



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Bread and Roses Integrated Arts High School

High School 685

**6 Edgecombe Avenue
New York
NY 10030**

Principal: Larry Wilson

Dates of review: May 5 - 6, 2008

Lead Reviewer: Louise Kapner

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Part 1: The school context

Information about the school

Bread and Roses Integrated Arts School is a high school with 541 students from grade 9 through grade 12. The school population comprises 48% Black, 48% Hispanic, 2% White, and 2% Asian students. The student body includes 13% English language learners and 18% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2006-2007 was 82.8%. The school is in receipt of Title 1 funding with 61% eligibility.

The school shares space with Mott Hall High School and middle school Kappa 4. Bread and Roses Integrated Arts High School is part of the Empowerment Support Network.

Part 2: Overview

What the school does well

- The principal is highly committed to creating a supportive environment where all students are successful.
- The school collects, organizes and reviews extensive data relative to student performance and progress.
- The school does a very good job of providing appropriate services for students in greatest need and enrichment for high-performing students.
- The school uses its resources and highly effective partnerships to create programs that further the educational goals of the school.
- The administrative team, coaches, and staff work highly collaboratively to improve student outcomes.
- Youth development service providers are extremely involved in the school's programs and highly supportive of the students.
- The school's curriculum is very focused on improving student achievement.
- Data is used well to set interim and long-term instructional goals for teachers and performance goals for students.
- The school is highly self-reflective and continually looks to revise practices to provide relevant instruction.
- Parents and students are unanimous in recognizing the school as a safe and caring environment with high expectations.

What the school needs to improve

- Extend the analysis of data to monitor performance and progress of student subgroups and the school's performance relative to similar schools.
- Develop a school-wide grading system between classroom work and report cards to give a clear message about the quality of student work.
- Provide additional support for teachers to understand and use data to differentiate instruction.
- Review and develop additional procedures to encourage students to attend on a regular basis.
- Expand opportunities for teacher intervisitations and additional professional development to support learning best practices.

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.

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

The principal is a highly effective leader who encourages collaboration among all faculty members to improve student outcomes. Administrators meet formally once a week but have daily conversations centered on students' needs and school programs. Teams of educators meet regularly to plan effective yearlong and future programs to support student learning and teachers' instructional practices. Professional development is ongoing and based on identified needs. However, not all teachers feel that they have enough opportunities to hone their craft. Intervisitations are also not regularly scheduled to enable staff to share best practices. The school's curriculum reflects a well-thought out, rigorous program to increase student achievement. Additional supports are in place for those students most in need and enrichment for the higher achievers to help all students reach their potential. Youth development service providers are very involved in supporting the emotional needs of students and provide excellent guidance for the college admissions process. Highly effective partnerships and the school's efficient use of resources further support the school's goals. Parents and students unanimously echoed that the school is a safe, caring environment with high expectations. The principal speaks proudly of the leadership course he teaches. Students overwhelmingly speak of how they appreciate the principal's honest and open conversations that motivate them to be successful. However, the school did not have sufficient interventions in place to effectively monitor and improve student attendance. The school's recently implemented initiative is encouraging and positively influencing attendance and punctuality. Although students know how they are achieving, the school does not have a congruent grading system between class work and report cards to convey a clear message about the quality of their work.

Data collection is extensive and carefully reviewed to understand the performance and progress of students, classes, grades and subject. However, the school does not disaggregate the data by all student subgroups nor does it compare its results to those of similar schools. Teachers maintain and use extensive data to set interim and long-term goals for student performance and for implementing instructional strategies. However, not all teachers are using the data to differentiate classroom instruction. All areas identified in the prior year's quality review have been effectively addressed. School and student goals have been refined, are continually reviewed, and progress towards achievement evaluated. The inquiry team is well underway. Targeted students receive intensive literacy instruction to prepare them for the English Regents. The principal is highly reflective and continually reviews programs that are promptly revised when necessary to meet the needs of all students.

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 holds itself very accountable for the performance and progress of students and their successful completion of high school. The school collects, organizes and reviews extensive State and school-generated data relative to individuals, grade, class, and by subject. Results from a “Tripod Survey” provide the school with important data regarding students’ views of their school and its impact on their success. Results are effectively used to restructure the school’s mediation center to engage students in conversations to thwart problems. Particular attention is paid to data for each cohort. Students’ successful completion of coursework and the passing of Regents are closely monitored to ensure students are on track for graduation with their peers. This data review process is especially effective to identify senior students in need of additional help to meet graduation requirements “with an eye” towards a Regents or advanced Regents diploma. The school carefully reviews performance data for special education students and English language learners, comparing scholarship performance relative to their score on the Regents. However, while this same level of data analysis is not evident by gender or ethnic group all students’ progress is carefully monitored. The school does a very good job of comparing results year-to-year by individuals and subjects on all standardized exams. The school effectively monitors the pass rate on the English Regents as a “barometer” for students successfully passing other Regents. Leaders compare each student’s results from the entire gamut of Regents they take. However, the school does not compare its performance or progress to similar schools. Teachers maintain and review extensive data to observe their students’ progress. Authentic student work and ongoing assessments provide clear indications of students’ needs and are used to guide instruction. Students’ transcripts provide ongoing data that is used to monitor trends in individual and class performance. A data management system enables staff to store student information and generate reports to monitor student performance and progress over time.

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 principal’s overarching goal is that every student will attend college upon graduation. This year he identified literacy instruction as a major area to support this objective. Staff, in all content areas, are highly informed of the school’s focus. To that end, the school very effectively reviews formal and school-generated data and student work during collaborative instructional and department team meetings to set goals to support student achievement. This year teachers’ interim and long-term instructional goals focus heavily on improving student outcomes in literacy. Using an action plan model, based upon the Lorraine Monroe Leadership Institute, teachers regularly review student work and scholarship reports to promptly revise strategies and materials to support learning. Students are involved in report card conferences providing them with an opportunity for transcript analysis to set short and long-term goals to meet course

requirements. However, although students articulate information about their grades, the school's does not have a congruent grading system between classroom work and transcripts to convey a clear message about the quality of their work. Through a careful review of data, the school does a very good job of identifying students for suitable interventions. The 'Literacy Institute' engages a student in small group or individual instruction centered on improving students' literacy skills. The school's language acquisition program enables English language learners to become more proficient in speaking. Higher achieving students attend Regents level and advanced placement classes providing them with opportunities to earn extra credit. Afterschool and Saturday programs provide additional time for students to receive needed help. Students and parents unanimously praise the school. They feel knowledgeable about school programs and comfortable in sharing relevant information with staff to support student success. The school continually shares high expectations. Students appreciate teachers' efforts and as one student shared, "They stay on top of us and let us know what we need to do". Each senior must apply minimally to three colleges.

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 well developed.

The school is highly evaluative of its curriculum to ensure that it meets the needs of all students. Content area courses, electives, and a broad arts and sports program provide a rigorous program for students enabling them to accumulate the required credits for a Regents or Advanced Regents diploma. The principal plans to add additional advance placement courses and a physics class to allow students even greater range of options. Teachers are held highly accountable for student achievement. Their course syllabus and classroom instruction is rigorous and based on learning outcomes. Each teacher uses the blackboard configuration to involve students in instruction from the moment they enter the classroom. Teachers review student work and ongoing assessments to guide instruction. However, while there is little evidence of differentiated instruction during the regularly scheduled classroom period, students are engaged in the activity. Students do have opportunities for additional support and know they "can go to anybody" for additional help. The school uses well its resources to support its goal for student achievement. Small class size encourages students to be actively involved in learning and block programming for freshmen enables more intense instruction during double periods of literacy and math. "Beacon" awards to teachers for innovative programs include a stipend for instructional materials. Previously, the school did not have effective procedures in place to encourage student attendance. However, after a close examination of first period attendance, the school initiated a program in April 2008 to encourage students attending on a regular basis. The school is continuing to review the impact of this initiative and considering further options to increase student attendance and decrease tardiness.

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.

Administrators share responsibilities for formal observations. Learning walks are frequent and teachers receive a write-up that the principal uses to provide a "snapshot" of classroom instruction. During ongoing visits, administrators refer back to previous notes to ensure implementation of suggestions. Staff members find the feedback very helpful. One teacher said, "The feedback reinforces how I am doing from an adult perspective." The school provides good support for staff to improve instructional practices. The professional development team meets weekly to formalize ideas for the school to improve student achievement. Administrators, coaches, and specialists visit classes and review data to identify suitable activities scheduled twice monthly. There are some opportunities for teachers to share best practices during departmental meetings. However, this is not consistent across the school. Additionally, teachers do not have sufficient opportunities to share best practices during intervisitations. New staff members meet weekly for mentoring, and coaches visit classrooms to model lessons to provide needed instructional support. The school's effective implementation of discipline procedures supports a safe, caring environment. Counselors and a college advisor provide excellent guidance to students throughout their time in the school. Students appreciate the ongoing help they receive relative to their courses, graduation requirements and during the college application process. Highly effective partnerships ensure that students receive every opportunity for success. Through collaboration with College for Every Student, the school links with the State University at Albany and six students are accepted for September 2008, a 100% increase from last year. Working with ACORN, a community-based organization, the school provides a high level of after-school instruction, enrichment and additional support for students in the college search process.

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 principal is truly self-reflective of school practices. He uses "A View from the Balcony" approach to evaluate initiatives implemented since beginning four years ago. This model enables the school to continue to set yearly and yearlong school-wide interim and long-term goals to improve student achievement. The school uses a wide-range of data to monitor progress of students and successful instructional strategies. A careful review of transcripts three times each semester, and students participating in report card conferences, enables close monitoring of performance and progress. This results in teachers and students promptly revising personal goals and instructional strategies to ensure improved outcomes. The school's careful analysis of school-wide data provides valuable information that leaders use well in strategically plan to meet the needs of all students. As an outgrowth of student results on the Math B Regents, the school plans to initiate an advanced placement statistics course. This year's literacy institute and grading policy in the English department are an outgrowth of identifying learning needs resulting in improved student performance. Each year's June planning involves staff in

an in-depth review of student data and school-wide practices to effectively plan for the next school year. The principal is very committed to continuing as an open enrollment high school with programs to enable students to receive a quality education with an eye to “thinking college”.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Bread and Roses Integrated Arts High School	Δ	➤	✓	+	◇
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 . . .	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	
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 . . .	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	
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 . . .	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		
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	

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