



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Bread and Roses Integrated Arts High School

High School 685

**5 Edgecombe Avenue
New York
NY 10030**

Principal: Dr. Rodney Lofton

**Dates of review: June 2 - 3, 2011
Lead Reviewer: Geri Taylor-Brown**

Part 1: The school context

Information about the school

The Bread and Roses Integrated Arts High School is a high school with 534 students from 9th grade through grade 12. The school population comprises 54% Black, 44% Hispanic, 1% White, and 1% Asian students. The student body includes 16% English language learners and 19% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2009 - 2010 was 75.7%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The principal strategically allocated resources to areas that have impact on teacher pedagogy and student learning.
 - The principal used fiscal resources to enhance student learning. The urgency to emphasize technology evolved from recommendations from previous formal school reviews, and the need for stakeholders to see immediacy in addressing instruction. His focus on integrating the use of technology have resulted in the purchase of software programs such as Read 180, the purchase of piano keyboards for the music room and the establishment of a media center in the school. This newly equipped room provides a place where students may work during free periods or it may be used by individual classes. This opportunity has boosted student independence in research and writing in a school that uses academic portfolio to meet standards for promotion and graduation.
 - School staff has noted that there were declining scores in the math Regents examination. This prompted serious thought about the schedule for 9th grade students. After doing research and visiting other schools, school leaders have created a new schedule for incoming 9th graders which will include increased instructional time in math class. Planning this initiative has given voice and empowerment to teachers and increased student engagement in math.
- School staff works cooperatively to provide a climate that supports teaching and learning.
 - The school provides a secure small school environment. Students agreed that they feel “comfortable and safe” in their school. One student noted: “We react more positively to this principal. He earns our respect and treats everybody the same.” As a result students are keenly aware of school rules and incidents have incrementally decreased..
 - Support personnel provide both small group and individual counseling sessions. Students appreciate these services and one student noted that the support he received made him believe that “nothing is impossible. Student noted that this level of nurturing has pushed them to desire success as is evidenced by the behavioral change as more students eagerly report on-time to class.
- The principal and cabinet convey a clear vision of the academic focus of the school. To ensure improved student learning.
 - School leaders have begun to communicate a clear message to students, staff and parents that emphasizes student learning as the focal point. A school work plan has been developed which includes an implementation timeline and specifically connects the development of new school goals directly with school data. This movement has created excitement and anticipation of what is beginning to happen and what will occur in the summer and the spring. For example, teachers gave strong anticipatory testimonies about their goals for the new Freshman Academy which will begin in August. .

- Faculty share instructional strategies and engage in rich discussions about teacher ratings to improve their pedagogy.
 - Most teachers are keenly aware of the “Teacher Effectiveness” pilot that began in the school during the spring semester. In this pilot, school leaders use a common template to gauge the impact of instruction. As stated by the principal, “Teachers are more targeted in their planning”. He added that they note “specific outcomes and look for solid evidence” to ensure that students are learning.
 - In implementing the Teacher Effectiveness model, all school administrators and several teachers attended multiple training sessions. They are applying turnkey training to the rest of the staff. This new initiative has prompted pedagogical conversations that reference what observers see and hear in classrooms. As one teacher stated: “The fact that we have a rubric we have clear focus and attention and we get proper feedback.” This has resulted in better lesson planning.
- Teacher teams meet regularly developing short and long term common measurements of student success to establish consistency in appropriately measuring student achievement.
 - During the spring semester, the school began conversation with staff members and partners around closely aligning planning for the year with the specific student learning needs as presented in reports generated by the City and the State. Members of the Data Team spoke about establishing a “standardized weekly examination”. Thus far these efforts have proven beneficial in regulating the instructional pacing calendars. In addition, teachers spoke excitedly about their plans to implement a Freshman Academy for the 2011-2012 school years. This idea developed as teachers met and shared qualitative and some quantitative information about the current 9th graders. As a result, at least half of the current 9th graders witnessed improvements in their class percentage passing rates during the spring marking periods.

What the school needs to improve

- Develop solid and standards-aligned curriculum, in all content areas, that offers the opportunities to develop rigorous academic tasks for students at all levels.
 - School personnel in collaboration with the school's professional development partners developed a common curriculum map template in January. However, the focus and alignment with standards is not clearly driven nor connected with authentic student learning needs. In addition there are no clear interim measurements to gauge academic success. As a result student success rates vary across classes in the same content area.
 - Classroom academic tasks were not consistently varied to offer learning opportunities for diverse student learners. For example, in one science classroom students answered written questions by copying sentences from the textbook glossary. The lack of differentiation and rigor asks inhibits student progress.
- Deepen teacher understanding and skills in the use of differentiated instructional strategies to ensure consistency in teaching across classrooms.

- The principal states that the school is at “the very beginning” of differentiating instruction for students. Most teachers are beginning to use the school’s recently adopted “Classroom Learning Plan” template which offers guidance in differentiating for all student learning needs. However, the current lack of consistency in usage has resulted in a delivery of instruction and inconsistency in the academic success of students. In addition, classroom visits showed a general lack of meaningful student engagement. While students compliantly completed academically generalized tasks there was little real student involvement and ownership of their lessons. For example, an entire lesson in one class involved answering the questions at the end of a textbook chapter. As a result student progress has been uneven.
- Refine practices in assessment development to promote immediate and appropriate teacher usage in making adjustments to instruction.
 - Teacher teams meet often and discuss student learning. However, these meetings have not rendered assessments and exams that are closely aligned to standards or provide solid measurements of student success. As a result teachers do not yet adjust ensuing instruction to meet student learning needs. In addition, the collection and analysis of assessment data is not yet routinized to provide a clear picture of what students need to succeed. Teachers on the math team stated that they are just beginning to “formalize our use of formative assessments.” Thus there has not yet been an impact on student learning.
- Ensure that classroom goal setting is differentiated to meet the learning needs of each student.
 - Classroom goals mirror school-wide goals in their broadness and generalization to what students need to learn. Teachers and students spoke about credit accumulation, credit recovery and skills building. However, there was no specificity about how these goals could be met with regard to what tasks challenged students. These goals also had little to no influence on improving pedagogy and student achievement. For example, while one social studies teacher was highly animated during class, the classroom instruction had not yet impacted student learning as evidenced by plummeting grades on State assessment exams.
- Create structures that promote regular and thorough examination of instructional and organizational decisions to ensure that policies and practices continue to improve student achievement.
 - The cabinet, in collaboration with some school partners, are engaged in discussion about implementing ways to ensure the regular and consistent examination of teaching and learning. The newly appointed principal states that they are working with one of the school’s partners to develop a “strategic plan with benchmarks to measure progress” for the 2011- 2012 school year. However, currently there is no established system that provides this service and as a result some practices have no bearing on student learning. For example, the school implemented extended day instruction. Even though it is mandatory for students, teachers state that the extended day is “not working” mainly because “attendance is not consistent”. The school does not have a structure or system of measuring the success rate of this initiative. Thus, there is no way to decide if this benefits students.

Part 3: School Quality Criteria 2010-2011

School name: Bread and Roses Integrated Arts High 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

