

Quality Review Report 2011-2012

Knowledge and Power Preparatory Academy International
High School (Kappa)

High School 374

500 EAST FORDHAM ROAD
BRONX
NY 10458

Principal: PANOREA PANAGIOSOULIS

Dates of review: April 17 - 18, 2012

Lead Reviewer: Carron Staple

Part 1: The school context

Information about the school

Knowledge and Power Preparatory Academy International High School (Kappa) is a high school with 368 students from grade 9 through grade 12. The school population comprises 35% Black, 61% Hispanic, 2% White, 1% Asian students and 1% other students. The student body includes 7% English language learners and 11% special education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year 2010 - 2011 was 89%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- School leaders strategically use resources to provide students with college-level experiences that support students in attaining their college and career goals. (1.3)
 - o The principal has used resources to pay for International Baccalaureate (IB) fees and workshops that are very costly, but mandatory to maintaining status so the school can remain an IB school. The principal has also incorporated common planning time into the schedule, and hired an assistant principal to support the growing number of mini and formal observations that must be conducted. The budget also maintains an English language arts (ELA) and math coach, a college counselor, and additional special education teacher to meet the needs of the growing special needs population. The principal has strategically made the decision to fully immerse English language learners (ELL's) and students with disabilities into all general education classes with push-in support and has incorporated common planning time for teachers within the school schedule. "Specials" or advanced classes support the needs of varying students. Prep classes, IB classes, extended day and Saturday tutoring, and a four-year foreign language and music program that is unique to schools that are not specialized, result in improved chances of students graduating with advanced Regents' exams and getting into the college of their choice.
- Teacher teams strategically analyze and track student data to make instructional decisions and adjustments that improve student progress. (2.2)
 - o Teachers use standardized rubrics that are aligned with IB and Common Core Standards for every subject area, and gather a variety of data including the results of summative and periodic assessments such as Design Your Own (DYO), Regents' data, class exams, projects and daily exit tickets. Analyzing this data gives teachers information related to the students' performance levels, and helps them to identify strengths and weaknesses in key areas, which is used to provide targeted instruction, thus enabling the meeting of individualized needs of all learners. Grade teams track students who have low or failing performance on Regents and provide targeted support and practice in the areas that are lacking and causing students to fail, so students can be successful when they re-take exams. To get a jumpstart on how to support students in ELA and math, students are assessed a year in advance, in order to prepare them for high stakes Regents. Teacher teams create assessments that help them to gauge where there are gaps in their instruction, and then adjust lessons where appropriate, ensuring that objectives are reached for every student.
- School leaders have established a highly effective and structured system for monitoring teacher practice with a clear focus on improving pedagogical skill and instructional effectiveness. (4.1)
 - o Teachers receive support from administration on how to move their professional practice forward through oral, written, and visual feedback. Lessons are videotaped and used as a tool to provide immediate feedback for teachers, thus allowing for assessment and reflection about their practice. The school has achieved a great capacity for success by employing the instructional support from literacy consultants who provide workshops on action research. In addition, intervisitations with other schools are scheduled throughout the school year so

- that teachers observe best practices. Department chairs and team leaders receive external training on how to effectively monitor and improve teacher practice, which is then keyed back to the other members in the school, resulting in school-wide practices that promote pedagogical growth and elevate the learning outcomes of students.
- School leaders collect and analyze a wide range of data to understand the needs of every student and their particular subgroup performance, resulting in targeted and differentiated planning that meet the needs of every student. (2.1)
 - o The school has implemented a weekly data tracking system by which the school community that meets weekly looks at student patterns, tracks progress, and collectively addresses concerns. Attendance, behavior, and academic progress are reviewed with staff, along with identifying next steps and those who will specifically follow up to maintain the most up-to-date and accurate information, thus creating a supportive environment where staff continuously address the needs of students. As each staff member engages in this on-going process of gathering, analyzing and making adjustments, a clearer picture of student needs becomes more evident. Hallway bulletin boards are displayed with student work that has both grades and comments, as a means of celebrating student achievement and as a model for those who wish to achieve that same pinnacle of success. Every teacher has color-coded detailed excel spreadsheet files to track classroom data, as well as electronic Skedula grade books that are collaboratively shared to support their on-going analysis, which leads to developing strategic academic supports for students.
 - The school is engaged in setting measurable learning goals for students to improve academic outcomes. (3.2)
 - o The school meets collaboratively to set student-specific learning goals using regularly collected data, which keeps the staff on track in helping students meet the goals. Subsequently, school staff and its partners create action plans for students, provide services where necessary, to meet their needs, work with them daily and track their progress toward meeting goals over the course of the school year. This attention to students' needs and every relevant subgroup has led to students receiving differentiated support leading to accumulation of credits and acceleration in social, emotional, and academic growth.
 - The school provides a warm, engaging, nurturing, and highly functioning learning environment that fosters a college-going and professional culture where students feel valued and respected. (1.4)
 - o The school has an inclusive culture where all students feel honored and celebrated by the numerous supports provided. The students greatly appreciate attending an IB school where they can voice their opinions openly to their supportive principal and other adults, for whom they have great respect. Opportunities to engage in rigorous college-level classes, as well as town hall meetings, student government, retreats, college and international trips, guidance advisories, college counseling sessions, and student celebrations, provide a broad and challenging education so students benefit. Thus, students take ownership of their education and graduate from high school ready to move on to college and careers.

- The school shares a commitment to student learning with families and provides monitoring tools to build a coherent understanding that helps to maximize student learning. (2.4)
 - o Family engagement and involvement with the school is very high. Parents and their children are very aware about the required performance tasks in every subject area, and are appreciative of all the forums and structured tools such as Datacation, PupilPath, and Skedula, the school provides to keep them informed of daily progress. Parents value the open communication, "walk-in-anytime" parent policy, timely phone calls and letters, as well as the numerous conferences and meetings around academic progress which has resulted in being very informed parents who always know what the social-academic needs are and strategic ways to support them for success.

What the school needs to improve

- Further align curriculum and performance tasks to common core and IB standards to involve a diversity of learners in rigorous tasks across all content areas and grades. (1.1)
 - o The school has well-developed standards-based curriculum in every subject area that is aligned with the IB standards and curriculum. All students are held accountable for their learning in every content area and teachers meet weekly to ensure that students remain focused and that their academic development is well aligned to key standards. At this time, teachers' planning does not fully incorporate a full range of challenging and rigorous work and strategies that engage all students, thus missing out on totally supporting the diversity of learners and allowing the school to meet the needs of all students.
- Further strengthen the teaching strategies and routines that are in place that are deliberate and which reflect the school's beliefs around how students with varying needs learn best individually and collectively. (1.2)
 - o The school believes that all students should be held accountable academically and socially, and creates clear expectations where responsibilities are well articulated. Teachers continue to lift the level of student engagement and participation in their classes as seen by their responses to questions and activities. Additionally, students use mini white boards, exit tickets, graphic organizers, and engaging hand-on activities across all classes, providing immediate responses to teachers and aids in assessing students as a group or individually. However, as student voice is a school-wide focus it is clear that the teachers are still working on developing lessons that provide opportunities for students to interact with their peers in meaningful, content specific, and in a structured manner, to maximize all teaching and learning.
- Strengthen the systems to evaluate the effectiveness of professional collaboration and distributive leadership structures within teams, to increase improved teaching and learning and professional growth. (5.4)
 - o The school's administration has an on-going articulated and systematic approach to supporting and monitoring the collaborative work of teacher teams involved in inquiry work. Adjustments are made based on collective evaluation and reflective feedback using Charlotte Danielson's research-based Framework for Effective Teaching, and will continue for the 2012-13 school year. School-wide internal and external professional development around the inquiry process is still

evolving as the school refines systems and structures in place around monitoring, evaluating, and deepening professional development practices. Thus this work, coupled with the systemic use of data to track, drive, and improve pedagogical shifts and growth, is leading to elevated and sustained practice across the school. Currently, teachers are still growing professionally and encouraged to take on leadership roles as team leaders and turn key professional development strategies and content learned at workshops to increase leadership capacity, thus making the school professionally stronger on all levels.

Part 3: School Quality Criteria 2011-2012

School name: Knowledge and Power Preparatory Academy International High School (Kappa)	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 as evidenced by meaningful student work products?				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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?				X
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?				X
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?				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 staff, students and families, and support students and families to achieve them?				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			
1..4 Integrate child/youth development, guidance/advisement 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, with particular attention to the CCLS?				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