Quality Review Report

2017-2018

P.S. K753 - School For Career Development

High school 75K753

510 Clermont Avenue
Brooklyn
NY 11238

Principal: Yvrose Pierre

Dates of Review:
December 13, 2017 - December 14, 2017

Lead Reviewer: Michele Ashley

The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

P.S. K753 - School For Career Development serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

Instructional Core		
To what extent does the school...	**Area**	**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 Finding**	**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	**Area of 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 Finding**	**Well Developed**

School Quality Ratings continued

School Culture

To what extent does the school...	Area	Rating
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults	**Additional Finding**	**Well Developed**
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	**Additional Finding**	**Well Developed**

Systems for Improvement

To what extent does the school...	Area	Rating
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	**Additional Finding**	**Well Developed**
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	**Additional Finding**	**Well Developed**
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	**Additional Finding**	**Well Developed**
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	**Additional Finding**	**Well Developed**
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	**Area of Celebration**	**Well Developed**

Area of Celebration

Quality Indicator:	**5.1 Monitoring and Revising Systems**	**Rating:**	**Well Developed**

Findings

School leaders and faculty purposefully evaluate data on student performance and behavior, credit accumulation and certification, and Individualized Education Program (IEP) goals. Faculty evaluates and adjusts available resources, professional development, and team practices to support student mastery of goals.

Impact

Strategic and consistent evaluation and adjustments increase the coherence of policies and practices across the school, with particular attention to the Common Core.

Supporting Evidence

- An analysis of student promotion data determined that students were leaving the school before the end of the term, hindering their ability to graduate. Based on this analysis, leadership implemented a schoolwide multi-cycle structure that allows students the opportunity to earn credits every ten weeks. School leaders and faculty track individual and schoolwide student performance data for each cycle, reviewing student course passing rates, credit accumulation, and New York State Regents participation and pass rates to permit students to progress to the next grade immediately upon completion of promotional requirements. According to leadership, the multi-cycle structure has motivated students to earn more credits and to be promoted at higher rates. A review of school data demonstrates that there has been an increase in annual student promotions, graduation rates, and Career Development and Occupational Studies (CDOS) certifications.

- Leadership and faculty continuously evaluate student behavior and individual achievement of goals. Student IEP goals are reviewed, tracked for progress, and adjusted based on mastery or additional student needs. Faculty adhere to a schoolwide *Inclusion/Movement to Least Restrictive Environment (LRE) Protocol* that combines input from related service meetings, Pupil Personnel Team meetings and faculty to make a formal recommendation to the School Based Support Team for re-evaluation. Using this protocol, there has been a 10 percent increase this year in the number of students moving to the Least Restrictive Environment. Leadership analyzes the Online Occurrence Report System (OORS) data to monitor incident levels and suspensions and has made intentional decisions to train staff in restorative practices and crisis intervention. At the time of the review, 83% of staff was trained in restorative practices and 73 percent was trained in crisis intervention, resulting in coherent intervention practices across the school. A comparison of OORS data from 2016 and 2017 reveals a 25 percent decrease in the number of incidents recorded, with a 59 percent decrease in the number of incidents at levels one to three.

- Leadership and faculty continuously analyze teacher performance data, teacher team notes, and inter-visitation feedback. Leadership tracks performance ratings, discusses observations to norm their practices, and monitors teacher growth. Leadership analyzes teacher content knowledge and makes purposeful decisions to hire staff with career and content knowledge. Leadership and faculty develop professional development topics and individual teacher support plans based on data trends. For example, a review of teacher data revealed the need for teacher support in student engagement and the use of higher-order questions in classrooms across the school. The schoolwide professional development calendar includes workshops on accountable talk, Socratic seminar, creating text dependent questions, and engaging students in learning.

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient

Findings

Teachers consistently provide entry points for all learners through the incorporation of visual images, vocabulary, and adult support but do not yet provide high quality supports and extensions. Teachers engage students in discussions, however, they are teacher driven and require teacher prompting in most classes.

Impact

A lack of high quality supports and extensions for some students limits their engagement and opportunities to demonstrate their thinking. Limited peer-to-peer discussions hinder students' opportunities to take ownership of their learning and independently share their thinking with peers.

Supporting Evidence

- Across classrooms visited, teachers used videos and visual images to provide entry points for students and scaffold their comprehension of written material. In science and English Language Arts (ELA) classrooms, the teachers shared videos related to the content. In the science classroom, students viewed a video presentation of a student experiment entitled the Soda Explosion to support understanding of how pressure leads to an eruption or explosion. In the ELA classroom, the teacher shared a video on Hiroshima to support understanding of the text *Hiroshima* by John Hersey. In a math classroom, the teacher provided images of a disaster shelter to support students in calculating the capacity of their school to be used as a disaster relief shelter. Although the use of videos and visual images supported student comprehension in most classrooms, a lack of high quality supports or guidance in the use of these images led to confusion or disengagement for some students, hindering their ability to complete the tasks effectively.

- Teachers and paraprofessionals review key vocabulary, orally translate text, and answer student questions during independent tasks. Teachers create word walls that display content vocabulary words and teacher created definitions. In some classrooms, teachers extend vocabulary development by allowing students to define and provide examples of key words in student friendly language. In a social studies classroom, the word wall included student definitions and examples of the terms *map*, *climate*, *civilization*, *geography*, and *man-made* and *natural disaster*. This level of extension is not yet present across all classes. Teachers and language partners also translate difficult text for English Language Learners (ELLs); however, this leads to dependence for some students and hinders their ability to independently engage in appropriately challenging tasks. A lack of high quality supports and extensions in some classrooms results in a lack of participation or incomplete tasks for some students. In a science classroom, students did not actively listen to or participate in a student share. In an ELA lesson, students were unclear how to use a distributed peer assessment tool.

- Teachers consistently use questioning to prompt students to complete tasks and engage in discussion. In a science class, the teacher prompted students to share their learning with their peers, posing questions such as "What are the causes of an earthquake and what are the causes of a volcano?" In a history class, the teacher asked one student, "Can you ask your classmate what climate is?" The teacher then prompted another student to respond, asking, "Do you agree with her?" Teachers do not yet provide students with the skills and strategies to initiate and lead peer-to-peer conversations and tasks at high levels, hindering students' opportunities to take ownership of their discussions and learning.

Quality Indicator:	**1.1 Curriculum**	**Rating:**	**Well Developed**

Findings

Curricula align to Common Core and Career Development and Occupational Studies (CDOS) standards and strategically integrate academic vocabulary and complex texts. Curricula include plans to support students via modeling, adult support, access to visuals and technology, and student choice.

Impact

Curricula demonstrate coherence across grades and subjects, and plans for access for individual and groups of students, including the lowest and highest achievers, promoting college and career readiness for all students.

Supporting Evidence

- School leaders and faculty ensure that all lesson plans identify the appropriate content, Common Core, or CDOS standards as they align to the learning objective. For example, an ELA lesson outlines the appropriate reading, writing, speaking, and listening standards to support the learning objective, "Students will be able to analyze evidence in their legal teams to determine which pieces of evidence are most important and why." A math lesson includes a learning objective that requires students to utilize a budget to make purchases from a given shopping list and also identifies the high school number and quantity standard to define appropriate quantities for the purpose of descriptive modeling. In a science and health lesson on the roles and responsibilities of first responders, the plan identifies the Common Core speaking and listening standards as well as the CDOS standard, "Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the work place." Consistency in the alignment of curricula to appropriate standards results in coherence across all grades and contents areas.

- A review of lesson and unit plans reveals the strategic integration of academic and content vocabulary in all content areas as well as opportunities for students to engage with literary and non-fiction text. Lesson plans include key vocabulary and plan for the introduction and use of vocabulary in a variety of learning tasks. A math lesson includes the vocabulary words, *measurement*, *storage*, *supply*, *square foot* and *cot* and requires students to calculate the square footage of the classroom to estimate the storage capacity for shelter cots. A social studies lesson includes the key vocabulary from the text *Weslandia,* and requires students to write a letter to the main character. Lesson plans across contents require students to engage with complex text in hard copy, excerpts, or through online resources. Plans list websites and online resources to be shared with students as supplemental resources. For example, the above math lesson includes informational text and websites for information on disaster planning.

- Lessons include planning and revisions to support individual and groups of students based on performance, assessment data and IEP goals. Lessons plan for modeling and adult support by teachers and paraprofessionals. Lessons include videos and copies of visual images, as well as the distribution of technology to provide student access to online resources and translation software. A social studies lesson identifies ELL students who will receive push in support and translation tools to practice reading in English. A math lesson includes strategies and prompts for individual students to maintain and increase their focus and engagement. One strategy includes giving a student the opportunity to lead a group or lesson or take a walk with her paraprofessional to regain focus. Lessons across content areas plan opportunities for student choice of process or presentation. A science lesson states that students can make a prediction using words, drawings, or a combination of the two.

Quality Indicator:	2.2 Assessment	Rating:	Well Developed

Findings

The vast majority of teachers use and create assessments and performance tasks to offer a clear portrait of student mastery. Faculty use baseline, New York State assessments, and performance tasks to track student progress and make decisions regarding performance tasks, pacing calendars and instruction.

Impact

Assessment data provide actionable and meaningful feedback to students and teachers so that students demonstrate increased levels of mastery on New York State and alternative assessments.

Supporting Evidence

- All teachers create and administer assessments aligned to the New York State Scope and Sequence. Teachers use baseline and summative assessments and performance tasks to create a clear portrait of student mastery. For example, faculty has identified five traits that are required to reach mastery on the ELA performance tasks. These tasks include finding the central idea, argument and counterclaim, support and command of evidence, organization and coherence, and conventions. These traits are assessed from grade nine through grade twelve. Assessments across all grades align to a common grading policy. Writing across content areas is assessed using a school based *Universal Writer's Rubric* and *Universal Writers Checklist.* A review of student work samples provides evidence that teachers use these assessment tools and performance task rubrics to provide students with actionable and meaningful feedback that result in improvements to student tasks and performance.

- Faculty use data from baseline ELA and algebra assessments administered in October, performance tasks administered in May and periodic mock performance assessments to track student progress across identified skills. Teachers use this data to set performance goals for students and make key decisions regarding curricula and instruction. Leadership and faculty analyzed student performance on the five ELA traits from the baseline assessment and used it to set individual goals for students and to supplement the curricula with targeted lessons aligned to the specific skills. A review of curricular documents reveals the strategic integration of lessons and tasks aligned to the five traits. Data from the New York State Regents exams administered in January and June are also tracked and analyzed for mastery. A review of Regents performance data from 2015 to 2017 indicates that there has been an increase in the number of students taking and passing Regents exams. In 2015, 25 students sat for Regents exams compared to 55 in 2017 and 23 percent passed the exams in 2015 compared to 38 percent in 2017.

- Faculty analyzed the performance on the 2017 baseline assessments in ELA and algebra and determined that the majority of students performed at a Level 1. Based on the analysis of this data and the specific skills identified as in need of improvement, teachers adjusted the math syllabi and developed an ELA preparation tool for teachers. Teachers strategically inserted a unit on creating and using functions into the math syllabus and created a *Guide to Preparing Students for the ELA Performance Tasks.* This guide includes targeted tasks and completion dates that align to six foci. The six foci support the five ELA traits and include key vocabulary terms such as *task*, *context*, *prompt*, and *guidelines*, as well as, annotation strategies, transitional words and phrases, and question prompts.

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed

Findings

School leaders provide training and consistently communicate high expectations for teaching and learning through feedback, staff bulletins, and professional development. Faculty systematically communicates a unified set of high expectations for learning, school culture, and paths toward college and careers.

Impact

Clarity of expectations and ongoing support result in a culture of mutual accountability. Effective guidance and advisement ensures that all students, including high need subgroups, are prepared for the next level and the world of work with real world experience.

Supporting Evidence

- School leader feedback and training is based on student and teacher data collected from baseline assessments, observations, and teacher performance. A monthly professional development calendar outlines department meetings and all staff training sessions. Leaders distribute the calendar to all staff and include designated dates, the schoolwide focus for team meetings, and topics for each training session. January 2018 topics included annotating text, crafting text dependent questions, responding to text dependent questions and, "How do we utilize Regents data in curriculum planning?" These topics align to the five ELA traits and support the foci of the performance task guide. Observation reports include clear expectations for improvements in teacher practice and highlight teacher peers who provide support to their colleagues through collaboration, inter-visitation and lesson feedback.

- Leadership consistently communicates expectations to all staff via site-specific staff handbooks disseminated at the beginning of the year and the monthly *Buzz*. *The Buzz* is a school newsletter that articulates the school's mission, core beliefs, and vision in each volume. *The Buzz* also includes the School Comprehensive Education Plan goals for 2017 – 2018, including expectations for measurable improvements in credit accumulation, attendance rates, career pathway certifications, and parental involvement. School leadership and faculty also use *The Buzz* to highlight best practices and expectations for learning. In the December 2017 volume, a teacher highlighted her students' participation in a simulated conference on solutions to combat the potential launch of a nuclear weapon and solicited her colleagues' support in preparing her students to make a professional video of their presentation. Clarity of expectations and opportunities for collaboration, inter-visitation, and peer support create a culture in which teachers assist their colleagues and hold each other accountable for common expectations.

- Faculty systematically communicates high expectations for graduation and CDOS certification for all students, including high-need subgroups. Teacher teams and staff create individualized programs and make targeted adjustments to schedules and systems to ensure that students are prepared for the next level. Multi-cycle terms and abbreviated programs support students in achieving the required credits for promotion and graduation. Teachers strategically track student mastery in each content area using *Student Progress Monitoring Sheets* and review pass rates, credit accumulation, and Regents performance to promote students at the end of each cycle. Teachers and guidance staff communicate regularly with students to keep them informed of their progress and provide motivation to complete coursework. Consistent communication with students regarding their progress has led to a 43 percent increase in students graduating via standardized assessments and a 25 percent increase in the granting of CDOS commencement credentials in 2017. According to the *CDOS tracker*, 21 of the students on track to graduate in June 2018 will also be CDOS certified.

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Well Developed

Findings

The vast majority of teachers is engaged in inquiry and systematically analyzes student work samples, teacher plans, instructional practices, and assessment data for students they share.

Impact

Teamwork strengthens the instructional capacity and results in school-wide instructional coherence evident in cross-subject themes, common instructional practices, and increased student achievement. Collaboration results in shared improvements in instruction and mastery of goals for groups of students.

Supporting Evidence

- All teachers participate in inquiry based collaboration in department and specialized teams, including student transition, STEAM (Science, Technology, Engineering, Art and Math), and Measures of Student Learning (MOSL) teams. Teachers follow a common collaborative inquiry structure that uses structured protocols to look closely at student and teacher work and performance data. Teachers across departments present student work samples using a Common Core aligned rubric, receive feedback and next steps from their colleagues, and apply them in the classrooms through individual, small group, or whole class instruction. Teachers introduce work samples with a *Student at a Glance* overview that shares information regarding the sample student's grades, credits, reading and math performance levels, test history, performance task levels, attendance, Regents scores, and assigned counselor. Team members share feedback using a BSCD (*Brooklyn School for Career Development) Standards Protocol* that requires team members to share descriptive, interpretive, and evaluative feedback. A review of minutes reveals that feedback is recorded and shared and is used to follow-up on the effectiveness of the next steps.

- Leadership shared that teacher teams have been focused on the instructional domains of the Danielson *Framework for Teaching*. Teachers also shared that collaboration and a focus on instruction have led to increased performance on ELA traits on mock performance assessments and improvements in their instructional practice schoolwide. Based on a comparison of 2016 and 2017 observation data, there has been a 16 percent decrease in the number of teachers rated Developing, a 13 percent increase in Effective ratings, and a 3 percent increase in Highly Effective ratings for Knowledge of Content and Pedagogy and Designing Coherent Instruction. A focus on instruction across all teams has resulted in improved teacher capacity.

- Teacher teams systematically analyze student data, classroom practices, and student work for students across the grades. Teacher analysis has resulted in the development of schoolwide teaching practices and strategies for students. Teachers have adopted common writing practices to support improvements in the five ELA traits across content areas. Common strategies for annotation and writing from sources are identified in the performance guidelines and implemented across content areas. For example, teachers use an IREAD (Identify, Relate, Evidence, Ask questions, and Draw conclusions) strategy in ELA, science, history, and health classes. Teachers across contents track student mastery of identified competency skills for each class. A review of content area tracking sheets show mastery for groups of students. For example, a science sheet provides evidence of mastery for groups of students in lab safety, contour, and profile maps. Analysis of key skills and elements of teacher practice has led to mastery of skills for students and increases in credit accumulation, promotion, and graduation rates.