

Quality Review Report 2009-2010

Manhattan Comprehensive Night and Day

**High School 575
240 Second Avenue
Manhattan
NY 10003**

Principal: Michael Toise

**Dates of review: February 23 - 24, 2010
Lead Reviewer: Yvette Donald**

Part 1: The school context

Information about the school

Manhattan Comprehensive Night and Day High School is a high school with 772 students from 9 through grade 12. The school population comprises 35% Black, 24% Hispanic, 7% White, and 34% Asian students. The student body includes 39% English language learners and 1% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2008 - 2009 was 82.0%.

Overall Evaluation

This school is Proficient.

Manhattan Comprehensive Night and Day High School is a unique historical institution led by a dedicated and charismatic leader. The warm and welcoming administration, teachers and staff are committed to students and parents. The school effectively provides an extensive network of supports that meet the academic and youth development needs of all students and facilitates increased student outcomes. The collaboration with all members of the school community is designed to ensure a safe and nurturing environment that addresses the diverse and sensitive needs of the student population. As one student reported, "The school really challenges me and supports me in meeting those challenges." Despite the many efforts made by the school to ensure that all students have an adult they can connect with, attendance continues to be a concern.

The school has a "symbiotic relationship" with its community-based organization. Capitalizing on the symbiotic relationship and utilizing an in-house developed data tool, the administration, staff and teachers effectively gather and analyze a wide range of information on student academic and youth development needs. This data is used to set goals and inform instructional and organizational decisions at the school and teacher team levels, which are intended to change teacher practice and increase student outcomes. The youth development team leverages the knowledge and experience of administration, staff and members of the community-based organization to develop and implement instructional and programmatic practices that increase student performance.

The principal's analysis of the student performance data prompted the provision of structured time for teams of teachers to meet and engage in professional collaborations in order to promote teacher and student success. The school uses student data to program classes and offer tutoring, SAT, Regents prep and elective offerings. However, the principal has not yet used the school and student data to inform tools used to support teacher learning or identify targeted academic goals for students and put systems in place to monitor progress and make adjustments to plans along the way, at all levels. As a result, there is slower progress for some all students and teachers.

Part 2: Overview

What the school does well

- The principal, staff and community-based organization work as a team to create a calm, mutually respectful and orderly for learning to occur.
 - Faculty and staff work collaboratively to ensure that all students are known, and feel connected to, at least one adult in the school. In-take information gathered at admission is reviewed by the youth development team, shared with the school's integrated community-based organization, and used to develop each student's "unique education plan". This ensures that each student has a plan for success that is aligned to their individual academic and social emotional needs and is monitored by an adult who serves as a "mentor" for the student for the duration of their time at the school.
 - The school actively engages students in the learning process. Students meet with administration and members of the guidance team which informs school-wide clubs and suggest course offerings such as SAT prep. Students are empowered to reach out to the integrated community-based organization for academic support in the form of tutoring or homework help. Students report that this allows them to be "active participants" in creating a community for learning, promoting academic success for their peers and themselves.
- Through a wide use of relevant data, leaders and faculty have an understanding of the performance and progress of student groups, which informs organizational decisions that accelerate student learning.
 - The principal, in collaboration with the community-based organization, gathers and analyzes a wide range of data, including summative and in-house tutoring information. ELL interim assessment data, gathered twice a semester, informs administration of students' strengths and areas of need at the school-wide level. An end-of-semester data review provides the leadership with information on student academic standing and program status. This work helps the administration determine which school-wide academic and youth development supports and programs should be expanded, modified or abandoned.
- Leaders make informed and effective organizational decisions which promote higher student achievement.
 - In response to school and student data, including the school survey, administration has invested in a school-based data management and communication system. This allows parents, teachers and students to access information related to student learning. As a result, all key stake holders are informed of student performance status and progress, which allows for data-informed instructional and organizational supports.
 - Recognizing the need to support teachers and staff in the analysis and use of school data to inform decisions, the principal restructured monthly staff meetings. Teachers are now programmed to meet in department teams and use the information to guide instructional planning. This

decision ensures that teachers planning and practices support the school's goals.

- The administration, teachers and staff provide effective support for all levels of English Language Learners to ensure the attainment of the school's high academic goals.
 - The school's targeted focus on English Language Learners, at the school and team levels, ensures close monitoring of subgroup performance data. Teams of teachers and staff use student data to set differentiated goals for varying levels of English Language Learners. As a result, academic and youth development supports are established to ensure that students make progress and work toward higher levels of academic success.
- Administration utilizes various tools to organize a wide range of student data in order to make decisions at the school and teacher team levels which promote accelerated student learning.
 - The principal has developed an electronic in-house tool to aggregate and systematize student data. This review at the beginning and end of each semester provides administration and teacher teams with an overview of students' strengths and areas of need. In response, administration's decisions regarding course offerings and programming support students' academic growth. In addition, teachers are able to make informed instructional decisions and seek appropriate supports to address academic and social needs to promote increased student performance.
- The school effectively provides an extensive network of supports that meet the academic and youth development needs of all students and facilitates increased student outcomes.
 - Professional collaboration led by the community-based organization, guidance and the youth development team provide teachers and staff with the knowledge and skills needed to effectively address the social-emotional learning needs of over-age, under-credited students. This enables faculty and staff to integrate and utilize strategies that promote student social, emotional and academic growth.
 - The community-based organization, in collaboration with the guidance team, gathers and tracks student achievement data. Conversations with students, parents and teachers at enrollment and during the year enable the school to identify students' academic and social needs. Consequently, the school and community-based organization are able to provide students and families with continuous targeted support to address areas of need.

What the school needs to improve

- Develop a cohesive system to ensure that all teachers know their individual students' needs, strengths and achievement on an ongoing basis to support targeted instruction across all academies and subject areas.
 - Teacher teams engage in an analysis of summative data, enabling them to identify students' strengths and areas of need. Using systems unique to the school, the analysis leads to the identification of general concepts

and skills in which mastery has not been achieved. While this helps some teachers provide supports for groups of students, teachers have not yet begun to develop common formative assessments, which inhibits them from targeting instruction to meet the unique needs of students.

- Individual and teams of teachers examine Regents and Scholarship Report data, providing them with a portrait of what students know and still need to master. This allows teachers to develop action plans for cohorts of students, but it does not include formative classroom data in order to make timely instructional modification to address students' specific instructional needs.
- Further develop academically rigorous and targeted goals, at the school-wide, department team and classroom levels, based on students' current and projected achievement outcomes in order to accelerate student progress.
 - The school's Comprehensive Educational Plan contains clear goals intended to promote student achievement. Goals at the department and teacher team levels are loosely aligned to the school-wide focus areas. While the analysis of student performance informs these goals, the school has not yet identified academically rigorous goals across all levels that are targeted and measurable or viewed by all members of the school community as a lever that change teacher practice and instructional decisions to accelerate student progress.
- Use the observation tool to collaboratively develop teacher goals and plans that reflect and support attainment of school-wide goals for their professional growth and the academic improvement of their students.
 - Classroom observations are designed to focus on the school's instructional goal of supporting differentiation, and teachers are provided feedback on classroom pedagogy. While this serves as an assessment of classroom practices, the observation tool and observation reports are not yet rooted in student work products. As a result, administration is unable to differentiate professional learning goals and experiences for teachers, including those new to the profession and the school, in order to ensure student progress.
- Refine action planning by developing interim goals and benchmarks for all plans so that progress can be measured, readjustments made and success evaluated.
 - The community-based organization and the guidance team examine school and student data to determine effectiveness of services and programs and make modifications as necessary. However, the school has not yet established systems for ongoing progress monitoring of long and short-term academic goals across all levels of the school. As a result, administration and teachers are unable to assess the effectiveness of strategies and instructional goals at the school and classroom levels for individual and groups of students, and make adjustments along the way.

Part 3: School Quality Criteria 2009-2010

School name: Manhattan Comprehensive Night and Day High School	Δ	➤	✓	+
Overall QR Score			X	
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	➤	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			X	
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?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?			X	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1			X	
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.				
<i>To what extent does the school ...</i>	Δ	➤	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?			X	
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?			X	
Overall score for Quality Statement 2			X	

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.							
<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				
Overall score for Quality Statement 3			X				
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.							
<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			
Overall score for Quality Statement 4			X				
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.							
<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				
Overall score for Quality Statement 5		X					
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed