

Quality Review Report 2010-2011

Brooklyn Collegiate: A College Board School

High School K493

**2021 Bergen Street, Brooklyn
NY 11233**

Principal: Amote Sias

Dates of review: April 6 - 7, 2011

Lead Reviewer: Aimee Horowitz

Part 1: The school context

Information about the school

Brooklyn Collegiate is a high school with 601 students from sixth through grade 12. The school population comprises 86% Black, 9% Hispanic, 1% Native American, 2% Asian and 1% Multi-racial students. The student body includes 1% English language learners and 12% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2010 - 2011 was 92.4%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The principal's strategic organizational, resource, and scheduling decisions are well aligned with student learning needs, such that they support improvement in learning, and produce academic gains.
 - Students in the school's lowest third have double periods of math and English with the second period targeting individual students' needs. High school students elect to be in one of four Strands: Culinary Arts, Advancement Via Individual Determination (AVID), Technology, or Foreign Language and Culture. Strands expose students to careers, emphasize critical thinking and communication skills, and provide students with real world learning experiences. Strand Coordinators are advisors and loop with their students for three years. Middle school students remain in one classroom while their teachers move. These structures have increased instructional time, decreased incidents, increased scholarship, and created a more personalized community with increased accountability for student progress.
 - Time is scheduled for all grade teams to engage in inquiry and collaborative planning. Inquiry Team Leaders meet weekly with the principal and cabinet to plan team meetings in which student work and data are analyzed. As a result of elevated instructional practice data evidences increased student engagement, acquisition of higher order critical thinking skills, and improved scholarship.
- Expectations for engaging students in rigorous, standards based curriculum are clear and well supported by curriculum maps that include progress monitoring check-points and pacing calendars that are displayed in each classroom.
 - In all classes teachers use Costa's Levels of Inquiry to craft high level questions to engage students with text and with one another. Advancement via Individual Determination (AVID) students use Costa's Levels of Inquiry to question one another and facilitate problem solving. Consequently, students build on one another's responses to critical thinking questions, readily agree and disagree, explain why, and cite evidence to support their responses leading to increased scholarship and achievement for AVID students.
 - To build reading comprehension, vocabulary, and non-fiction writing skills the school has implemented a weekly non-fiction reading period in all classes. In a math class students were reading and using leveled journal prompts to write about articles from USA Today and the Wall Street Journal Student Edition. They used information from the articles to create math word problems. A student stated, "This makes us think about the real world. It has improved my reading scores and now I like reading non-fiction more. I like biographies."
- The school has implemented effective systems for monitoring teacher practice with a clear focus on improving instructional practice and increasing student outcomes.
 - Reading and writing non-fiction, reading comprehension, and vocabulary development are a consistent focus across all classrooms. As a result student assignments include non-fiction writing in all content areas, improving stamina

- and understanding, increasing literacy, and preparing students for college, resulting in 100% of students who applied to colleges being accepted.
- Frequent snapshot, formal, and informal observations, goal setting, and surveys enable the school to target individual teacher needs through a multitude of professional development options. Workshops around school mission and culture are designed for teachers new to the school and profession while individual coaching for classroom management is provided for specific teachers. The continued necessity to enhance teachers' practices around differentiation of instruction by content to enable teachers to meet the needs of specific subgroups caused the school to continue offering professional development in this area.
 - A wide variety of reports and qualitative data is used to reflect on student progress and performance at the school, grade, and classroom levels.
 - All teachers analyze Periodic Assessments, ITA and predictive assessments, Regents data, and teacher created assessments to assess trends. Teachers across all subjects are working with students on inferences and with students in the lowest third on organizing information and explaining processes resulting in improved scores in these areas on the most recent Periodic Assessment.
 - Analysis of multiple data sources including scholarship, cohort, transcript, attendance, ARIS, and Acuity data, and data from a comprehensive electronic data communications tool used to track student performance, led the school to implement double period classes in English and math for students in the school's lowest third as well as a 9th period for students in need of targeted academic intervention. As a result January Regents passing percentages improved as did fall semester scholarship data.
 - Relationships across the school are warm, supportive, and inclusive of students, teachers, and parents who thus feel valued and take great pride in being members of this closely-knit school community they call a family.
 - Parents consistently consult with the school to provide feedback, to voice concerns, and to make decisions about implementing new programs and policies. Parents state, "The principal listens to our opinions and concerns; we talk about it, try to find the best solution, and then we try to implement it. We wanted more feedback on assignments so the school got Snapgrades. We are all on the same page-the teachers, the principal and the parents."
 - The school regularly informs parents of their child's progress and provides them and their children with on-line and in-school resources to support them in understanding and in helping their child achieve at high levels. Communication with parents occurs via email, phone calls, an on-line grading system, and through parent teacher conferences. Parents report that the on-line grading system, which students are regularly required to log into, makes students accountable for their learning and greatly aids parents and students in understanding their progress.
 - The school has a respectful and nurturing environment in which students are engaged in learning and highly appreciative of the strong support they receive leading to their personal and academic development and growth.

- Students consistently state that almost every adult in the building knows each student and is always there to support them with any issue. Strand advisors and middle school homeroom teachers are a vital part of the strong support network students say helps them to deal with problems and to grow academically.
- Students report, “Being on grade level is not the focus here, being above grade level is! We are constantly challenged to do better and to think about our future. Our school has taught us that we can and we will succeed.” Student government voices student concerns and ideas, which they say are listened to.

What the school needs to improve

- Provide consistent feedback to students with clear next steps for their improvement to help them set and achieve their goals.
 - Existing rubrics do not provide students and their families with detailed reasons of their successes and clear next steps for improvement. This limits the ability to facilitate conversations about growth to help students understand how to make their work better.
 - Students assess whether or not they have met their SMART goals. However, as their goals generally are not skills based, students do not reflect upon their progress in building skills and are not aware of next learning steps, thereby hindering their academic growth.
- Promote greater constancy in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, and questioning by teachers and students extends thinking to maximize student learning.
 - Although differentiation by product is consistent across classrooms, there is little differentiation of content such that some students cannot access reading and other sources while others are not appropriately challenged. Thus, not all students are challenged or having their learning needs met.
- Further develop protocols to facilitate teacher teams sharing key insights and best practices focused on instruction that improves student outcomes.
 - Distributed leadership is enhanced through weekly Inquiry Leaders meetings, where leaders share their teams’ work. However, opportunities for all faculty to discuss and model best practices, inter-visit, and evaluate the effectiveness of teaching strategies with all colleagues are not yet consistent. Thus, not all teachers learn from and support one another to increase student progress.
- Deepen the use of assessment results to create tasks that are appropriately challenging, thought provoking, and aligned to students’ abilities.
 - While the school consistently uses Periodic Assessment and other formative and summative data to analyze student performance, the school has not refined its analysis to systematically target subgroup disaggregation and reflection. Hence, instructional strategies and materials are not always appropriately challenging and aligned to each groups’ abilities and needs.

Part 3: School Quality Criteria 2010-2011

School name: Brooklyn Collegiate: A College Board School	UD	D	P	WD
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>	UD	D	P	WD
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
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			X	
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>	UD	D	P	WD			
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			
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>	UD	D	P	WD			
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			
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>	UD	D	P	WD			
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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed