

Quality Review Report 2010-2011

Jane Addams High School for Academics and Careers

**High School 650
900 Tinton Avenue
Bronx
NY 10456**

Principal: Sharron Smalls

Dates of review: October 19 - 20, 2010

Lead Reviewer: Myrta Rivera

Information about the school

Jane Addams High School for Academics and Careers is a high school with 1,271 students from grade 9 through grade 12. The school population comprises 36% Black, 61% Hispanic, and 2% Asian students. The student body includes 11% English language learners and 21% special education students. Boys account for 30% of the students enrolled and girls account for 70%. The average attendance rate for the school year 2009 - 2010 was 77.6%.

Overall Evaluation

This school is underdeveloped.

What the school does well

- The principal, in collaboration with her administrative team and faculty, makes organizational decisions that support improvements in student learning.
 - The principal uses budgetary and space resources to create a writing center as a resource to students and teachers to improve literacy development. An English teacher from the writing center works closely with special education students and the bottom third students through tutoring to increase their literacy development. In addition, many students working on special projects use the computer resources to assist them with their work. A few teachers provide the writing teacher with a folder of assignments so students can work on them in the center after school.
 - Daily common planning time provides the entire staff with the structure to support collaborative inquiry teams in each academy. These teams are in the beginning stages of development where there is discussion of student work and behavior in an interdisciplinary venue.
- The school utilizes opportunities for students to extend their school experience to support their academic and social emotional growth.
 - The newly created academy structure, which includes a guidance counselor for each academy, supports students' social and emotional development by making staff accountable to a smaller group of students.
 - External partnerships provide students additional supports with real world experiences that extend their learning. Students from the International Business and Beauty (IBBA) academy practice their craft at a senior center where they cut hair and do manicures on senior citizens. Within the school, The Castle, an on-line learning program provides on line support to struggling students in an after-school setting to prepare them for Regents exams.
- School leaders gather some summative data to understand individual student and sub-group performance, progress and learning needs.
 - The principal's analysis of sub-group data shows that male scores are pulling the school's scores down. In order to improve performance for this group, there are plans to purchase reading materials with a focus on male topics. In addition, the Boys to Men program initiated by an assistant principal provides boys with role models in an after school program.
 - School leaders use DataCation to analyze periodic assessment data. A review of data highlights the gap between English language learners who recently passed the NYSESLAT exam and their inability to pass English assessments. Therefore, teacher teams are focusing on strategies for English language learners to strengthen achievement outcomes.
- Teachers across the school work collaboratively in inquiry teams to strengthen instruction and raise students' learning outcomes.
 - All teachers are involved in professional collaboration through daily meetings in an interdisciplinary approach where teachers discuss individual students with specific learning needs. The guidance counselor provides support to the team. At a team meeting, the guidance counselor confirms that he has arranged a

parent meeting after discussion about a student identified by various teachers as non-responsive and withdrawn in class.

- The 9th grade inquiry team shares writing samples and a graphic organizer during their meeting. Their focus is to learn more about supporting the English language learners in increasing their writing performance. One teacher says, “This work is making sense now that we are really doing it.” Another teacher says that he will use the graphic organizer with his social studies class.

What the school needs to improve

- Revise all curricula so that academic tasks are engaging and challenging to a diverse student population and aligns with the State standards and the new Core Standards.
 - Across all classes, academic tasks consisted of “Do Now” and work sheets. One student said that the work is too easy and she wants it to be more challenging. “They are teaching me things that I already know.” Another student said, “We are not reading any books yet because the teacher wants to cover the vocabulary and lessons on characterization.” This lack of engagement and challenging reading material may impede students’ preparation for rigorous state assessments and college acceptance.
 - Across all classes, teaching strategies consisted of whole class lessons with limited grouping for instruction. There was no evidence that teachers use student data in planning lessons. Most students work independently on work sheets or copy from the blackboard. A lack of planning and low expectations for student work may result in disengagement among diverse learners that hinders improved achievement.
- Deepen differentiated instruction so that all lessons engage students and offer rigorous instruction that includes questioning and academic tasks that elicit higher order thinking skills and meet the needs of all learners.
 - Teaching practice across the grades and subjects do not reflect a belief on how students learn best. Even though, some teachers stated that they believe students learn through hands on activities and using different modalities, this practice was not observed. The absence of a coherent school-wide belief system that reflects how students learn can hamper students’ ability to tackle difficult material and teachers’ ability to design instructional strategies that impact the graduation rate.
 - Classroom work across most classrooms reflects a low level of student engagement where students copy from the blackboard and read assignments out-loud in a round robin fashion. This lack of differentiation may inhibit students’ ability to produce meaningful work and understand content material required to meet high academic achievement that prepares them for college.
- Support the work of inquiry teams by providing them with data in a timely fashion so that adjustments to instructional decisions can have an impact on student learning.
 - Even though inquiry teams focus their work on English language learners, teacher teams have neither identified targeted students nor received performance series data yet to assist them in identifying additional students. A lack of timely data can affect the quality of instruction and student progress.

- A few teachers stated that they review Periodic Assessment data to plan their lessons. However, there was no evidence that data is used to plan academic tasks which lead to strategically differentiating lessons. This practice may prohibit learners from having multiple entry points and supports into the curriculum that can affect their progress.
- Establish processes for providing student work feedback and conveying clear next steps to students and families to insure clarity on areas needing focus.
 - Some teachers use rubrics to rate student work. However, it is not an established practice across all grades and subjects to identify next steps and provide students with the opportunity to improve the quality of submitted work. Families receive feedback on student progress six times a year. However, parents are not provided with clear next steps so that they can support their children's learning.
 - Some teachers state that they receive periodic assessment data. However, measurable student goals have not been developed to plan differentiated instruction and track progress to ensure achievement for all learners. As a result, students can miss opportunities for academic interventions and gaps can occur in their learning.
- Expand observation focus and professional development to align with the school goals and needs of faculty to increase professional growth that supports student achievement.
 - There is no evidence of a comprehensive professional development plan. This lack of a plan can hinder school improvement efforts to assist staff improve their skills in assisting students' with rigorous and engaging academic task to ensure high academic performance. (a)
 - Even though the majority of teachers go through a performance evaluation process, the feedback given to teachers is inconsistent and vague. This practice does not support a clear instructional focus that supports professional growth and lead to teaching strategies that are rigorous and engaging. (b)
- Develop a system using data to evaluate the effectiveness of professional collaborations and leadership development.
 - The collaborative teacher teams are in place with all teachers participating daily. However, there are no plans to monitor or evaluate the effectiveness of these teams so that supports can be provided to improve their instructional strategies.
 - Administrators participate in inquiry teams, but there is no evidence of a plan or structure, to support the development of distributive leadership to build staff capacity.

Part 3: School Quality Criteria 2010-2011

School name: Jane Addams High School for Academics and Careers	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