

# Quality Review Report 2009-2010

**School Name**

**High School 123  
52 Chambers Street  
New York  
NY 10003**

**Principal: Dr. X**

**Dates of review: November 1 - 2, 2009**

**Lead Reviewer: Ms. ABC DEF**

## Part 1: The school context

### Information about the school

The [REDACTED] is a high school with 218 students from grades nine through 10. The school population comprises 100% Hispanic students. The student body includes 92% English language learners and no special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2008 - 2009 was 94.0%. The school is in receipt of Title 1 funding with 60% eligibility.

### Overall Evaluation

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

The strategic principal is passionate about the evolving school community. Through the astute use of the school budget, which is complemented by a philosophy of distributive leadership, the principal has begun to sow instructional leaders throughout the site. Flexible, creative programming has resulted in daily common planning times so that teacher teams are able to facilitate the expanding practice of collaborative inquiry, specifically using data for weekly “kid talk” sessions and interdisciplinary unit planning. State of the art technology and gender-specific instructional institutes effectively support accelerated language and content area understanding. Teacher Ease, a web-based resource used by all students, maximizes communication between students and staff regarding assorted achievement data, pending assignments and independent learning resources.

Parents and faculty alike are enthusiastic about the school’s high expectations, which are continually communicated to all stakeholders through a variety of media, including paper communiqués, web-based resources and personal interactions. Faculty explicitly nurture the culture of trust and respect through their daily interactions with each other, students and their families, resulting in a warm, caring environment that is conducive to optimal levels of academic and personal success.

At this time, the school does not dig deeply enough in its comparative sub-group analysis of English language learners and English proficient students to gauge the impact of its resources on content area learning for these distinct populations. Secondly, students who have been targeted in the collaborative inquiry teacher teams as requiring additional support do not have clear academic learning goals; additionally these students were unable to articulate their next learning steps. Third, teachers do not consistently demonstrate effective use of English as a second language (ESL) methodology when differentiating instruction for students in the second language. Lastly, several new teachers expressed the need for expanded professional development opportunities to support their understanding and implementation of the newly adopted humanities units of study. Nonetheless, the leadership has developed considerable momentum for continued school improvement, and all school constituents have an opportunity to build collaboratively upon the current year’s successes.

## Part 2: Overview

### What the school does well

- The strategic principal is an exemplary role model for all members of the community, sharing her vision through assorted collaborations to raise student achievement, as evidenced by:
  - The “blueprint for learning” which has been collectively developed by the 9<sup>th</sup> and 10<sup>th</sup> grade teacher teams through reflective practice and sets high standards so that no one is left behind;
  - The empowerment of teachers with a variety and depth of opportunities for reflective inquiry and planning.
- The principal and faculty continually communicate high expectations to students and their families to promote strong cohesion among all stakeholders as they plan for continued school improvement, as evidenced by:
  - The inclusion of a balance of parents and staff in the development of an interdisciplinary curriculum in order to effectively support the socialization of students;
  - Highly detailed quarterly reports that highlight students’ needs, proposed intervention plans, and teacher comments regarding past barriers.
- The school has adopted a web-based resource that facilitates ongoing, efficient communication of formative data and course expectations between students and teachers in order to raise the level of academic achievement, as evidenced by:
  - The consistent use of Teacher Ease, a web-based communication tool that is the primary vehicle for communication between teachers and their students. All teachers use the resource to provide students with grade updates and multi-media assignment resources across curriculum areas. Students greatly appreciate the accessibility to teachers that Teacher Ease affords them through its email feature.
- Students benefit from an increasingly integrated curriculum, which includes a range of technology resources, to support second language learning, as evidenced by:
  - A strategically developed series of interdisciplinary units, which align with the school’s six marking periods. The Six Themes of Learning, which the principal is scaffolding seamlessly across the grades, include the following overarching topics: identity, diversity, creativity, time, change & continuity, and success;
  - The steady execution of embedded character education and practical acclimation strategies within daily instruction. This provides the newly arrived immigrant population with an additional layer of invaluable, discreet socialization support.
- Relationships among students, teachers and school leaders are warm and respectful, resulting in an environment that is conducive to high levels of academic and personal success, as evidenced by:

- Students want to be in this school, and families and students express feeling supported by and involved in the school community.
  - Assorted efforts to communicate to students and their families that the Bronx is not their boundary for life-long learning. The school works assiduously to put “the world at their disposal so that they are able to use it.” The school achieves this through all-expense paid trips to international destinations, such as Africa, Costa Rica and Nicaragua, for select high-achieving students and to Washington, DC for their parents.
- Teachers work collaboratively and passionately to exchange ideas and best practices that continually improve student achievement, as evidenced by:
  - The strategic use of Inquiry Team members to heighten the data expertise of the grade-wide interdisciplinary teams. As a consequence, teachers throughout the site are growing increasingly adept at using a variety of data sources, all of which strategically assess a balance of language proficiency and content knowledge. Similarly, teachers are gaining confidence in generating a variety of in-house, formative assessments across English language arts, math, social studies and science classes, and using this periodic data to rethink and reconstruct interdisciplinary units of study;
  - Creative programming that has created a paradigm shift in collaboration. Teachers are afforded opportunities in daily common planning periods to lead in data-analysis, decision-making and professional development. The consistent frequency of these sessions has empowered teachers and is enabling them to accomplish the majority of essential tasks.

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

- Extend data gathering and analysis practices for important school sub-groups to provide a complete picture of students’ progress across all aspects of the school. Currently, the school:
  - Has not considered analyzing data for its growing Special Education population although extensive sub-group analysis has occurred for English language learners and gender groups.
- Fine-tune the short- and long-term academic learning goals for targeted groups that teacher teams have identified so that these students can articulate their next learning steps. Currently, the school:
  - Has learning plans that are well-documented on a systematic template, however, students’ progress is not easily measured and students are not empowered to track their own successes. As a result, students are unable to clearly articulate what they have mastered nor their immediate next steps.
- Use teacher team protocols to promote greater consistency in the effective differentiating lessons and implementing varied ESL methodology so that students are challenged with questioning which extends their thinking. Currently, the school:

- Systematically places a great emphasis on utilizing a limited set of graphic organizers to develop the vocabulary schema of Intermediate Fluency Stage students through writing, neglecting the further development of the language modalities of listening, speaking and reading.
- Expand professional development opportunities for new teachers in order to deepen their understanding of newly adopted school initiatives. Currently, the school:
  - Does not provide sufficient structured opportunities so that novice teachers may gain ongoing visual support for the implementation of new humanities units of study developed by the 9<sup>th</sup> and 10<sup>th</sup> grade interdisciplinary teams.

## School Quality Criteria 2009-2010

<b>School name:</b> [REDACTED]		△	▶	✓	+
<b>Overall QR Score</b>				<b>X</b>	
<b>Quality Statement 5 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>		△	▶	✓	+
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?					<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>Overall score for Quality Statement 1</b>				<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>		△	▶	✓	+
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 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				<b>X</b>	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?				<b>X</b>	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?					<b>X</b>
<b>Overall score for Quality Statement 2</b>				<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>	△	➤	✓	+			
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				
<b>Overall score for Quality Statement 3</b>			X				
<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>	△	➤	✓	+			
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				
<b>Overall score for Quality Statement 4</b>			X				
<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>	△	➤	✓	+			
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				
<b>Overall score for Quality Statement 5</b>			X				
<b>Quality Review Scoring Key</b>							
△	<b>Underdeveloped</b>	➤	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>