

# **Quality Review Report 2012-2013**

**A. Philip Randolph Campus High School**

**High School 06M540**

**443 West 135 Street  
Manhattan  
NY, 10031**

**Principal: David Fanning**

**Dates of review: February 11 and 12, 2013**

**Lead Reviewer: Anthony R. Lodico**

## Part 1: The school context

### Information about the school

A. Philip Randolph Campus High School is a high school with 1285 students from grade 9 through grade 12. The school population comprises 33.0% Black, 62.0% Hispanic, 1.0% White, and 4.0% Asian students. The student body includes 2.0% English language learners and 6.0% special education students. Boys account for 50.0% of the students enrolled and girls account for 50.0%. The average attendance rate for the school year 2011 - 2012 was 89.6%.

### Overall Evaluation

This school is developing.

## Part 2: Overview

### What the school does well

- School leaders make organizational decisions that utilize budget, space, resources and partnerships to support the school goals and positively impact student outcomes. (1.3)
  - Teacher teams meet weekly and are immersed in the work of creating academic tasks that are aligned to the Common Core Learning Standards (CCLS). During a mathematics team meeting teachers of geometry, Algebra 2 and Integrated Algebra groups were reviewing students' work that were products of tasks and assignments recently created and included the citywide instructional shifts. For example, an Algebra 2 teacher shared student work from the "Pascal's Triangle Project." All three groups used a Looking at Student Work protocol designed to help teachers measure the effectiveness of the performance task and to prompt discussions about how to improve instruction based on a review of the rubric, the quality of the work and the level of rigor embedded in the task. The effect of this work is evident in some classroom visits. This practice boosts student engagement and levels of rigor in classrooms and tasks. As a result, teachers engage in collaborative teams to improve instruction and the quality of student work.
  - Students benefit from organizational and budgetary decisions clearly aligning resources and instructional goals in addition to maximizing instructional opportunities for students by offering a rich variety of courses in disciplines. For example, students have opportunities to enroll in College Now courses such as Medicine 100, business, biology, psychology, English and others. Students benefit from strategic partnerships that bolster student opportunities for rigorous courses such as the examples above as well as support in their journey to prepare for college and career. Partnerships include College Now opportunities with City College of New York and Touro College, The College and Career Preparatory Institute (CCPI), Gateway to Excellence, College for Every Student (CFES) and the National Society for Black Engineers. In turn, students have rich occasions to be immersed in rigorous and challenging educational opportunities preparing them for college and career. As a result of this variety of coursework and college and career support, students are better prepared to complete detailed college applications and be successful in college and career.
- Students and families value the school's commitment to maintaining a safe, respectful and nurturing community that supports the social, emotional and academic needs of all learners. (1.4)
  - The school has an active student government, strong partnerships and effectively engages the School Leadership Team, UFT consultation committee and the Parents' Association in building the safe, nurturing and respectful environment afforded to students. Parents, students and staff all reference the CCPI and CFES partnerships as being an important component of student development. Guidance lessons are planned for all students and attendance outreach helps to keep student attendance at or near the 90% mark. Also, students have an active voice in decision making through student government. Students express appreciation for their regular consultative council meetings with the principal and tout his visibility and responsiveness as a key component to the school's improvement. Student leaders spoke about student dances and locker and student lounge

proposals as recent collaborations they are involved with in collaboration with the principal and administration. Similarly, parents specifically reference the commitment to college and career readiness, safety and security and a positive school tone as key attributes of the school community. Collaboration among teachers, guidance staff, deans, administrators, parents and partners all contribute to a youth development approach focused on academic achievement.

- The school has established and communicated clearly defined goals that are designed to impact improved student achievement. (3.1)
  - Working with all of the school's stakeholders, school leaders have developed clear, focused goals and action plans. Driven by summative assessment data, expected citywide instructional shifts, annual progress report expectations, and an analysis of student needs by the School Leadership Team, the goals are clearly delineated in the Comprehensive Education Plan, and Principal Performance Review goals. They focus on increasing opportunities for students to accumulate credits and meet their Regents requirements to stay on track to graduate, to increase the weighted passing rates for English, Global History, and U.S. History Regents, and to align curricula, units and lessons with the Common Core Learning Standards. To meet these goals, supports have been put in place to make credit recovery, tutoring and attendance outreach as successful as possible. For example, extra resources have gone into ensuring a high rate of attendance at 'PM' classes. 'PM' teachers are given the time and resources to meet with students and families to further ensure success. As a result of these collaborative goals, there is an investment by all stakeholders in goal-driven school improvement and student success. The monitoring and tracking of these goals and supports indicate an improvement in credit accumulation and attendance rates during tutoring and 'PM' classes.

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

- Increase the opportunities for all learners to be cognitively engaged in Common Core-aligned tasks that consistently promote higher order thinking and college and career readiness. (1.1)
  - Teacher teams are developing academic tasks and lessons which are designed to emphasize higher order skills and promote rigorous work products and habits. For example, in departmental meetings, teachers are discussing and sharing strategies for integrating rigorous tasks that are aligned with Common Core Learning Standards units of study. During a mathematics team meeting, teachers were reviewing student work from specific Common Core-aligned tasks in Integrated Algebra, geometry and Algebra 2 and determining next steps to emphasize. However, rigorous work products and tasks were inconsistent across subjects and grades. Classroom visits showed that not all teachers are scaffolding tasks and therefore some students are not actively engaged in lessons. As a result, students, including English language learners and special education students, are not consistently involved in cognitively challenging learning experiences.
- Ensure that the school's shared philosophy regarding student learning and outcomes is supported by research-based teaching practices that nurture active engagement, higher order thinking and rigorous work products for all learners. (1.2)
  - The school has an articulated belief that students learn best by being actively engaged in all aspects of a lesson and by application via meaningful, challenging and rigorous tasks. For example, in a social studies

lesson all students were engaged in a task where they had to work collaboratively to develop an argument defending whether the Church had a negative or positive influence in medieval society. Students used text-based evidence from primary sources to develop their argument and were expected to discuss, write and defend their point of view. However, in other classrooms, students were passively engaged in lessons, spending much time on copying notes, listening and being involved in primarily student-to-teacher interaction. Consequently, all students are not sufficiently challenged on a consistent basis, therefore limiting their ability to be actively engaged in rigorous and challenging work.

- Improve the school-wide practice of using common assessments to include data-driven decision making that impacts instruction and results in consistent use of rigorous tasks that foster higher order thinking skills for all learners. (2.2)
  - Teachers have created common, summative assessments to measure student proficiency. Teacher teams, departments and individual teachers review item analysis findings, and identify content and skills deficits based on trends and patterns. This practice prompts discussion and reflection on strategies that are being used in the delivery of instruction of certain topics and units. However, common, baseline formative and interim assessments are not used in conjunction with this summative data to drive an in-depth analysis of the effectiveness of classroom practice, instructional decisions, and student outcomes. Consequently, all students are not receiving consistent and actionable feedback to move them to the next level.

## Part 3: School Quality Criteria 2012-2013

School name: <b>A. Philip Randolph Campus High School</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>		<b>X</b>		
<b>Instructional Core</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, physical and health education, 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 that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?		<b>X</b>		
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?		<b>X</b>		
<b>School Culture</b>				
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?			<b>X</b>	
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			<b>X</b>	
<b>Systems for Improvement</b>				
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?			<b>X</b>	
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?			<b>X</b>	
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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?			<b>X</b>	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>	
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			<b>X</b>	
<b>Quality Review Scoring Key</b>				
<b>UD</b>   Underdeveloped	<b>D</b>   Developing	<b>P</b>   Proficient	<b>WD</b>   Well Developed	