

Quality Review Report 2010-2011

Leadership Institute High School

High School 276

1701 Fulton Avenue

Bronx

NY 10457

Principal: Marta Colon-Jusino

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Lead Reviewer: Jill Herman

Part 1: The school context

Information about the school

Leadership Institute is a high school with 261 students from grade 9 through grade 12. The school population comprises 33% Black, 64% Hispanic, 1% White, and 2% Asian students. The student body includes 19% English language learners and 20% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2009 - 2010 was 82.0%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- School leaders examine multiple data points to make decisions regarding teacher evaluation and targeted professional development.
 - A formal observation rubric clearly delineating assessment for learning, instruction, student work posted, environment, technology, content, and evidence of standards, is used as a basis for teacher evaluation. In addition, student work folders, pass rates, and teacher contribution to the school around leading professional development or attending professional learning opportunities is reviewed relative to the strengthening of teacher practice and improving student academic achievement.
 - Differentiation of support includes pairing a new teacher with a coach, enabling teachers to participate in a pilot around implementing new standards, and facilitating teachers signing up for self-identified professional development activities at the school. Consequently, there is targeted support around meeting the various needs of staff with an eye on improving outcomes for students.
- The school is a safe place where students value the level of support they receive for their personal and academic development.
 - A student stated that although they all come from different backgrounds and have different personalities, they are a “cohesive community where everyone steps up.” Cultural and community building activities in the school strengthen relationships that strongly support academic and personal growth.
 - A recently implemented advisory system has one adult, including the principal, being responsible for a small group of students and closely overseeing their academic progress and social/emotional needs in ways that are increasing students’ academic success. This resulted in 62% of students passing the first semester as compared to the prior year’s pass rate of only 50%.
- There is a clear set of goals, based on data, designed to accelerate student learning.
 - The principal’s review of multiple data sources, with a heavy focus on this year’s Progress Report, along with data added by teachers, enables the entire staff to establish goals focused on those areas where students are not accelerating. Targeted instruction and additional student supports are now suitably meeting students’ learning needs.
 - A short list of measurable goals as reflected in the Comprehensive Educational Plan, departmental goals, and individual teachers’ plans, guide school plans around improving and accelerating academic and social/emotional learning outcomes for all students.

- The school community has structures in place to revisit ways in which learning is assessed in order to improve coherence and better align practices in the school.
 - Several staff members are participating in a network pilot program to introduce and integrate the new Common Core Standards into the curriculum. The grading system for courses is evolving to reflect an emphasis on projects and student work products in order to begin alignment with new standards. When meeting with the principal, teachers now provide supporting evidence for failing a student, thus increasing accountability.
 - School leaders and staff look at data frequently and organize it in different ways in order to identify areas of need. Examining lack of credit accumulation, coupled with good Regents' pass rates, has led to the establishment of a consistent grading policy and the implementation of mid-term exams. This is resulting in an alignment of teacher expectation and practice, and increasing coherence across the school community.
- School leaders and staff gather a wide range of data in order to understand the strengths and areas of need of the school.
 - As a result of low credit accumulation the guidance counselor creates tracking sheets that advisors and students view frequently so students can see where they are at and where they need to go. In addition, advisors speak with teachers to identify what additional support is needed to enable students to achieve mastery in their classes and prevent failing grades.
 - Social studies teachers' identification of academic vocabulary as an area of need in passing Regents is resulting in vocabulary being infused into academic subject areas. Teacher created midterm exams, aligned to Regents, provide good information relative to this practice and identify needed adjustments to classroom instruction.

What the school needs to improve

- Develop rigorous, coherent curricula, linked to assessments that are clearly aligned across grades and subject areas.
 - Currently, teachers' curriculum maps vary from a work in progress, a listing of content standards aligned to Regents' exams, to some with loosely defined assessments and learning goals. There are no school-wide key standards across content areas relative to what students need to know and be able to do, thus a great majority of students are not accumulating credits or graduating on time.
 - Most questioning in classrooms requires only recall of facts, identifying, labeling, and/or fill in the box, none of which provides suitable opportunities for students to develop rigorous thinking skills.
- Ensure that organizational decisions are supporting and strengthening student outcomes.
 - The school does not yet strategically plan for assigning teachers. Teacher self-selection of their teaching grade is hindering effective

placement of staff, and meeting the academic needs of students, thus contributing to grade 9 students having the lowest credit accumulation.

- The misuse of resources is impacting school schedules, class programming, and suitable coursework. Consequently, a grade 9 general education English class has seven students, and a self-contained math class for seniors has four students. There are still a number of holdovers, under-credited, and over-aged students, who are not yet receiving suitable support during the school day.
- Strengthen strategies and routines that promote engagement and provide differentiated learning opportunities so that all students can improve their academic outcomes.
 - Special education students, and students in the lowest third, are not achieving at the same rate as other students. Classroom practices do not reflect multiple entry points or differentiation within the classroom. English language learners in science use the same materials as their peers, without any other support, resulting in lack of engagement in the lesson and hindering their learning the material.
 - Classroom practices vary greatly from teacher-dominated lessons to those that allow for student participation. Although there are routines such as the 'Do Now', this varies in length and is not always related to the lesson. Opportunities for students to be thoughtful are not always present which results in uneven levels of participation and engagement.
- Develop classroom assessments that are intentionally aligned to learning outcomes to better inform classroom practice.
 - Although teachers use assessments related to the standards, such as mock Regents, the exams are limited and results are not examined relative to classroom and instructional decisions that influence practices, thus limiting insights into students' academic needs.
 - Individual teachers have access to all periodic assessments but do not yet use the data to suitably plan to meet the needs of targeted subgroups of students, therefore hindering the narrowing of their achievement gaps.
- Develop teacher collaborations that analyze student data in order to deepen teacher practice and improve student outcomes.
 - Teachers meet daily in different group formations. Content area teams are currently developing curriculum and writing unit plans aligned to year-end goals. They examine exit slips and homework in order to identify struggling students in their own classes. However, as a group they do not examine student work or assignments to identify needs of the school as a continuum of learning therefore greatly impacting student learning and teacher practice.
 - All teachers are on teams, and some are beginning to use inquiry to develop understandings that will improve their practice and meet the academic needs of students. However, currently protocols and discussions defining inquiry are not yet evident, thus impeding the ability for teachers to make in-depth connections between teacher practice and student achievement.

Part 3: School Quality Criteria 2010-2011

School name: Leadership Institute	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