion of a variety of enhanced, high interest, library books and materials became part of their daily instruction. Follow-up data indicates this group is now making progress in accordance with other students in their grade.

The school regularly measures its performance and progress with similar middle and high schools in the District. This school has shown consistent growth in moving students from the lowest levels in English language arts and math performance to the next level. At the high school level, scores on science Regents examinations set the bar for other similar high schools. This year's inaugural graduating class has a high number of four-year graduates and a number of college acceptances.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is proficient.**

The high level of collaboration among all stakeholders leads to creation of excellent whole school, grade, class and department goals. Each department develops a well-defined strategic action plan that becomes a living document, examined bi-weekly at conferences for relevance and progress. All goals align with realistic benchmarks and timeframes to further student performance outcomes. The administrative team strategically reviews grade and departmental goals for appropriate levels and challenges. Grade teams meet to assess student progress across grades and classes. The administrators meet with grade leaders to discuss and monitor overall performance and outcomes. Academic intervention services, provided for struggling students, incorporate highly effective targeted instruction from service providers during, after school and on Saturdays. A newly instituted advisory program includes all members of the teaching and administrative staff in support of the student body, in order to extend and improve academic, social and emotional achievement.

The principal clearly communicates the goals and high expectations for achievement and rigor through a variety of good communication strategies that include telephone calls,

newsletters, and targeted mailings. Some parents participate in workshops and meetings. Others attend open school events, class celebrations and Saturday educational options. The parent-student handbook, in English and Spanish, reinforces the goals of the school and conveys important information about school expectations, rules and regulations most effectively. Although, a uniform progress reporting system, in between report card cycles, is not in place to keep parents well informed and able to monitor their children's progress in academic subjects, attendance and lateness, and formal testing information.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is proficient.**

The core curriculum follows State and City mandates at the middle and high school levels. The Teachers College Readers and Writers Workshop model of instruction enhances English language arts instruction, at the middle school. Variations of this instructional model, utilized in flexible instructional groups, provide differentiated instructional activities. Currently, not all teachers, other than English language arts teachers, are using conferencing sessions to further enhance differentiation, better understand learning needs and increase accountability of students. Regent's class mandates wisely guide instruction at the high school level. Subject classes at this level, employ some features of the workshop model and effectively incorporate differentiated instructional strategies, designed to meet the learning styles of the students. Staff is very adept at using technology to enhance instruction and motivate their students. The arts, talent classes, physical education, and interscholastic sports program, integral components of the academic program, effectively support the development of skills and abilities.

At the high school, accountability measures include outcomes from periodic assessments, class work, credit accumulation and Regents examination results. High quality management systems control the budget, staffing and scheduling decisions that support student needs. Two English language arts teachers support 7th graders performing below grade level expectations. High school students who failed the English Regents exam receive intensive support in small group settings that meet their particular needs. A high level of mutual trust and respect is evident across the school. Several students stated, "Our teachers make sure everyone understands the work." Students are comfortable with one another and rely on the staff for academic, social and emotional support.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is well developed.**

The administrators frequently visit classes to improve the quality of instruction, assess student engagement levels, the teacher's use of standards-based practices and assessments, differentiation of instructional activities and data usage in order to improve student performance. Staff members receive timely written or verbal feedback that includes suggestions regarding strategies to improve instruction. Follow up visits monitor staff implementation of suggestions. New and less experienced staff members are well supported by mentors, grade and departmental colleagues, and regular meetings with the principal. Targeted support from coaches, consultants, assistant principals and staff

developers adds another dimension to the new staff induction process. The administration encourages and supports intervisitations between teachers to improve classroom practices. The very effective professional development program focuses on the needs of the students and needs and experience levels of the staff. The school supports attendance at high quality local and national conferences that results in sharing information and increasing the use of best classroom practices.

Outside partnerships support youth development activities that provide excellent mental health services, academic enrichment, an artist in residence and student leadership services. These collaborations enhance the school program and result in improved academic, social and emotional outcomes. Students and staff value the safe, secure orderly environment that results in conditions conducive to effective learning. Discipline and safety issues are quietly and effectively handled.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is proficient.**

School plans, the Comprehensive Educational Plan and the principal's goals and objectives delineate procedures for monitoring whole school performance outcomes. Benchmarks and timeframes are set and reviewed for their levels of attainment across classes and grades. The use of formative data to measure student progress is beginning to filter down to inform class assessment procedures. Staff members review periodic assessment data and Regents results to measure student progress. Teachers use data to analyze skill sets in reading and math in order to recognize student deficits and make appropriate adjustments to their differentiated learning strategies. These activities enable the school to assess growth in reading and math levels, higher pass rates on Regents examinations and the achievement levels of all students. The principal, assistant principals, coaches, the consultant and grade team leaders review class and grade outcomes to gauge overall school progress and plan the school's next steps.

The principal and members of the school community have a clear vision for the future of the school as a community of learners where students have a voice, staff models the appreciation of life long learning, and strong relationships are built. They also envision continued expansion of outlets for the arts in a place where students can develop their talents, creativity and express themselves.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Juan Morel Campos Secondary School</b>	Δ	➤	✓	+	◇
<b>Quality Score</b>			X		

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the students progress over time.**

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?			X		
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X			
<b>Overall score for Quality Statement 1</b>			X		

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.**

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?			X		
2.3 identify and improve the performance and progress of those students in greatest need of improvement?				X	
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?		X			
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X		
<b>Overall score for Quality Statement 2</b>			X		

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?			X		
<b>Overall score for Quality Statement 3</b>			X		

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
<b>Overall score for Quality Statement 4</b>					X

<b>Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>					
<b>To what extent do . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
<b>Overall score for Quality Statement 5</b>					X

◇	<b>Outstanding</b>
+	<b>Well Developed</b>
✓	<b>Proficient</b>
➤	<b>Underdeveloped with Proficient Features</b>
Δ	<b>Underdeveloped</b>