



**NYCDOE**

**Quality Review: Final Report**

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



# **Quality Review Report**

**Bedford Stuyvesant Preparatory High School**

**High School 575**

**832 Marcy Ave  
Brooklyn  
NY11216**

**Principal: Marisol Bradbury**

**Dates of review: May 3 – 4, 2007**

**Reviewer: Andy McClean**

# Content of the report

## **Part 1: The School Context**

Information about the school

## **Part 2: Overview**

What the school does well

What the school needs to improve

## **Part 3: Main Findings**

Overall evaluation

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

## **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

The school is located in Brooklyn. It is a transfer school in the virtual District 75, which serves students aged 15 to 21, who seek to use the opportunities presented to them, to gain enough credits to graduate successfully. There are 190 students on roll at present with no English language learners. Four percent of students have special educational needs. Eighty-two percent of students are Black and 18% are Hispanic. Eighty four percent of students are eligible for Title 1 funding. This is much higher than the averages for both City and similar schools. The attendance rate is seventy-five per cent, which is well below the average of City schools.

This alternative high school has a strong support and guidance component with small classes which seek to develop the full academic potential of all students, through active use of all available data.

## Part 2: Overview

### What the school does well

- There is a concentration upon academic rigor and differentiation based upon available student data.
- Great emphasis is placed on student learning through critical thinking and the explanation of their reasoning.
- Mutual respect for all students, with clear standards of conduct, is applied consistently by staff throughout the school.
- Collaborative planning which stresses the need for clear learning outcomes for all students is clearly evident.
- Supportive and challenging interaction is seen in classes.
- A pilot advisory class is well used to develop a set of skills that all students can apply both in school and the wider world.
- The school perseveres to include all students and realize their full academic potential, based upon detailed knowledge of each student.
- The principal shows determined and focused leadership in using data as the factor that identifies, tracks and challenges all students to achieve their full potential.
- The principal communicates a vision of success for all.

### What the school needs to improve

- A lack of assessment of student learning outcomes limits the comparison of student performance within school and the measurement of individual progress.
- The use of technology as a tool to support the independent learning of all students is limited at present.
- The use of the experiences learned in the pilot advisory class need to be extended to the whole school.
- At present, there is insufficient evaluation of the school's short term goals to determine what should happen next to improve student academic outcomes.

## Part 3: Main findings

### Overall Evaluation

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

The school provides all students with a stimulating and safe learning environment. The school uses test data and other formative assessments to keep up to date records of student progress, or lack of it. A particular feature that is particularly well developed is the school's detailed monitoring of student attendance. Strategies to intervene and defuse possible disruptive incidents are well developed, but a conflict exists in the methods and approaches used by security staff in dealing with disruptive behavior; their interventions being outside the jurisdiction of the principal. The school philosophy is to treat all students with maturity. This results in students taking responsibility for their own academic progress, or lack of it. Through regular testing, students understand what progress they have made and what their next goals are.

An innovative example of academic intervention is the school's Advisory class, where opportunities have been established for a group of students to improve their communication and study skills. The principal will extend these classes in the near future with each member of staff taking responsibility for a group of students. This typifies the "can do" spirit of the faculty, which is supported by strong and visionary leadership from the principal. As yet, the school has not developed a common practice that assesses students' learning outcomes. Teachers use technology to plan and instruct on a regular basis but students have limited opportunities to use the same technology to enhance their own independent learning.

Members of staff know their students very well and show great passion in their desire for all of them to make academic progress. Students demonstrate great respect and trust in their principal and teachers who are deeply committed to realizing all students' potential.

### 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 student progress over time.**

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

The school uses test data and its own school generated statistics to determine its course of action in both the short and long terms. The school's use of data to understand what all students' current level of progress is proficient. Through a color coded chart in the principal's office it is possible to track individual student progress since their time of entry in terms of credits earned towards graduation. This is used on a regular basis by the principal, teachers and students to understand what progress has been made within a specific time.

The process of baseline assessment of student ability on entry to school is a useful tool used to assess levels of ability. Immediately after entry, a series of meetings is held with the student, parents and teachers, as well as guidance counselors and any other member of staff, who can cater for a student's identified social or emotional needs. This results in an array of data that is then used to inform every member of staff that comes into contact with an individual student. Given each student's previous school experience, the school is working conscientiously to ensure that data is used to challenge each student. At present,

comparisons of student performance from individual classes within school and with other similar schools are generally undeveloped.

School goals, are based upon the interpretation of current data. The administration measures the value in academic progress that the school has added, or not, to its students' lives. The measurement of student progress, compared to similar schools, is still to be fully developed to identify which areas need to be targeted as whole school or department goals.

The use of technology by teachers, to collect and interpret data has resulted in them being able to plan and differentiate learning for students. Assessment procedures using data generated by students, both formative and summative, are currently undeveloped. The school collects test data to measure student progress over time, with interpretation by all staff as to changes need in instruction still to be assessed.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

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

The principal, in conjunction with faculty, has used test data to outline to everyone, what the major areas for development are within school. Systems of collaborative planning within school are well developed, the whole faculty having a good understanding of the needs of student's academic needs. As yet, these well developed planning systems have not shown any significant impact upon student progress.

The school sets very high expectations on student academic performance, particularly standards of literacy. Because this evidence is updated through regular tests and summaries, there is clarity in the immediate steps that students need to take to improve their standards. All students merit the same importance and respect for their abilities, particularly in the monitoring of their attendance, within the faculty. Successful attention is given to using data to ensure that those students approaching graduation, or the age of 21, receive extra support to give them as much chance to succeed as possible.

Conferencing with individual students, their parents and support staff, particularly those identified through test data as failing or falling behind, is a regular feature of support in school. This results in student understanding of their individual responsibility to meet challenging academic and behavioral goals.

Teachers meet with colleagues on a regular formal, as well as informal, basis to use available data to re-adjust instruction. Regular grade and faculty meetings to discuss successes and areas that still need to be addressed are held with strong leadership from knowledgeable subject specialists. Collaborative planning is very well used to identify those aspects of instruction that need to be emphasized in a particular module, based on interim test results.

Through the use of test data, which is regularly analyzed by the principal and school leaders, both students and parents are kept informed of what challenges face them and what the school's very high expectations of them are, in making progress and how teachers will assist them in their learning.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

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

The school has concentrated upon student behavior as its prime directive in the past. This has now been changed by the principal’s insistence upon all staff understanding that all students are entitled to the same curriculum opportunities as in mainstream provision.

An area that is currently undeveloped is teachers’ use of response data within individual classes. Learning objectives are well planned; all teachers do not, as yet, use the observed outcomes of their instruction to measure both individual and class progress against these objectives. Displays of student work in school show students the respect and recognition that all adults in school have for them. Programmed meetings with individual and groups of students lead to a common thrust across the whole school, led by the principal’s non-acceptance of student failure, of gearing instruction, resources and student engagement to the goal of academic progress.

From formative and summative assessment of data generated in school, all members of staff scrutinize the effectiveness of current provision. Individual teachers are aware of their responsibilities to engage and challenge all students; at present the most successful of instructional practice seen in school has yet to become commonplace in all classes, particularly the need to ensure active not passive student participation.

The best developed example of this is seen in the school’s recently introduce Advisory class, where data has been used to identify a set of skills that all students need. As a result of this analysis, the classes are geared towards developing life, study and communication skills. Students enjoy the attitude of teachers treating them as intelligent, mature people and respond accordingly.

Teachers know their students very well, support and challenge them, but above all, care, about their progress. Budgeting decisions have been made to keep class and school numbers small enabling concentrated support.

Student attendance figures and patterns are regularly scrutinized. Systems to deal with attendance problems are very well developed and regularly reviewed; using the latest technology to scrutinize daily figures and compare them with other schools.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.**

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

The principal has created an ethos which conveys the message of high academic expectations to all students, as well as the highest standards of behavior.

However, there is a conflict in school in the interpretation of such standards between instructional/support staff and security staff. The principal’s overall message of mutual respect, resulting in students’ calm and responsible behavior, is undermined by security staff having to follow a different, more direct approach to disruption.

Regular opportunities are evident for teachers school wide, to discuss results and trends. What is lacking at present is a process of evaluating measures taken to address these trends. Plans are then formulated to address student needs, with accountability for success, clearly delegated to specific staff members.

Professional development has been designed to address those areas, particularly reading, writing and number skills, which data has indicated is in need of greatest support. Capacity to move the school forward is great. The openness of all staff to learn from each other is evident. The principal's leadership style is very supportive, yet challenging, to all staff, in communicating to them that they have specific responsibilities and will be held accountable for them. Her interactions with all students are caring but leave students in no doubt that they are in school to learn. She is respected by all for her honesty in all dealings with staff and students alike.

There exists in school a nucleus of dedicated and caring teachers whose belief in their students' ultimate success has resulted in recent upward academic trends. The school runs very smoothly. It is a calm and student-centered community, where all feel safe and valued, taking a mature responsibility for their own learning.

Links with outside bodies are well used to provide students with a more enriched school life, with the local Restoration Corporation providing courses in job training, computer and a variety of other work related skills, to both students and their parents, in enhancing learning. Youth development and support services concentrate very effectively upon academic achievement.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

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

Plans for the school's development are clearly outlined within its Comprehensive Education Plan. A wide variety of City and State data has been used to draw up specific action plans for major areas of concern, such as better instructional practices in literacy and numeracy.

Each phase of development is regularly re-visited to see what progress is made; with the principal having been in post for a short time, such measures are still in their first stages of employment. The school is proficient in its analysis of its results. It understands that this is the key measure of success when judged against its peers. This is at the forefront of all the school does. From contemporary data, each student is regularly apprised of his or her progress.

Systems of comparison of the respective progress of individuals and groups of students are proficient, individual teachers using their own test data to compare the progress of individuals and groups.

Teachers have a healthy respect for each other and are in the process of establishing ways in which they can further compare each other's instructional practice. Data is used as the driving force to school academic improvement.

Challenge across all aspects of school life is evident. Academic complacency is unacceptable. Programmed evaluation of specific actions drives the school's planning for the future in seeking to identify, and then realize every student's full academic potential.

## Part 4: School Quality Criteria Summary

<b>SCHOOL NAME: Bedford Stuyvesant Preparatory High School (HS 575)</b>	∅	✓	+
<b>Quality Score</b>		X	

<b>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 student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>each student, classroom, grade level,</li> </ul>		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>ethnic groups, English language learners, special education students*</li> </ul>		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>all other categories of interest to the school*</li> </ul>		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
<b>Overall score for Quality Statement 1</b>		X	

\* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.			X
2.2 Goals and plans focus on the school as a whole and 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 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.			X
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
<b>Overall score for Quality Statement 2</b>		X	

<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>		X	
<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
<b>Overall score for Quality Statement 5</b>		X	