



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

The Bronxwood Preparatory Academy

High School X514

**921 East 228th Street
Bronx
NY 10466**

Principal: Janet Gallardo

**Date of review: May 6, 2015
Lead Reviewer: Jeremy Kabinoff, Ed.D.**

The School Context

The Bronxwood Preparatory Academy is a High school with 407 students from grades 9 through grade 12. The school population comprises 63% Black, 28% Hispanic, 4% White, and 3% Asian students. The student body includes 7% English language learners and 16% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013-2014 was 90%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Well Developed
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	Focus	Proficient
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	Additional Findings	Well Developed
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

High expectations are consistently messaged to staff, students and families. Workshops and frequent updates keep families apprised on student progress towards college and careers.

Impact

Structures that support the school's high expectations provide staff, parents and students with a clear path towards college and career readiness.

Supporting Evidence

- Principal and the administration devised a lesson plan guide to promote high expectations around Danielson 1e. School wide professional development has been provided around planning and preparation. The lesson plan initiative demonstrates guiding questions for teachers to use as part of their meta-cognitive process in planning. Furthermore, there is evidence that all teachers make use of the guide and have made significant progress in their 1e Hedi ratings.
- School communicates high expectations via the use of "Skedula". In addition, the school uses "Pupil path" as well as email and dialogue. Parents and students stated that they can see the assignments as well as their grades and teacher anecdotes. Furthermore, progress reports are generated through the program at any point during the school year. Parents stated that they know how their child is doing on a regular basis and do not need to wait for an update.
- Principal issues a memo to staff that "Every student is college bound". In addition, the principal gave out scholarship percentages along with the subgroup breakdown of pass rates and target rates. Principal's slogan is "Operation Graduation" and established a: "Are you green, yellow and red-campaign". The campaign is posted publicly by Student OSIS number and tracks the progress of all students. In addition, the principal and staff post a Rising Stars Bulletin Board, "Countdown to College" and track students accepted into various colleges and universities. Furthermore, the school promotes college and career readiness by posting the students' acceptance letters throughout the school.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teacher practices provide effective instructional supports, questioning and discussion techniques.

Impact

Across classrooms, teaching strategies lead to lessons that engage most learners in rigorously challenging tasks and higher order discussions that stretch student thinking or foster high levels of student participation and engagement.

Supporting Evidence

- During a 9th grade Algebra lesson, students were engaged and worked in teams to analyze and solve quadratic equations. Students were presented two equations, one in standard form and the other not in standard form and were required to look for the difference between the two equations. Students were asked to solve the problem and explain the process of deriving at their final answer.
- In a 10th grade English Language Arts lesson, students were asked to evaluate a character's argument by pretending to represent the government and argue from the government's point of view or argue from the point of view of those individuals who object to the government regulating what we eat and drink. In addition, two students served as guides and facilitators for groups experiencing trouble with the exercise. Although the lesson reflected the principal's belief system of discussion and engagement, it was evident that the students were becoming familiar with the process due to the teacher's constant prompting during the session.
- While the school demonstrated thorough and rigorous planning, it was evident that the level of discussion and engagement varied from classroom to classroom. For example, while one classroom promoted Socratic seminar "Fish Bowl" activity another classroom demonstrated general conversation in a Global History classroom on the topic of whether or not the playing field should be leveled when it comes to countries being equipped with a wide array of weaponry.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

Across grades and content areas, curricula is aligned to Common Core Learning Standards and instructional shifts to give all students access to rigorous tasks that promote college and career readiness.

Impact

The school's curricular decisions build coherence across grade and content areas and reflect adjustments to curricula based on data and feedback.

Supporting Evidence

- All core major subject areas in all grades have developed Common Core aligned unit maps as well student assigned tasks and lesson plans ask students to demonstrate higher order thinking. A 9th grade Algebra unit map asks students to engage in open ended discussion on monomials and discuss the process for factoring a polynomial expression. In addition, the unit map demonstrates that students are required to conduct an error analysis of various polynomial problem sets and correct the equation. In a Grade 10 English Language Arts unit map, students were required to delineate and evaluate an argument from a text and assess whether the reasoning is valid and the evidence is sufficient.
- All lesson plans demonstrated access to the curriculum as evidenced by pre-planned and strategic groupings from student data. For example, a math lesson in grade 9 demonstrated the list of students along with their classification, the focus of their disability and the planned accommodation to support differentiated learning.
- Principal and assistant principal provide feedback to teacher teams around curriculum and planning. For example, an Algebra lesson plan on evaluating functions received feedback from the assistant principal based on incorporating a short video clip of a rocket being launched from a football field and landing on the other side to enable students to visually understand the application of the mathematical processes. Another example is with regard to an Algebra differentiation plan where another assistant principal provided the teachers' feedback based on researching a particular text to support differentiation and scaffolding for students with an Individualized Education Plan.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
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Findings

Across classrooms, teachers use common assessments. Assessment practices consistently incorporate the use of ongoing checks for understanding and self and peer reflection.

Impact

Teacher collaboration on data analysis has resulted in modifications to curricula and instruction. Daily reflections and checks for understanding lead to effective instructional adjustments to meet the needs of all learners.

Supporting Evidence

- The Principal and the school conduct school wide assessments on the wide variety of Regents exams the school offers. Each department has their Regents scores and dive into the data, examine gaps and analyze patterns. Teachers reflect on it as a community and come up with strategies to bridge the gap. Regents exam data is broken up by general education, students with a disability and English Language Learners.
- Principal and teacher teams create and conduct Mock Regents. Teachers customize their own Regents exam to foster exposure to the exams. Teacher teams focus on what they need to know and strategically plan around the essential topics. Regents data is stored on “Skedula” and indicates the standards where the child is struggling in. In addition, the school’s tracking and monitoring of the data can produce individual itemized reports, by name and strand by regents to regents.
- The school’s instructional focus of assessing inside the classroom, via the use of the exit slip was evident across the vast majority of classrooms. In addition, other forms of assessing for understanding were evident as well as evidenced by graduated questions through DOK, student responses, think-pair-share as well as teachers circulating and recording evidence inside the room. Lastly, vast majority of classrooms made use of an individualized marker board as well to enable teachers’ quick glances of who is struggling and who understands the lesson.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

The vast majority of teachers engage in professional structured collaborations around planning and practice. Distributed leadership structures are embedded into the school culture.

Impact

Teachers have strengthened their instructional capacity and student data shows progress for groups of students. Teacher leaders play an intricate role in the decision making process and has made impact to teaching and learning.

Supporting Evidence

- Upon the observation of the mathematics teacher team, teachers provided an example of student work based on factoring polynomials project. During the process, the teacher team analyzed the four different methods (Greatest Common Factor, Trinomials into 2 Binomials, Difference of 2 Squares and Perfect Square Trinomial) established the students' area of weakness and determined that students had difficulty with the concept of Perfect Square Trinomial. The teacher team stated that the actionable next steps will include introducing the rule again in another format, teach geometric applications involving multiplication of binomials with squares and continue to use the exit slip to determine where the errors are coming from.
- Distributive Leadership opportunities exist as evidenced by the English as a Second Language Coordinator. The ESL coordinator analyzed and evaluated all students who are categorized as English Language Learners and met with all teacher teams to develop a school wide differentiation plan that has impacted teacher lesson plans. Currently, all lesson plans demonstrate the list of students along with their classification and the strategic plan or accommodation.
- Upon the teacher team question and answer interview, teachers highlighted that the data specialist teacher leader has enabled staff and teams to group students according to specific item analysis data. The data specialist takes the regents results and extrapolates the questions from each subgroup and gives to the departments. Impact has shown that students have a higher percentage of passing the regents along with more students taking advance placement exams.