

Quality Review Report 2010-2011

Collegiate for Math and Science

High School 288

925 Astor Avenue

Bronx

NY 10469

Principal: Estelle Hans

Dates of review: October 21 – 22, 2010

Lead Reviewer: Catherine M. Powis

Part 1: The school context

Information about the school

The Collegiate Institute for Math and Science is a high school with 512 students from 9 through grade 12. The school population comprises 40% Black, 45% Hispanic, 5% White, and 8% Asian students. The student body includes 3% English language learners and 7% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for the school year 2009 - 2010 was 91.8%.

Overall Evaluation

This school is proficient.

What the school does well

- All constituents agree that the school is a highly nurturing environment where students receive an excellent level of individual support in their personal and academic development that increases their opportunities for academic success.
 - Students are quick to share how caring and concerned all school leaders and staff are, and how adults always touch base with each student frequently to monitor and support their needs, specifically ensuring that “we don’t fall through the cracks”, as one student shared. Consequently, strugglers attend one-to-one tutoring, afterschool extra-help sessions, leaders’ clubs, and guidance sessions keeping them on track for academic success.
 - Student government provides students with several opportunities for their voices to be counted in decisions that result in active participation. For example, fundraising events, peer-mentoring programs, and other student-led activities cultivate school pride and an interest in learning.
- School leaders have established consistent structures for monitoring teacher performance and providing feedback with clear expectations for improving instructional practice throughout the school.
 - The principal and assistant principals engage in a thorough and ongoing analysis of student progress data by subject and by class complemented with frequent walkthroughs and classroom observations that assess the school’s instructional focus, such as improving student accountable talk. Consequently, they are able to make precise teacher performance evaluations and provide specific feedback that informs the quality of their work and next steps to improve.
 - Teachers that are new to the school this year and last year are further supported by the opportunity to engage in teacher teamwork that presents a forum for professional development specific to their content and license area. The discussions around student work and teacher work by a cross-graded team of English teachers lends an opportunity for a new teacher to the department to learn the school’s instructional focus, share her strengths with the group, and also hone her own teaching skills.
- The principal’s vision and commitment to preparing all learners for college drive the relevant and academically rigorous curriculum that offers a broad range of experiences with an emphasis on Regents and advanced placement coursework.
 - All learners are required to complete rigorous coursework beyond State requirements, such as, taking four years each of math and science, and three years of foreign language. As a result of the 95 graduates of the 2010 cohort 82 received Advanced Regents Diplomas and Regents Diplomas, and 11 received local diplomas.
 - An analysis of student writing identified challenges of this diverse student population, especially special education students, and resulted in the curriculum development for a prep course focusing on writing across genres for identified strugglers who require more time on task.

- School leaders and faculty are highly effective in consistently conveying high expectations that positively impact on student achievement and are welcomed by both students and families.
 - A coherent, four-year college awareness/access program supports the school wide goal for each student to graduate with the highest diploma possible and gain acceptance into college. Both families and students visit colleges, attend orientations, interface with school guidance counselors to begin a college search, and make applications to colleges by senior year. As a result of this systemic drive to prepare and apply for higher education students share that these high expectations are their driving force for their high aspirations in career pursuits.
 - Parents esteem the school as a place that offers all students a top quality education, complemented by personal support structures. This legacy is why parents chose this school for their children. In addition, they are eager to share that as school leadership team members they participate in decision-making processes where their input is always recognized by the principal.
- An extensive network of external partnerships that nurture social/emotional as well as academic needs of students support career and college-ready school wide goals resulting in an increase in achievement of advanced diplomas.
 - A wide array of academically-driven partnerships includes community links that support socio-emotional growth of these diverse learners, many with real-life challenges to overcome. The Einstein Enrichment Program at Albert Einstein Medical Center and College Now at Lehman College are two of several partnerships that provide students with an opportunity to go beyond the high school curriculum in learning. Additionally, all faculty foster a safe, respectful culture at this site by consistently celebrating academic and personal growth by initiating academic honor rolls, displays of student work, attendance awards, and other recognition for positive behaviors.
- The school makes informed and effective organizational decisions that align with school instructional goals and support efforts toward improved student learning.
 - As school leaders and faculty became more adept at data analysis that informs many practices at the school level and across classrooms, they have come to realize that Engrade, last year's data management system, did not suit their needs. Thus, they have adopted a new, more inclusive on-line system, Datacation, which enables all staff members to have a more inclusive snapshot of each student so that promotional and instructional goals can be more precise leading to improved pupil achievement.
 - Following a data analysis of student progress in advanced placement calculus coursework, the principal realized the need to increase instructional time on task. Thus, double instructional block periods are programmed for this course and, in turn, teachers are able to revisit algebraic concepts used in calculus resulting in improved student outcomes.

What the school needs to improve

- Establish consistency in the use of differentiated instructional strategies so that all lessons engage and challenge students at their individual level in order to meet their needs and improve outcomes.
 - Although many students produce student work that is reflective of rigorous and precise curriculum and instructional goals, not all teachers plan lessons that thoroughly and actively engage all students in the classroom. In turn, some

- students passively participate by taking notes and reading required text without teachers checking with these students for understanding. Consequently, we do not know what they have learned or how well, and if immediate intervention and clarification can benefit the progress of these students in some classes.
- In the best lessons, students are fully challenged by work that is modified to accommodate individual needs. However, teacher practice is inconsistent across classrooms and does not reflect a cohesive approach that supports differentiation. Similarly, unlike the higher achiever, some student notebooks and work folders do not show sufficient evidence of tiered supports to ensure consistent progress for struggling learners.
 - Establish greater consistency and coherence across classrooms in formative data collection and analysis to better inform individual student needs and differentiate instructional strategies accordingly to improve outcomes.
 - Although teachers analyze a range of summative data at the team and classroom level inconsistencies exist across classrooms in the impact this analysis has in identifying specific strengths and areas of need for each student. Furthermore, not all teachers have structures in place for supplementing this summative analysis by generating strategic classroom level and individual student data regularly to differentiate instructional strategies as needed.
 - Develop effective structures that encourage leadership roles to support professional development in order to lift the level of instruction and promote an exchange of ideas.
 - The school has a plan for professional development this year with a broad lens on increased student engagement/accountable talk, differentiated approaches to instruction, and alignment of present curriculum with the Common Core State Standards. Furthermore, although professional learning opportunities are connected to these instructional goals they are global in nature, and do not bring specificity to learning strategies that leverage changes in classroom practice.
 - The team of special education teachers and the new assistant principal work collaboratively to evaluate the needs of their most challenging students, and agree on how to improve their progress. Their work models the leadership roles that are gaining momentum across the school, but are not yet systemic.
 - Enhance and bring consistency to classroom level tools that assess progress for all students so that feedback to students and their families provides them with more detailed reasons for success and clear next steps toward achieving learning goals.
 - Although rubrics are evident in many classrooms, they are mainly generic and not granular assessments, used as summative measurements, and are not consistently matched with detailed comments made on student work. In turn, students are generally not able to fully explain what they do well, and do not understand next learning steps to do better. This hampers the school's capacity to explicitly identify individual students' strengths and areas of need. In turn, these classroom level assessments cannot be used consistently to monitor student progress and adjust goals for special education students as well as other subgroups.

Part 3: School Quality Criteria 2010-2011

School name: Collegiate Institute for Math and Science	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