

Quality Review Report 2009-2010

Bread and Roses High School

High School 685

**6 Edgecombe Avenue
New York
NY 10030**

Principal: Larry Wilson

Dates of review: April 26 - 27, 2010

Lead Reviewer: Yvette Donald

Part 1: The school context

Information about the school

Bread and Roses is a high school with students from grade 9 through grade 12. The school population comprises 51% Black and 48% Hispanic students. The student body includes 11% English language learners and 6% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2008 - 2009 was 79.0%.

Overall Evaluation

This school is proficient.

Bread and Roses is led by a very collaborative principal, who has developed systems and structures that support his clear vision for student and teacher learning. As one parent said, "He wants our children to succeed. He and the staff are open to ideas and suggestions from parents about what can be done to improve the school." The administration provides multiple opportunities for ongoing professional development, including support from colleagues, fostering the focus on best teaching practices. Teachers are organized in teams and use protocols to guide their learning experiences. However, there is inconsistency in application of what is learned and therefore, not all teachers tailor their work to meet individual student's achievement levels.

Data to support student learning and teacher development currently guides school-level decisions. There are systems in place to analyze classroom-level data as it relates to individual and groups of students. These systems are not consistent and result in instruction that is not fully targeted on students' strengths and areas of need across all classrooms. The principal and his administrative staff gather and utilize scholarship report and semester data to engage teachers, staff, students and parents in conversations about students' status. As a result, some students are able to monitor their own progress and identify the specific steps they need to take to be successful. However, this practice is inconsistent for students across all subjects and classrooms. The parent coordinator works closely with the guidance team to provide parents with timely and relevant information regarding students' progress and programs that can help them and their child be more successful. As one parent indicated, "The parent coordinator is very accessible and knowledgeable about my child. She tells me how my child is doing and ways I can help her at home."

The school has identified specific goals related to student achievement. Teacher teamwork is anchored to the schoolwide instructional goal of improving student outcomes and is communicated to all members of the school community, including intervention service providers, support staff and parents. Teams utilize information from administration, department-level data assessments and youth development services. The analysis of the previous year's data identified the need to further revise the English language arts curriculum to address specific areas of skill deficit at each grade level. This work is still in progress. The school has structures in place to gather, analyze and use data, and inform and support staff in the understanding of instructional and organizational decisions. However, it has not yet fully established systems to inform modifications and revisions to curricular programs and long-term schoolwide goals, and ensure consistency of instructional practices.

Part 2: Overview

What the school does well

- A thoughtful, thorough approach is used to strategically plan for differentiated professional development that is targeted on achieving schoolwide and individual teacher goals.
 - A three-tiered system identifies teacher strengths and areas of need. Teachers who demonstrate best practices in specific areas are video taped and serve as mentors for those teachers who are developing emerging practices. As a result, more teachers are discussing pedagogy with a critical lens towards differentiation, which is a schoolwide goal, and are moving away from more teacher-centered practices.
- The school has established effective systems for monitoring pedagogy with a clear focus on improving instructional practices.
 - Ensuring that all teachers engage the focus of differentiated instruction, teachers now participate in focused learning walks, both within groups and with administrators. Using an internally developed tool, visits focus on multiple aspects of teaching with a keen eye to differentiation of instruction. Teachers then engage in one-on-one conversations with leadership and set personal and professional goals. These serve as the basis of their individual professional development plans. Supports are differentiated, assuring that pedagogical development promotes improved student outcomes.
- Administrators gather and analyze applicable summative data to understand relevant subgroup performance and learning needs.
 - School leaders disaggregate key information that identifies specific cohort and subgroup progress towards meeting the Regents and graduation requirements. The information is reviewed by teachers and results in placing students in specific deciles. For example, a review of math data allowed the school to identify a subgroup of male students needing support in foundational skills to pass the Regents. As a result these students participate in an additional small-group math period to target identified deficit areas.
- The principal and staff work as a unified team to create a calm, respectful and orderly environment for learning.
 - The appointment of an assistant principal of guidance and a coordinated guidance team, have decreased the number of schoolwide and classroom-based incidents. The youth services department, including the parent coordinator, has trained students to become peer mediators and this has empowered students to implement mediation strategies with their peers during the school day. This has resulted in fewer classroom disruptions and a decrease in student removals and suspensions. The calm tone of the building and in classrooms provides students with the ability to place greater emphasis on their learning.
 - Students report that administration and teachers, who “value their work and motivate them to pass their classes”, respect them. Consequently,

every student knows that there is at least one adult that they can go to with both instructional and personal issues.

- The principal and staff have created a community that is focused on student outcomes with a vision to continue to accelerate learning.
 - As an outgrowth of the study of Douglas Reeves' work, the school has implemented a "No D" grading policy. In an effort to clearly communicate that failure is not an option, students, parents and staff receive consistent communication on ways to help students who are in jeopardy of not passing a class. Parents receive monthly mailings, phone calls and participate in workshops on academic supports offered by the school. Through teacher consultation and workshops conducted by teachers and staff, parents are actively encouraged to participate in the creation of academic and social supports offered to students. Parent input has resulted in after-school tutoring, homework help, individual guidance support, and one-on-one help from teachers to promote student success, which is bearing out in classes and on Regents exams.
- The principal and instructional staff regularly evaluate the effectiveness of organizational decisions, professional development supports and deployment of staff to make adjustments as necessary.
 - A uniform protocol for teacher team meetings empowers all teachers to have a voice and holds them accountable to their teams for building upon information related to student learning and school goals. This ensures that administration can monitor and support teacher work and practices, allowing them to put structures in place to differentiate professional development experiences. What has surfaced is a more focused approach to teacher supports in order to build teacher capacity.
 - A Critical Friends approach is used to provide assistance to specific subgroups of teachers, including those new to the profession, in order to support teacher growth. Teachers demonstrating promising practices serve as mentors and teacher team leaders for their colleagues and department teams, respectively. Teachers now collaboratively plan, share strategies, and look at student work to determine next instructional steps.

What the school needs to improve

- Develop a uniform schoolwide data management system to ensure that all teachers know their individual students' needs and strengths on an ongoing basis in order to support targeted instruction and foster task engagement.
 - Teachers analyze both diagnostic and summative data for their classes. This helps to provide a general understanding of students' content area needs. However, this data is not supplemented with periodic or formative information to identify the needs of individual students. There is inconsistency in how each teacher manages this information. This prevents the provision of specific targeted skill-based differentiated instruction in order to accelerate student mastery of needed content, concepts and skills.
 - Teachers analyze classroom level assessments that inform them of general student mastery gaps. However, they are not yet able to

disaggregate the data at a granular level to develop learning tasks that address individual students' strengths and areas of need. This limits teachers' ability to provide students with tasks that engage them at their specific academic level.

- Promote greater consistency in the differentiation of classroom learning activities to provide appropriate challenge aligned to student achievement levels.
 - Some teachers implement the workshop model of instruction. Students in these classes are engaged and take ownership of their learning, thus producing standards-based work. However, there is not yet task assignment or learning opportunities based on individual and subgroup strengths and areas of need. Consequently, teachers are not able to identify specific strengths for individual and groups of students.
 - Uniform instruction limits opportunities for individual students to consistently develop and demonstrate a deep understanding of the concepts and skills. Teachers' insufficient knowledge of students' targeted strengths and weaknesses prevents the development of focused lessons to adequately and effectively address academic learning needs. As a result, student engagement is limited and inconsistent.
- Ensure that all goals include precise short- and long-term measurable outcomes to monitor students' progress effectively, and to reinforce ownership and accountability.
 - Data from scholarship and semester reports is used monthly with groups of students to review their progress toward grade standing and credit accumulation. General goals for students are set for curriculum areas for each marking period. However, there is no formalized process in place for goal setting at the classroom level for specific units of study and individual or subgroups of students. As a result, not all students understand their level of achievement and cannot monitor their own progress.
 - Rubrics are used to guide students toward the mastery of skills and concepts. Many teachers provide students with interim checkpoints to monitor their own progress. However, this practice is inconsistent across classrooms. As a result, students are not able to use the feedback in order to articulate the steps they will take to attain success.
- Evaluate and expand the present systems for assessment, data collection and monitoring relative to the progress of students, in order to ensure the information is used effectively at the classroom level.
 - The school gathers information through content-level assessments and scholarship reports and uses this information to determine students' passing rates and needed course offerings. However, the way in which the information is aggregated does not yet allow for the monitoring and revision of instruction at the classroom level. Currently, the school does not frequently assess the effectiveness of instructional decisions to promote greater student achievement.

Part 3: School Quality Criteria 2009-2010

School name: Bread and Roses High School	△	▶	✓	+
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>	△	▶	✓	+
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>	△	▶	✓	+
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