



**Department of  
Education**

*Joel I. Klein, Chancellor*

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

# **Quality Review Report 2010-2011**

**Bronx Community High School**

**High School X377**

**1980 Lafayette Avenue**

**Bronx**

**NY 10473**

**Principal: Flora Greenaway**

**Dates of review: February 17 -18, 2011**

**Lead Reviewer: Elena Papaliberios**

## Part 1: The school context

### Information about the school

Bronx Community is a transfer high school with 198 students from grade 9 through grade 12. The school population comprises 30% Black, 67% Hispanic, 1% White, and 1% Asian, and 1% American Indian students. The student body includes 3% English language learners. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2009 - 2010 was 71.0%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school is a safe place with an environment of mutual respect where the social and emotional needs of students are met.
  - The school environment is one where students and staff are mutually respected and expectations regarding student behavior are very clear. Each student is connected to an advocate counselor who supports the social and emotional needs of students through the Voice it Out sessions, individual meetings and on-going outreach to parents. As a result, each student is well known by their advocate counselor and by the teachers who instruct them.
- Resources are in place to support the school's instructional goals where teachers are responsible for groups of students in order to increase student progress.
  - The hiring of six new teachers was done in alignment to the instructional goals, focused on content level knowledge, and through the use of demonstration lessons, as part of the hiring practice, to ensure that students have knowledgeable teachers. A consultant was hired to support teachers in addressing Regents passing and credit accumulation, both school wide goals. Teaching assignments are carefully aligned to teacher's strengths and all teachers teach subjects in their license area so that the best qualified teachers are in front of students. As a result, content is taught by knowledgeable teachers who accept responsibility for the learning outcomes of their students.
  - The school budget supports a web-based student reading program, diagnostic reading tests, alternate day seminars for lower levels, trimesters, Saturday academy, a literacy consultant, and online courses for credit recovery along with other programs. Consequently, more students are earning credits as noted in the increased credit accumulation of the first trimester.
- School wide goals are communicated and shared across the entire school community and are focused on improving student outcomes.
  - A clear concise list of school wide goals, developed from a comprehensive analysis of data, is shared and supported by the entire school community. The focus on increased Regents passing, increased credit accumulation, and improved attendance is evident in the work that the teacher teams are involved in as well as the instructional work that individual teachers are engaged in. As a result, credit accumulation has increased, there is an alignment with the goals in the principal's performance review and Comprehensive Educational Plan, and the work the staff is focused on addressing the school's goals.
- Teachers are engaged in collaborative teams that are structured and focused on examining student work and sharing best practices to foster a shared voice.
  - Teacher teams were created around the three school wide goals with the inquiry work focused on credit accumulation, attendance and Regents passing. Teachers have a targeted population focused on the writing process to improve Regents passing rates. Teams review and analyze data and student work on a

regular basis. In contrast to last year, teachers work collaboratively to focus on students' work and address students' strengths and weaknesses.

- Distributive leadership is evident in the lead teachers who meet with the principal regularly and then meet with their departments. From this collaboration has evolved the input and involvement of staff in the decision making process that impact on student learning.
- School leaders effectively use the observation process to provide timely feedback that is used for professional development to improve teacher effectiveness.
  - The observation process is used as a tool to make effective tenure decisions and to develop teachers through timely and actionable feedback. Classroom data and student work are at the center of the performance evaluation process as administrators meet with new and experienced teachers to review data and provide feedback with next steps. School leaders set individual professional development plans for teachers as there is a wide range of expertise at the school. Professional development opportunities and support is provided to all teachers through varied venues including lead teachers, consultants, and network support. As a result, teachers' pedagogical skills have improved providing students with teachers that are more effective in the classroom.

### **What the school needs to improve**

- Enhance the curriculum development currently underway to include academic tasks that emphasize higher order thinking in order to elevate the level of rigor in all classrooms.
  - The school is developing a curriculum aligned to students' needs yet the academic tasks struggle to engage students in higher order thinking through rigorous activities. This practice leaves students under challenged and unprepared to take on more complex work.
  - The ever changing needs of this diverse student population struggle to be reflected consistently in the curriculum and academic tasks. Lesson plans are mostly generic and do not reflect planning to address the needs of students at different levels; nor do they identify purposeful groupings. Therefore, individual needs are not met leaving students unable to achieve at their highest levels.
- Increase teaching strategies and instructional practices that lead to engagement and differentiation around content, process and product in order to challenge and engage students at all levels.
  - Some teachers are attempting to differentiate their lessons but a common understanding of differentiation is not evident across classrooms. While visiting rooms, it was observed that students were provided more work of the same thing. Without a clear understanding of the purpose and practice of differentiating instruction, students are often unchallenged and individual learning needs are not addressed to engage students in learning.
  - In some of the classrooms, such as in one math class, there was no evidence of differentiation or support provided to students. In another English class students were engaged and the topic was related to their own experiences,

while the social studies class missed opportunities to make connections and engage students in current events discussion. These practices lead to uneven levels of engagement and differentiation across the school leaving students unable to accelerate their learning.

- Build consistency across staff in developing common periodic assessments that are aligned with State standards and focus on academic skills in order to determine students' strengths and weaknesses.
  - The development and use of common periodic assessments throughout the school is inconsistent. The math department is starting to look at periodic assessments through an educational publisher, but they are not yet incorporating specific skills that were taught as they develop their own assessments. As a result, the practice of creating common assessments is not yet embedded across the school and assessments in use do not provide sufficient data on students' deficits to affect instructional decisions.
  - Teams review overall assessment data in different subject areas but the data is not disaggregated, specifically for special populations, in order to identify their specific strengths and weaknesses. As teacher teams review summative data, such as Regents results and in-class assessments, there are missing pieces of information that could be provided by an advocate counselor. However, these counselors are not part of teacher team meetings, leaving gaps in the information that is required for teams to have a full picture of where each student is academically and social-emotionally.
- Strengthen capacity among staff to organize data at the classroom level to determine trends and impact on classroom level decisions.
  - Teams of teachers are starting to review data but have not yet developed a practice to disaggregate it in order to address deficits of specific groups of students. The math team is beginning this process as they are starting to experiment with the scanning system, but have not yet been able to identify the specific skills that students have mastered on an assessment. As a result, students are not clear on what skills they need to improve on and teachers are not able to make classroom level and student level decisions in order to help students improve their academic skills.
- Create structures to regularly evaluate curriculum, instructional practices and resources that are designed to increase students' academic outcomes.
  - New curriculum plans have been developed and are currently being implemented making it difficult to determine the impact on student achievement. Currently, without a structure in place that allows for comparison and measure of effectiveness, the school grapples to assess the growth of students in each of the subject areas.
  - Additional resources have been purchased this year to support students and although the school is developing structures to review credit accumulation, there has not been enough time yet to measure the impact that other resources have had on student achievement.

## Part 3: School Quality Criteria 2010-2011

<b>School name: Bronx Community High School</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>		

**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**

<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>
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