



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Herbert H. Lehman High School

High School 405

3000 East Tremont Avenue

Bronx

NY 10461

Principal: Dr. Janet Saraceno

Dates of review: January 5 - 7, 2011

Lead Reviewer: Carolyn Yaffe

Part 1: The school context

Information about the school

Herbert H. Lehman High School is a high school with 4,075 students from grade 9 through grade 12. The school population comprises 23% Black, 61% Hispanic, 9% White, and 6% Asian students. The student body includes 9% English language learners and 19% special education students. Boys account for 59% of the students enrolled and girls account for 41%. The average attendance rate for the school year 2009 - 2010 was 83.4%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- The school consistently aligns assessments to chosen standards and uses that data to adjust curriculum and instructional decisions.
 - Across all major academic departments in the school, assistant principals oversee a process involving review of data from Regents' exams and units of study to identify areas of foci resulting in grade and subject area common assessments. Results from exams provide a foundation for understanding how to adjust instructional strategies, pace instruction, select curriculum, and are used to strategically group students and differentiate materials.
- School leaders and faculty use common tools to organize data so that it is accessible and useful in making organizational and instructional decisions.
 - Administration and teachers access a web-based information tool for attendance and credit accumulation data up-loaded from Automate the System and High School Scheduling and Testing sites, student anecdotal information, and teacher grade books, which along with student performance data is supportive of school level instructional decision-making. Teachers' use of the grade book enables them to identify patterns of student strengths and areas of need that they use to suitably adjust content and pedagogy.
- The majority of teachers are engaged in professional collaboration and inquiry work that promote collegiality and is focused on improving student outcomes.
 - In a notable shift in school structure and culture, there are many different professional collaborations taking place at both the small learning community, (SLC), and departmental level in the school, resulting in an inquiry approach focused on improving literacy. Many teachers describe their satisfaction with the new SLC structure, citing the power of the opportunity to discuss and plan instructional strategies for a shared group of students.
 - Supervisors and teachers describe the analysis of Regents' data, classroom assessment data, and student work, as a key factor in their revision of instructional foci and teaching strategies. A review of Global History Regents' examinations, led teachers to identify students' needs around identifying main ideas and supporting evidence when responding to document based questions, resulting in the development and implementation of an annotation initiative in all social studies classrooms.
- The principal makes strategic decisions to align resources towards school goals and to support efforts that improve student outcomes.
 - In response to safety concerns expressed on the prior year's Learning Environment Survey, the principal implemented scanning, hired an assistant principal for security, and instituted organized hall sweeps, to ensure a school environment that is consistently conducive for learning.

A newly hired literacy coach from the New York City Writing Project works with each SLC to support the school-wide emphasis on literacy. Additionally, the SLC structure enables teachers on grade 9 and 10 to plan strategically around a shared group of students.

- Across classrooms, there is evidence of a coherent set of beliefs about how students learn best resulting in strategies to engage students.
 - Evidence of differentiation of content and product encourages students to engage in learning appropriate to their individual needs. In the majority of science classes, re-written and re-formatted State mandated laboratory tasks allows for greater access by students. Teachers articulate how they use data to create groupings and assign differentiated tasks for students so that they are supported in meeting learning goals.

What the school needs to improve

- Develop protocols to identify key standards in curricula and to create academic tasks that consistently incorporate higher thinking skills across grades and subject areas.
 - Many staff members stated that they were in the early phase of curriculum mapping, and therefore the curriculum is not yet fully aligned across grades and subject areas; this limits consistency of instruction to close the achievement gap and prepare students for college readiness.
 - Although supervisors have identified the development of higher order thinking skills as an instructional area of focus, currently there is no school-wide definition of higher order thinking, nor are there consistent protocols in place to examine curriculum, assessments, or lessons as evidence that students are engaging in this practice. As a result, curricula and academic tasks do not consistently ask students to utilize higher order thinking skills or demonstrate rigor. This hinders students' ability to develop college readiness skills.
- Develop a clearer structure for implementation and accountability regarding goals at all levels of the school community.
 - Although the school uses various types of data to review school plans, members of the school community do not yet have a clearly articulated set of data points or clear plans or benchmarks that are reviewed consistently in order to implement suitable adjustments to attain set goals.
 - While the SLC's use Kid Talk as a place to regularly identify students and families who need updating about their children, students are not currently attached to a specific adult who is responsible for communicating with their family, nor are there unified expectations or a consistent protocol around the type and regularity of feedback that is shared. This lack of uniformity hinders the ability for school and home to maximize student progress and provide appropriate supports.
- Extend the use of the classroom visitation tool to provide depth of feedback to teachers to elevate instructional practices.
 - Administrators do not yet adequately use the classroom visitation tool to provide timely and effective feedback to teachers. Written formal

observations focus primarily on logistical aspects of lessons and offer general recommendations that do not yet include specific information connected to pedagogy. This hinders teachers' having a clear picture of effective next steps.

- Establish and sustain a transparent, collaborative system for measuring progress towards interim- and long-term academic goals.
 - School leaders and faculty cited improvement of graduation rate, credit accumulation, and literacy as the school goals. However, the goals do not lend themselves to a clear understanding, nor are they measurable or include interim benchmarks that serve as a guide to demonstrate gains. As this is evident at both the school and the teacher team level; this hinders the school's ability to have a clear picture of progress and to make adjustments as needed.
- Create and implement structures to effectively evaluate structured professional collaborations in order to leverage work towards improving student outcomes.
 - As structured professional collaborations are new to the school culture, leadership does not currently have a formal structure to evaluate the effectiveness of teacher teamwork relative to their long-term goals and interim benchmarks. Additionally, the role of teacher leaders is also developing, and currently teachers do not use consistent systems to support developing teachers as leaders. This lack of consistency in leadership responsibilities and expectations hinders using this structure towards improving student outcomes.

Part 3: School Quality Criteria 2010-2011

School name: Herbert H. Lehman	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

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