

Quality Review Report 2013-2014

Bedford Stuyvesant Preparatory

High School 575

**832 Marcy Avenue
Brooklyn
NY 11216**

Principal: Darryl Rascoe

Dates of review: Dec 4 - 5, 2013

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

Bedford Stuyvesant Preparatory is a transfer high school with 123 students from grade 9 through grade 12. The school's population comprises 82% Black, 15% Hispanic, and 2% Asian students. The student body includes 1% English language learners and 3% special education students. Boys account for 29% of the students enrolled and girls account for 71%. The average attendance rate for the school year 2012 - 2013 was 62.0%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The school's curriculum planning includes incorporating key Common Core Learning Standards in academic tasks that promote students' cognitive engagement and the development of their college and career readiness skills. (1.1)
 - Teachers access and use the curriculum resources on EngageNY in English language arts (ELA) and math to align their unit plans and lesson plans to the Common Core Standards. Additionally, as the school is in the Innovation Zone or iZone, students have access to online courses such as Advanced Placement, health, and Spanish, and electives in forensic science and culinary arts. The school is focused on literacy across subject areas with an emphasis on writing to build students' writing skills and to allow them to demonstrate their thinking. Teachers use tools such as Hess's rigor matrix, the Degree of Knowledge (DOK) Wheel, Bloom's Taxonomy, and Universal Design for Learning (UDL) strategies to plan academic tasks that offer multiple entry points into the curriculum to engage all students. As a result, the academic tasks are rigorous, embed the instructional shifts, and promote the development of the students' college and career readiness skills.
- Teachers leverage skillful questioning techniques and discussion strategies to increase student thinking and participation in academic tasks that lead to improvements in students learning and their written work products. (1.2)
 - The school believes that students learn best through writing arguments, narratives, and writing to inform. Thus, teachers use the workshop method for instructional delivery with a time sensitive do now, a mini-lesson where the lesson is introduced or where prior work is reviewed, reading, discussion, writing during the independent work time, and a lesson summary that ends in a written exit slip. Students are taught to ask questions using the DOK Wheel and Blooms' Taxonomy during student-to-student discussions. These follow the reading of text with a purposeful assignment that is often an open-ended question or a question that asks students to make a judgment or to agree or disagree with a prompt. During reading, students closely read the text and look for evidence to support their decisions, claims, and counterclaims. After the discussion, students write to answer the open-ended question that was asked when the lesson began using the evidence they gathered from the text and what they culled during the discussion. Academic tasks are differentiated and adhere to the Hess's Rigor matrix to ensure that they are rigorous and promote the development of students' higher order thinking skills. In math, the tasks apply to real world situations and address big ideas that the students need to prove and describe how they arrive at their solutions both verbally and in writing. Students are asked to judge how other students may have solved a particular problem, to critique as necessary, or taught to understand that there may be multiple ways to solve a specific problem. These

practices contribute to improvements in students' learning as evidenced in the performance section of the school's Progress Report increasing from an F grade in 2011-2012 to a C grade in 2012-2013 and students producing written work in all of their classes.

- The school has implemented comprehensive youth development and guidance supports that contribute to the personal and academic growth of students. (1.4)
 - All members of the community take PRIDE in their work, with the P representing professionalism, philanthropy, and purpose, the R, respect, responsibility and resilience, the I, intelligence, imagination and innovation, the D, dignity, discipline and diversity and the E, excellence, empowerment and education. Additionally, the principal has instituted the 85% Challenge, an incentive program for students who follow class rules and demonstrate positive efforts in attendance, achievement, and attitude, with a goal of passing their classes with grades of 85% or better. The principal and teachers are committed to building a strong small learning community that is personalized for students so they communicate frequently with students and parents, and record all outreach in Google Docs so that all teachers can see what was done for a particular student. Further, the principal provides a Field Day opportunity for staff and students to build community. Teachers have influence and responsibility for all students, not only those in their classes, as teacher mentors are assigned to students. Teachers call students in the morning to encourage them to come to school on time and the principal provides students with activities such as the Thanksgiving dinner, thus the overall school attendance rate is increasing. Furthermore, the social worker is invested in the students and provides one-on-one college counseling, monthly senior meetings, and frequent transcript reviews. There is a LyfeCenter on Campus that provides day care services for some of the students who are parents. The principal also holds one-on-one conferences with students to keep them on track for graduation. The student government is very active which allows students to have a voice in all decisions that are made at the school. These structures and supports have contributed to a nurturing and safe learning community where students' positive academic and personal behaviors develop as is evidenced in the school's A grade for Environment on the 2012-2013 Progress Report.
- The principal analyzes feedback given during the classroom observation process to design and implement professional development and coaching that increases the effectiveness of teachers' instructional practices. (4.1)
 - The principal started the school year with a round of coaching visits to teachers' classrooms, followed by informal observations and then by a round of coaching visits. Using this model, he gives his teachers frequent feedback and opportunities to debrief and reflect on their practice using the Danielson Framework for Teaching. Experienced literacy teachers push into the classes of social studies and science teachers to assist with improving the instruction of literacy across the curriculum. The principal has used the results of

observations to design professional development and coaching with out-of-the-box strategies such as English and science teachers co-teaching a lesson together. The principal provides professional development for all teachers so they are all SMART Board certified. The principal also uses the extended time on Wednesday afternoons for school community gathering sessions and seventh period common planning for teachers to share best practices with each other. Teachers attend monthly workshops around Common Core aligned literacy and writing in all subjects with 30% of them now Common Core Black Belt Certified. The Network's achievement coach also works with the teachers around Danielson assisting with the writing initiative, unit and lesson planning and assessment. As a result, teachers' instructional practices have improved and they are becoming more effective with students accumulating more credits and passing Regents exams to fulfill graduation requirements.

What the school needs to improve

- Extend the school's resources to include partnerships that expose students to college and career pathways that prepare them for postsecondary success. (1.3)
 - The school provides many resources including SMART boards in all classes, computers for students to use to complete assignments for in school classes and online classes through the iZone, tutoring for students who need additional academic supports, an advisory program where teachers are held accountable for the students whom they mentor, and time for teachers to meet before school and during the seventh period each day and for an extended period on Wednesdays when students are dismissed at 1: 30 PM. The school has formed a partnership with the YMCA that assists with the social-emotional growth of the students, provides incentives for students such as tickets to Broadway shows, concerts, and movies, and provides college tours and hosts a career and college fair. The principal is actively seeking to form a partnership with Medgar Evers College so that students can begin taking College Now courses. However, the school has not yet developed articulation agreements with higher education or partnerships with industry that can provide students with pathways to college and careers, thus limiting the students' post-secondary success.
- Enhance the school's assessment practices to ensure routine use of students' self- and peer-assessments that build students' autonomy and ownership of their learning. (2.2)
 - Teachers conduct formative assessments by walking around the class as students work independently or in groups. They listen for students' misconceptions and ask probing questions to get them to understand or back on track. They evaluate the students' responses to Do Nows and on exit slips to see where adjustments are needed in their instruction. Additionally, teachers give diagnostics tests, mid unit quizzes, mix concept exams, and final exams in each unit. Teachers adhere to grading policies by department with the majority

of the grade attributed to in class work and assessments across departments. The school has developed an argumentative writing rubric for use across subjects, however, students are only now beginning to use rubrics to make their own work better or to assess and give feedback on the work of their peers, thereby limiting students' ability to become self-directed learners.

Part 3: School Quality Criteria 2013-2014

School name: Bedford Stuyvesant Preparatory	UD	D	P	WD			
Overall QR Score			X				
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?			X				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?			X				
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?			X				
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
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				
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?			X				
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?			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				
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?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed