

# Quality Review Report 2011-2012

**BRONX CAREER AND COLLEGE PREPARATORY HIGH  
SCHOOL**

**High school X479**

**800 HOME STREET  
BRONX  
NY 10456**

**Principal: KIZHAYA ROBERTS**

**Dates of review: January 05-06, 2012**

**Lead Reviewer: Geri Taylor-Brown**

## Part 1: The school context

### Information about the school

BRONX CAREER AND COLLEGE PREPARATORY HIGH SCHOOL is a High school with 158 students from grade 9 through grade 12. The school population comprises 38% Black, 55% Hispanic, 1% White, 2% Asian students and 2% other students. The student body includes 11% English language learners and 23% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2010 - 2011 was 87.2%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school has established a solid foundation of mutual respect and safety that supports academic learning and personal growth. (1.4)
  - Students are empowered as they take the lead in ensuring a safe school environment. There was an unfortunate event where a student was critically injured a few years ago. Students contacted community leaders and rallied community support. They were able to secure the services of one elected official as the instructor of their Civics class. This bold move laid a strong foundation for mutual respect between students and adults which continues today. This also heightened student participation in all school functions including the student programming process. Students get to select their classes during the beginning of the school year. Although guided by adults, this activity fully equips students with firsthand knowledge of their requirements for graduation. These effective activities have boosted student interest in their learning, confidence and personal growth.
- Open and ongoing communications with parents and students empowers their voice as true educational partners and positively impacts academic growth. (2.4)
  - The principal states that school leaders "move the school through the Parent Teacher Association (PTA)." It is the school's parents who established intramural sports for students. Their voices continue to be an integral part of school decisions as they engage in the current initial discussions around summer school support for students needing additional support to earn credits towards graduation. These close and effective ties with student families serve as a strong basis for student academic growth.
  - Over 70% of parents make and keep their regular scheduled appointments to meet with their child's advisor. The school's advisors serve as the focal communications contact for parents to receive current academic and behavioral information about their child. This design ensures that parents are well informed so they can support their child's growth. Parents agreed with one parent who passionately stated: "They always have a way of making you think your child is the only child in the school."
- School leaders and faculty gather and analyze a range of student data that guides their organizational and instructional decisions in support of identified school wide trends to elevate student progress and teacher practice. (2.1)
  - School leaders, staff and students regularly review school data. Students exclaimed that they receive a copy of their transcripts monthly. The principal involves multiple stakeholders in the examination of school data that provides school leaders with a comprehensive view of school needs and school strengths. This inclusiveness empowers everyone to feel responsible and accountable for what happens in the school. As a result each constituent group feels as though they are an integral part of the school's success.
  - The principal and cabinet comb through data from various sources. Currently, the Assistant Principal of Organization has developed a spreadsheet which places all this pertinent data in one place. This allows the cabinet the opportunity to assess gains and losses comparatively. As a result school level organizational

decisions are becoming more targeted and focused on addressing and improving student learning.

- School leaders work hard to align instructional decisions with school goals and secure resources that they appropriately allocate to ensure student success. (1.3)
  - School leaders have creatively arranged student and teacher time to allow for regular teacher meetings and additional time on task for students. For example the school hosts "re-teach week" at the end of every quarter. During this time students have the opportunity to makeup incomplete work or gain deeper insights into academic areas they already know. Students exclaimed, "It's accelerated. It's a week of everything you learned in that quarter!" This student eagerness has resulted in improving class passing percentage rates as evidenced in school wide scholarship data reports that are used by the administrative staff.
  - School leaders make good use of their resources to improve student learning. The school recently hired a new assistant principal to ensure that all three school leaders have ample time to focus on "high quality instruction" as they visit multiple classrooms every day. The principal states that this one month initiative has already rendered some improvements as there has been "clarity on teacher needs." As a result "targeted assistance" plans are being developed to meet those needs.
- The principal has established a clear vision of school growth which keeps all stakeholders strategically focused on interim and long term goals for overall school improvement. (3.1)
  - The school has a listing of goals that are generally known by stakeholders and stated as part of the school's action plans. These goals include immediate measureable gains. The overall focus of this school was proudly touted by parents who exclaimed, "100% college admission and preparation for life!" All academic and personal learning experiences point to this high expectation as the measure of success for students. Subsequently, every student connects success in every class as a part of their climb towards college enrollment.
  - The school looks directly at student data to lead them to specific school-wide goals. One such piece of data is student attendance. After examining month-by-month trends administrators and staff members worked collaboratively to increase these numbers. By using telephone calls, interventions by Advisory teachers and automated phone calls, student attendance improved by 4% in one month.

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

- Develop curricula that include a focus on key State standards and are based on the identified academic needs of the school's diverse learners with rigorous tasks in order to improve school wide progress. (1.1)
  - Some school department teams are working together to develop curriculum that is aligned with select State standards. However, this work is not consistently replicated in all school teams. School leaders have "empowered teachers to select key standards." But this freedom of choice without leadership input does not ensure that the focus is on key standards that truly meet student learning needs. Thus, significant academic student growth has not yet been attained as reflected in formative assessments and scholarship reports.

- Across classrooms the majority of students are not sufficiently challenged by the class lessons. In several classrooms students were off-task as they engaged in personal conversations during the lesson. These behaviors occurred as students were able to expediently complete the initial tasks, but were not offered any extended work to complete. In the absence of a challenging curriculum and rigorous activities, the school is hampered in moving all students towards post secondary work.
- Enrich teacher knowledge and teaching practices in the delivery of differentiated instruction to ensure that all student learning needs are met. (1.2)
  - There are varying levels of instruction offered to student throughout the school. School leaders agree that the instruction provided entails “a gamut of strategies.” In some classes students eagerly raised their hands or moved about the room freely participating. In other classes teachers had to call upon students to evoke answers. This uneven delivery of instruction renders uneven results in student achievement as evidenced across students’ work products.
  - School leaders and faculty agree that all teachers share common lesson plan templates. This template includes a "learning objective", "agenda", and "essential question." This initial work on establishing lesson commonalities falls far short of developing a consistent viewpoint about the best ways to teach children. The lack of having a commonly shared view impedes effective teaching and learning. Thus, student progress is negatively impacted.
- Expand and formalize instructional feedback to promote continued professional growth for teachers and improved outcomes for students. (4.1)
  - School leaders conduct formal and informal classroom observations. However, the feedback to staff is not yet sufficiently grounded in a clear set of evaluative measurements. The school has recently begun usage of a research-based frame work. But teachers have not yet been adequately trained in the details of expectations in the framework. As a result teachers have not yet taken the next teaching steps that significantly impact student learning.
  - The school has had a high turnover in staff within the last year. In order to centralize information about teacher practice school leaders are using Teachscape, an electronic program to support managing teacher data. However, the school has not yet seen any solid and steady progress in this work. Thus improved pedagogy and improved student performance has not yet occurred.
- Strengthen assessment development practices so that there are clear linkages between student outcomes and instructional adjustments to ensure student success. (2.2)
  - Some teachers use rubrics to give students a clear understanding of expectations on exams, homework and in class work. However, teachers have not yet clearly linked their assessment measurements with specific key standards. As a result the feedback that students receive does not give them clear directions on how to obtain success or mastery in class. For example, while student work was posted in many classes, teacher responses rarely went beyond single word comments and/or numerical grades. In addition, with the exception of two teachers, class lessons did not contain regular checks for student understanding. This too impedes students’ growth as teachers have no way to ensure that all students understand what was taught.

- Deepen teacher team practices to provide staff with a structure that serves as the core of their learning experiences and directly connects student achievement with improved teacher practice. (4.2)
  - Teacher teams meet weekly and utilize a template for “Evaluating Student Work.” This budding practice shows promise of influencing teacher development. However, there is no current evidence that points to inquiry work as the focal point of teacher development. In fact, some teachers were still “not sure what the protocol is for looking at student work,” as stated by one teacher. Thus, the lack of an established structure hinders opportunities for teachers to effectively evaluate student’s work in order to target improvements.
  - Teachers work on sharing and exchanging information about students they have in common. However, the discussions are more focused on student challenges without examining possible improvements needed in teaching practices to support those challenges. For example, statements such as, students need “a little more development”, or stating that student work had “common errors” were made while examining one document. The absence of connecting student challenges with appropriate adjustments to instruction limits opportunities for resolving impediments to learning. Thus, student progress is not steady or consistent.

## Part 3: School Quality Criteria 2011-2012

<b>School name: BRONX CAREER AND COLLEGE PREPARATORY 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 as evidenced by meaningful student work products?			<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, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		<b>X</b>		
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?		<b>X</b>		
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students' progress toward school and class expectations?			<b>X</b>	
<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.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
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?			<b>X</b>	
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?		<b>X</b>		
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?		<b>X</b>		
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?		<b>X</b>		

**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, 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**

<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>
-----------	-----------------------	----------	-------------------	----------	-------------------	-----------	-----------------------