



**Department of
Education**

Joel I. Klein, Chancellor

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

Quality Review Report 2010-2011

Mott Haven Village Preparatory

High School X473

701 St. Ann's Avenue

Bronx

NY 10455

Principal: Flavia Puello-Perdomo

Dates of review: May 2 - 3, 2011

Lead Reviewer: Ronald Feinstein

Part 1: The school context

Information about the school

Mott Haven Village Preparatory is a high school with 330 students from grade 9 through grade 12. The school population comprises 26% Black, 72% Hispanic, 0% White, and 1% Asian students. The student body includes 12% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2009 - 2010 was 83.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school is a safe place. Students are engaged in learning and appreciate the level of support they receive for personal and academic development.
 - Student needs are known and addressed through an advisory structure and a series of events coinciding with Respect for All. Teachers discussed life experiences with tolerance and respect for differences on a panel, which was enthusiastically received by students, creating an atmosphere of belonging and trust.
 - The principal attends advisories to hear students' experiences and with a college director conduct check-in meetings with students. Student government meets weekly with an assistant principal and student led events such as Spirit Week are designed. Students feel well supported by service-learning internships provided by College Preparation and Leadership Program. These structures allow students to focus on academic achievement and excel.
- Through effective use of a wide range of data, school leaders acquire a strong understanding of student achievement trends, informing instruction and organizational adjustments.
 - In-depth analysis of a wide range of data at a school retreat and meetings in the beginning of the year identified needs in academic vocabulary, reading complex texts and critical thinking skills. Especially boys, English language learners and special education students were not making adequate progress which resulted in adjustments to instruction and re-sequencing of content, most noticeably in U.S. History classes.
 - The school realizes that an intense focus on literacy is necessary since 70% of students enter ninth grade at levels 1 and 2 in reading. Therefore, the Performance Series periodic assessments that are administered school-wide proved especially useful. The progress of identified subgroups is carefully tracked in math and literacy in addition to mock regents. Use of this data impacted school practices across content especially for reading complexity in Global Studies.
- School-wide goals are aligned with instructional needs and clearly focus on levers that improve student outcomes.
 - School leaders and faculty build on the understanding of previous years' goals through analysis of goal attainment. Regents data, Progress Report metrics and data from the Learning Environment Survey inform goal setting and creation of action plans. These plans are reviewed periodically to enhance college readiness and closing the achievement gap efforts.

- Students and families express strong support for the college preparatory mission. The principal, cabinet and school leadership team collaborate on determining the school's goals, generating broad support.
- Parents are key partners in their child's education and are kept well involved and informed of school initiatives for success.
 - The school fills the gap between graduation and college matriculation with strategic use of a full-time Alumni Support Counselor helping parents and students transition to college. School communicates high expectations through parent meetings and college visits, monitoring all aspects of the college application process, resulting in strong parental support for achievement.
 - The focus on college readiness extends to engaging parents and students in school-decision-making. Student government meets weekly with the principal to design student led events. The parent association was instrumental in getting more regents test prep and advanced placement classes. Parent and student voice contribute to a school culture with a clear picture of college success.
- Effective student support services and external collaborations provide students with a wide range of opportunities to grow academically and socially.
 - The principal, a dean, and a guidance counselor provide structures to support staff in assuring a safe and respectful environment that includes advisories and Kid Talk workshops. A consultant provides staff with professional development on how to use advisory tools to best support students for socio-emotional growth.
 - The school has institutionalized an on-site partnership with a mental health clinic from Montefiore Hospital that is well aligned to the advisories. Trained psychologists, counselors and an intern attend faculty meetings, providing additional guidance in meeting needs of students and school-wide goals.

What the school needs to improve

- Support teachers and teams in designing rigorous curriculum aligned to standards so that all students make progress towards college readiness.
 - The school has identified essential ideas in Common Core Learning Standards, began to define rigor and departments adapted curriculum maps to include higher level questioning, use of critical lens and analysis of author's viewpoint. However, these practices remain inconsistent across the school and the common definition of rigor does not differentiate for depth of knowledge, minimizing teachers' ability to challenge all students for success.
 - Inadequate progress of at-risk students resulted in the decision to have teachers trained in Wilson, improving independent reading skills. However, these lessons have not yet been tailored for the specific needs

of the special education and English language learners, hindering their progress.

- Develop a cohesive system that aligns assessments and curriculum to support targeted instruction and rigorous tasks in all content areas
 - Regents outcomes provided a focus for curriculum gaps that were combined into a science inquiry aligned to school's goals in developing academic vocabulary and critical thinking tasks. However, this work has yet to be expanded to other content areas, lessening school's ability to assess the effectiveness of instructional decisions for student success.
 - Teams of teachers use teacher tests, lab reports and research papers to supplement regents and periodic assessment data. However, all teachers do not use classroom level data to differentiate instructional strategies and purposeful next steps.
- Strengthen the implementation of teaching strategies and pedagogical routines across classrooms to increase instructional coherence.
 - Most teachers articulate efforts to include school-wide reading initiatives such as developing academic vocabulary, tiered assignments and scaffolding. However, these school initiatives, evident in pre-conferences and planning documents remain inconsistent in actual classroom practice.
 - Although Wilson trained teachers implement efforts to engage at risk, special education students and English language learners, common instructional strategies to engage these students is not consistently evident, preventing this sub-group from producing rigorous and meaningful work.
- Create a strategic plan to ensure that teachers receive suitable support from coaches to improve classroom practice.
 - The principal strategically supports school's goals through the use of a data specialist, lead teachers and a consultant coach responsible for deepening professional development and providing Wilson training. However, these structures and professional development options are limited for teaching at-risk students, hindering their progress.
 - Advisory meets once a week as does grade level Kid Talk teams where student case studies are presented. However, these meetings are inconsistently structured on each grade, minimizing the school's ability to respond to the academic needs of all students.
- Expand the use of the school's observation tool to ensure coherent improvements in classroom instruction.
 - While the school has structures to support teachers through coaching, and makes credible performance evaluations based on observations, learning walks and student data, the school's definition of what rigor looks like in practice has not been solidified and reflected on the observation tool, resulting in non-specific feedback for next steps and professional

development which limits the effectiveness of the observation process.

Part 3: School Quality Criteria 2010-2011

School name: Mott Haven Village Preparatory 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