

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	261600010089
School District:	Rochester City School District
School Name:	Northwest College Preparatory High School at the Fredrick Douglass Campus
School Address:	940 Fernwood Park, Rochester NY 14609
Principal:	Ms. Toyia Wilson
Accountability Phase/Category:	Improvement (year 1) Comprehensive Elementary English Language Arts, Elementary Mathematics
Areas of Identification:	Mathematics
Dates of On-site Review:	December 7-9, 2010

PART 1: MISSION STATEMENT

“The Northwest College Preparatory High School seeks to graduate students prepared to become good citizens, future leaders and meaningful contributors to society. Students will grow and learn in a safe and positive environment characterized by cutting-edge technology and highly skilled teachers.”

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The faculty has implemented vertical teaming by departments to review and analyze data. The review team, however, did not find evidence of the data analysis translating into classroom instruction.
- Ninety-five percent of all students were not tested in English Language arts (ELA) and mathematics, as required under the No Child Left Behind Act (NCLB). This was the second time that the school has not complied with the NCLB requirement within the past two years. There is no formal mechanism for the school and the Central Office to ensure that student testing lists are aligned with accountability data requirements prior to the submission of accountability testing results.
- There is limited time (over the summer) for the guidance department to review data for incoming seventh grade students to ensure appropriate classroom placements for incoming students.

RECOMMENDATIONS:

- The Department of Teaching and Learning should provide additional coaching to train staff in the use of data. The subject area coaches should model how to use data to inform instruction from review and analysis to lesson planning and classroom implementation.
- The District Office of Accountability, in conjunction with the school's registrar and counseling staff, should develop a formal mechanism to ensure that all students are tested as required by NCLB.
- The guidance staff should conduct a timely review of incoming seventh grade student placement folders to ensure appropriate classroom placement.

II. TEACHING AND LEARNING

FINDINGS:

- In many of the ELA and social studies classes that were visited, the level of rigor was not appropriate for a secondary college preparatory program.
- Many of the observed ELA lessons did not demonstrate effective use of classroom instructional time. In some instances, students were expected to read silently for forty minutes of the class.
- Mathematics teachers will need additional and on-going support to ensure implementation of the new Common Core State Standards.
- The Rochester Instructional Framework/Classroom Agenda was not always observed in classrooms. In some instances, the Agenda's use was cursory and did not provide the student with a clear lesson overview/expectation during class.
- In some of the classrooms that were visited, there was no clear system of organizing student work.
- In many of the classrooms that were visited, student work was not on display.
- The lack of classroom management in some of the classrooms that were visited interfered with the teaching and learning process.
- Materials that were distributed in some classrooms were not user friendly for all students, especially for students with disabilities. For example, in one classroom, the work sheet did not provide students with sufficient space to show all work required to complete the exercise. In another example, the graphic organizer was presented in a way that students were unable to use the handout for its intended purpose.

RECOMMENDATIONS:

- The Principal and the Zone Chief should organize professional development for faculty that examines appropriate levels of rigor for each grade level. School administrators, in

conjunction with department coaches, should schedule one-to-one coaching sessions with teachers to review lesson plans, lesson implementation materials and assessment materials during the remainder of the school year.

- The ELA coach should focus vertical team meetings on developing robust and comprehensive lesson plans that follow the Rochester Instructional Framework. School administrators and District Directors should ensure implementation through observations and frequent classroom walkthroughs.
- A mathematics coach position should be added to the school's faculty roster. The mathematics coach should be responsible for facilitating the vertical team meetings and providing direct coaching to improve the quality of teaching and learning.
- The administrative staff, as well as coaches, should conduct a survey on the use of the Classroom Agenda/ Rochester Instructional Framework (RIF). Vertical teaming and faculty meeting time should then be used to reinforce the importance of the RIF and Agenda's use and implementation for effective instruction.
- The administrative staff and coaches should encourage teachers during vertical team meetings to establish expectations for student notebooks. If such expectations exist, the department coaches should re-affirm the implementation of the expectations.
- The administrative staff should establish expectations for the display of student work in classrooms. Teachers should also be encouraged to use student work displays as teaching tools in the areas of rubrics, standards and teamwork.
- The administrative staff and the counseling staff should reaffirm the consistent use of Positive Behavior Intervention Support that the school has adopted.
- Discipline coaches, District Curriculum Directors, and the Director of Professional Development should provide teachers with learning opportunities on how to modify classroom-based learning materials to enhance student learning. The coaches and school administrators should review materials on a regular basis at team meetings to ensure their appropriateness for all students.

III. SCHOOL LEADERSHIP

FINDING:

- The school-based leadership team meets on a regular basis to discuss the on-going school improvement process.

RECOMMENDATION:

- The school-based leadership team, in conjunction with the Zone Chief, should continue to monitor the school's progress in the areas of ELA, mathematics and graduation rate for all students.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- The transition of students between grades six and seven into the school is hampered by the delayed transfer of cumulative folders from the elementary school. Counselors do not have all the available placement information during the summer student placement time period.
- The school, prior to program reductions, offered students a multi-day orientation program during the summer.

RECOMMENDATIONS:

- The District should ensure the timely transfer of student cumulative folders between the elementary and secondary schools to ensure that counselors have adequate time to place students in appropriate instructional programs.
- The school should consider re-instituting the summer orientation program. The school should consider using the Title I Improvement Grant 1003(a) to provide funding for this program.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Based on the review of available documentation, the review team was unable to ascertain whether professional development offerings were directly tied to areas of student need.
- There was limited evidence to document that professional development offerings within the school were regularly evaluated by the administrative team to ensure effective implementation.

RECOMMENDATIONS:

- The school administration, in conjunction with District administrative staff should review professional development offerings and make appropriate changes as necessary.
- School administrative team members should regularly review teaching and learning situations to ensure that the faculty is implementing new knowledge and skills gained through PD.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The movable partitions between classrooms were not effective at blocking noise between classrooms. Noise from other classrooms interrupted the teaching and learning process.
- During the course of the visit, there were extreme temperature variations between classrooms. Students and adults expressed concerns about the cold in the winter and the heat during the fall and spring.

RECOMMENDATIONS:

- The District should consider adding noise barriers to classrooms to ensure that the noise from one classroom does not interfere with instruction. The District should consider changing the moveable walls into permanent walls in a future facility upgrade initiative.
- The District Director of Facilities should inspect the building's heating, ventilation and air conditioning system and determine the cause of the extreme temperature variations and make the appropriate changes.

PART 3: CONCLUDING STATEMENT

The Northwest College Preparatory High School at the Douglass campus has many opportunities to offer its students who seek a College Board Certified Program. The faculty, staff and students were polite, helpful, and willing to meet with the review team. Based on the on-site review, the review team believes the building leadership working in conjunction with the faculty and staff, can develop and implement strategies to improve the school experience the students receive. The school leadership team, in conjunction with Central Office, should ensure that the Comprehensive Educational Plan addresses the findings and recommendations contained within this report.