



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Quality Review Report  
Division of Performance and Accountability  
2010-2011**

# **Quality Review Report 2010-2011**

**Richard R. Green High School of Teaching**

**High School M580**

**421 East 88<sup>th</sup> Street**

**New York**

**NY 10128**

**Principal: David Raubvogel**

**Dates of review: April 4 - 5, 2011**

**Lead Reviewer: Myrta Rivera**

## Part 1: The school context

### Information about the school

Richard R. Green High School of Teaching is a high school with 619 students from grade 9 through grade 12. The school population comprises 38% Black, 54% Hispanic, 3% White, 1% Native American and 4% Asian students. The student body includes 6% English language learners and 9% special education students. Boys account for 30% of the students enrolled and girls account for 70%. The average attendance rate for the school year 2009 - 2010 was 88.4%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- School leaders effectively align resources and make instructional and organizational decisions that support the school's instructional goals.
  - In order to address the declining attendance rate, the school targets specific students, uses phone master for wake-up calls, attendance contest on Fridays, gift cards and constant monitoring and reporting of attendance. As a result, attendance has improved from 88.4% to 91.1%.
  - Circular six provides teacher teams with common planning time to support students and provide time for collaboration to plan rigorous lessons that meet the needs of students. Students' needs are met with the creation of a variety of programs like an increase in advanced placement classes, addition of the 12<sup>th</sup> grade in the AVID program and the inclusion of a skills section in English and double periods in math. These measures support teachers and students to create programs and curriculum that meets their needs.
- The principal and staff work together to create a safe and respectful learning community that supports students' academic and social development.
  - The school culture where everyone is on a first name basis creates an atmosphere that supports teaching and learning. Strategic policies that included the elimination of lockers and leaving the building for lunch have contributed to a safer school. The number of principal's suspensions has decreased from 35 last year to 24 and superintendent's suspensions from 13 to 8 and scholarships data shows a 7% increase in the number of students who passed all subjects.
  - Students feel that the school provides them with a great education and prepares them for college. Students feel connected to the school and are passionate about having a school uniform in their new location next year. Students create surveys to bring to the parent association and School Leadership Team to obtain their support, thereby influencing the school uniform policy.
- School leaders use a comprehensive range of data effectively to identify school strengths and areas of concern in order to plan instructional programs that support the school's goal of higher education for all students.
  - A review of school's data reveals the need to increase credit accumulation early so students remain and move on to college. A broad array of supports and interventions provide academic support to students to assist them in gaining credits. The school creates a credit recovery program for second year students to support the goal of credit accumulation for graduation. The graduation rate has increased from 59.4% to 67.6%.
  - School leaders regularly review periodic assessment data on student sub-groups through the Snap Grades program monitoring student progress. In addition, the school develops "Progress to Regents", a periodic assessment structure providing interim benchmarks towards success on Regents exams and an extended day resource program to support these students. The inquiry teams

use of a feedback loop with students where they assess, remediate, revise, and assess is used school-wide to adjust and support instruction.

- The principal's positive and inclusive leadership supports the vision of continuous improvement towards students' academic and social emotional development to obtain a college education.
  - The school's vision and mission focus on success in college. All of the programs and supports are consistent with this vision and includes College for Every Student (CFES), Achievement via Individual Determination (AVID) now expanded to serve grades 9-12, and College Summit. The instructional goals, action plans and long- range goals support accelerated learning so every student attends college.
  - School leaders actively involve the community in goal setting and action planning through various activities to obtain their input in decisions around school improvement. The School Leadership Team (SLT) is involved in a walk-through to obtain feedback on school practice and become knowledgeable in the school data. The entire school community supports the direction of the school and has a common instructional focus to prepare students for college.
- The administration has structures in place to evaluate the quality of curricula and instruction so that adjustments build alignment and coherence to support student learning.
  - The instructional advisory team structure meets bi-monthly with the principal and his cabinet on instructional matters. This structure allows for discussions around the implementation of programs, which led to the rewriting of the global curriculum into thematic units of study. This course, offered in one year instead of two, has shown improvement where 88.43% of students passed the course.
  - The cabinet structure allows for discussions around the implementation of organizational decisions. Recap sheets, submitted by team leaders provides the cabinet with information to plan the professional development sharing sessions on professional Fridays where teams share instructional strategies with their peers. The school uses the data gathered from the re-cap sheets to push alignment instructional initiatives with organizational decisions.
- The school carefully aligns the curriculum to State standards and infuses elements of the Common Core Standards to develop rigorous tasks to meet the needs of all learners.
  - The school has aligned the State standards to the Common Core Standards in English and Global History with a focus on academic writing. Teacher teams have begun the process of aligning the curriculum to the new Common Core Standards in the other subjects creating academic task with a focus on writing that prepares students for college level work.
  - Classrooms reflect a range of questions and tasks that lead to high student participation and engagement. Academic task are rigorous and many teachers use the interactive notebook strategy as a tool to assist students take good notes for studying the material and seeking assistance in the resource center. Assessment data shows that 93% of students pass their classes and 94% pass their Regents' exams. )

## What the school needs to improve

- Expand supports for students' social emotional development and provide professional development to staff so that they can support their student's personal growth.
  - The school has a variety of supports to build students social emotional development by outside groups like CFES, which includes community service mentoring and New York Cares. In addition, the school provides a safe and respectful learning environment. However, there has been no professional development for staff to build students' personal growth and maintain a safe, inclusive culture.
- Ensure that individual teachers and teacher teams create student goals for targeted students with interim checkpoints to ensure student achievement.
  - Teacher teams focus on individual students during the inquiry process and review data for these students. Students are selected based on the analysis of Progress to Regents data. The team is still revising the format of the summary sheets to identify how best to capture the needs of students. Not having a system in place school-wide to identify the needs of students can jeopardize the creation of student goals.
  - Teachers use data to identify students in need and students write their own goals based on classroom data. However, no specific goals are generated for these targeted students and no interim checkpoints identified to measure progress. This practice can hamper students' ability to learn difficult material and teachers' ability to design instructional strategies that affect progress.
- Establish a process with feedback focused on classroom teaching and student learning outcomes that improves instructional practice and elevates professional growth.
  - The school has developed a common observation tool that aligns to the school goals. School leaders make performance evaluation and provide feedback to teachers based on classroom observations and student data. However, currently a review of student work with teacher feedback does not consistently take place during the teacher evaluation process; if instituted this could promote professional growth.
  - The professional development plan provides a blueprint to improve teaching and learning but fails to address the needs of subject teachers and differentiated support for individual teachers based on teacher goals. This lack of differentiated support can hamper professional growth and reflection about their work.
- Upgrade the work of teachers in using assessments that lead to adjustments in curricular and instructional decisions that support students' academic progress.
  - Teacher teams create Progress to Regents assessments in all major subjects to provide them with timely and accurate assessment of content material. Teachers analyze results of assessment, share instructional strategies and create remediation packets for selected students. Teachers examine periodic assessment data and identify trends, strengths and needs of subgroups.

However, it was not apparent how teachers adjust instructional strategies or their classroom instruction to meet the needs of these students.

### ○ Part 3: School Quality Criteria 2010-2011

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

<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?				<b>X</b>			
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?		<b>X</b>					
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>				
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?			<b>X</b>				
<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>				
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?			<b>X</b>				
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?		<b>X</b>					
<b>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.</b>							
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
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?				<b>X</b>			
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?			<b>X</b>				
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?			<b>X</b>				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>