



The New York City Department of Education



Quality Review Report

Baruch College Campus High School

High School 411

**17 Lexington Avenue
New York
NY 10010**

Principal: Alicia Perez-Katz

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Lead Reviewer: Barbara Kwiecinski

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Part 1: The school context

Information about the school

Baruch College Campus High School has 414 students from grade 9 through grade 12. The school population comprises 6% Black, 11% Hispanic, 22% White, and 61% Asian students. The student body includes 0% English language learners and 2% special education students. Boys account for 38% of the students enrolled and girls account for 62%. The average attendance rate for the school year 2006-2007 was 98%. The school is not in receipt of Title 1 funding.

Part 2: Overview

What the school does well

- School self-evaluation results in a clear evaluative five-year plan which drives the whole school forward.
- Co-planning through collaborative partnerships within the same subject and grade results in all teachers being reflective practitioners.
- The excellent advisory program very effectively improves literacy and independent reading in addition to creating positive partnerships with parents and students.
- High academic expectations and consistent rigor result in students making very good progress.
- The interdisciplinary courses, with common strands linking subject areas, excite students who love coming to school.
- Exemplary professional development designed in a distributive leadership model results in teachers further challenging each other.
- Students play a large role in decision making within a collaborative community where differences are celebrated.
- The principal has great clarity of vision and in partnership with administration works relentlessly to establish creative ways to move the school forward.
- The wide range of activities to involve parents in school life results in very positive partnerships with parents.
- Student data directs the decision making at all meetings and ensures student needs are met at classroom, grade and subject level.

What the school needs to improve

- Extend the work to refine further well-developed academic goal-setting systems.
- Further develop the good Design Your Own (DYO) assessments in all curriculum areas.
- Support teachers in refining and extending approaches to differentiating instruction.

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 well developed.

Baruch High School prepares students very effectively for college. All students take courses that exceed New York State requirements and through a rigorous, broad curriculum taught by dedicated teachers, students achieve very well and gain prestigious college places. Classrooms are small and accommodation could be perceived as constraining, but each faculty is creative in its use of space and provides education of high quality. Students flourish and love being at the school and attendance, at 98%, is evidence of this. The curriculum is challenging and innovative. For example, in “organic chemistry at home”, students produce high quality flyers meeting clearly defined criteria to describe the use of everyday organic compounds. Students are critical thinkers and question each other’s use of scientific vocabulary when they are unclear about a chemical process. As a result, students are able to explain complex organic reactions.

The exemplary advisory system is recognized nationally. The advisor is the students’ main advocate and supports both personal and academic growth for the four years the student is at school. As a result, the relationship between teacher, student and parent is very strong. Parents perceive advisory teachers as extensions to their family structure who track student progress, set quarterly goals and communicate constantly about these. The advisory curriculum includes literacy and an on-line letter exchange between teacher and student that further deepens the teacher’s personal knowledge of their group.

All departments meet weekly and collaboratively design their own interim assessments. In the math and science departments, this is further extended to include a two-year analysis from Math B and Chemistry Regents to see where students are succeeding and where they need support. In addition to school performance trends, sub-group trends are now tracked very effectively. This results in alignment between interim and State tests, and teachers having accurate information in order to group students appropriately, although the school continues to seek ways to differentiate instruction to best meet student needs. The school is proud that all students make significant progress. Every teacher has a departmental collaborative partner. Partnership is designed strategically where experienced teachers are teamed with less experienced colleagues. In this way, effective teamwork is extended, as is differentiation of instruction, which was identified as an improvement area in the previous Quality Review. The inquiry team is well established. Their focus is on the students who entered the school with Level 1 or 2 across all grades as the data analysis of sub-groups showed no common patterns. The principal shares her collaborative professional development model externally and is recognized as an innovative thinker. Her leadership qualities result in all staff understanding her vision. Her overarching capacity is to empower others, allowing all staff to celebrate their strengths and strive for excellence.

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 well developed.

The school has high graduation rates and a large number of students who achieve Regents Diplomas with honors. This results from the school's excellent understanding of the performance and progress of each individual student and group of students. At Tuesday morning meetings, teachers meet in grade teams to discuss student progress. In the higher grades, teachers discuss one student in depth over a three to four week period until intervention strategies are effective. Teachers consider performance across subjects and identify key aspects of underperformance. A common communication tool is used and data analysis drives discussion. All teachers use the same text "Strategies that Work" to guide their selection of intervention. The impact of the strategy is measured weekly and a student is no longer discussed when a solution is found. The outcomes of meetings are formally recorded by e-mail and whole school discussions ensue in order to identify other students who may benefit from similar support.

At weekly department meetings, teachers continue to develop high quality Design Your Own (DYO) assessments. The process has rigor and trend analysis over a two-year period is used across English language arts, math, history and science. This is further refined to include Math B and Chemistry Regents. This careful analysis gives teachers the ability to track trends from year to year and within sub-groups and across subjects. As a result, student progress is constantly updated and understood. Students with the greatest need receive push in and pull out support and, in addition to comprehensive individual education plans, teachers from subject areas describe the support strategies that have the most impact. As a result, progress improves rapidly. In the extended day program, teachers use Scantron assessments for students performing below grade level. As a result, these students have individualized learning plans and it gives teachers an additional means of tracking progress. The school has a data specialist who supports teachers very effectively. Meetings are data driven and teams are provided with the necessary information. This results in consistency of practice across grade teams and subject areas. The data specialist supports teachers individually to access information to refine planning and at classroom level, helps with group organization.

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 well developed.

The school has a comprehensive five-year plan which sets the direction for the school. This includes success measures and time-related evaluation points. Goals are prioritized based on observation and data analysis. Individual students talk animatedly about their personal and academic goals and believe that all teachers give excellent support in order that these are achieved. At student level, the school is working on the refinement of this process for all curriculum areas by adopting an electronic recording system, which also contains measurable goals and defined timeframes. The aim is to allow students to interrogate the data and visually compare and contrast their performance across subjects.

Students value the emphasis on developing leadership skills to enable them to succeed at college. They believe it helps self-reflection and their ability to be critical thinkers, understanding of how progress is made. The advisory program has very effective systems to monitor student achievement across all subjects. Each quarter, advisors and advisees meet individually to set realistic goals and to reflect on progress made. Advisory files are regularly updated and include written evidence of the goal setting process.

Parents speak very positively about communications from the school and rightly believe that the school sets very high standards. Its reputation is well known and parents are delighted that their students attend a school that received five thousand applications for one hundred places. In addition to paper communications in the form of high quality newsletters, praise letters and calendars, a family and student “blog” internet page gives further information about all school announcements and events. The school looks creatively at involving parents in school life. Parents proudly describe their joy at working alongside students, teaching artists and theater directors to create a school musical.

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 outstanding.

All subject areas inter-relate. To support colleagues an internet “wiki” page allows all staff to see the whole curriculum. In addition, staff can post and read announcements and share research, leading to true integration across subjects. In an excellent art lesson students proudly show their folders where clear goals, related to each piece of work are clearly articulated. High quality armatures, planned and designed by groups of students, link “creating form and sculpture to irony”. One student group eloquently describes why their model of a very expensive shoe is decorated in dimes, which are worthless.

Students enjoy being at school and attendance is very high. The positive letters sent to students welcoming them back after the New Year are very motivating. Respect pervades the whole school. Students voice ideas and make changes and the student created SQUAD group addresses issues of diversity and tolerance. Students are eager to gain new knowledge and all lessons are of high quality where students are engaged and want to learn more. The school is very short of space and, in order to allow more computer access, students work in the school office from very early in the morning, collaborating effectively and reflecting on their work.

Teachers are creative in the way they plan and group students. In a good history lesson, 11th grade students enjoy working together to assess the impact of the depression on American family life. The “bad news” cards prompt discussion and decisions on expenditure cuts that are made collectively. The breadth of DY0 interim assessments is extending. These gauge cognitive strengths and weaknesses and teachers adjust the curriculum accordingly.

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 outstanding.

The school celebrates its highly effective Teacher Collaboration Model (TCM) where everyone collaborates in order to grow professionally. All teachers have a collaborative partner and together they identify the areas of their practice they wish to improve and agree on common benchmarks. Lead teachers very effectively provide professional development and model how they monitor student performance in the advanced placement classes. This is an example of sharing excellent practice and extending rigor. Teachers jointly plan and share successful strategies. They see themselves as learners and they successfully strive to reach their personal and professional goals. The principal meets with all teachers at least three times a year to review progress towards goals. Linking this to feedback from formal, informal and walk through observations, teachers adeptly refine practice. They value administration's support and say that "comments are very constructive and focus on students' learning". New teachers are very well supported and they welcome the mentor support which is of high quality and uses Santa Cruz standards. Following intervisitations, teachers share excellent practice, raising their skills. All teachers are passionate about learning. Teachers have their own individual action plans which relate to school and individual goals. These are decided at the start of the school year and take into account perceived need. In this way the principal builds capacity very well and empowers staff to take on additional responsibility.

The school has many positive partnerships with external organizations that support students' personal and academic growth and widen their international knowledge and link clearly to history, science and Spanish.

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 well developed.

The school is self-reflective as are the students. Student response is encouraged in all classes. This model is introduced in 9th grade advisory and utilized in all classes. As a result, teachers and students work in partnership to reflect and refine practice. The meeting structure gives teachers the flexibility to collaborate and adjust plans very effectively. The investment in developing the broad range of interim assessments results in ongoing data analysis where appropriately timed adjustments are made. Student performance is usually high in all areas. However last year's results show lower scores in social studies and English Regents. Consequently, all English teachers looked at the Regents examination and identified grammar and writing as areas needing further support. Modified rubrics are now in place and this year 57% of students have increased their achievement from their 8th grade scores.

Tracking systems are in place in all subject areas and individual teacher goals reflect whole school and subject goals. Interim assessments aligned to State standards impact positively on students' progress. This well-developed area of the school's work is consistent in all curriculum areas and is extending.

The school is never satisfied and always looks for ways to improve. It believes that "it cannot work any harder, just smarter". The principal leads by example. She models professional learning and growth through her own involvement in professional development and also teaches an advisory group. She is visionary and uses educational research to give high achieving students the opportunity to do even better.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Baruch College Campus High School	△	▷	✓	+	◇
Quality Score				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 . . .	△	▷	✓	+	◇
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?	*	*	*	*	*
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	
Overall score for Quality Statement 1				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 . . .	△	▷	✓	+	◇
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
Overall score for Quality Statement 2				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 . . .	△	▷	✓	+	◇
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
Overall score for Quality Statement 3					X

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.					
To what extent does the school . . .	Δ	➤	✓	+	◇
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	
Overall score for Quality Statement 4					X

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.					
To what extent do . . .	Δ	➤	✓	+	◇
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
Overall score for Quality Statement 5					X

* n/a DUE TO NO English language learners

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped