Quality Review Report

2017-2018

Juan Morel Campos Secondary School

Secondary School 14K071

215 Heyward Street
Brooklyn
NY 11206

Principal: Esther Shali Ogli

Dates of Review:
May 22, 2018 - May 23, 2018

Lead Reviewer: Marion Wilson

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

Juan Morel Campos Secondary School serves students in grade 6 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**	**Proficient**
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**	**Proficient**

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**	**Proficient**
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations	**Area of Celebration**	**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**	**Proficient**
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**	**Proficient**
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**	**Proficient**
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	**Additional Finding**	**Proficient**

Quality Indicator:	**3.4 High Expectations**	**Rating:**	**Well Developed**

Findings

School leaders consistently communicate elevated expectations to the entire staff about teaching and learning. Teacher teams establish a culture of learning that systematically communicates non-negotiables for all students.

Impact

As a result, there is a culture of mutual accountability and well-coordinated support system in place for teachers to meet expectations and for students to own their educational experience and to be prepared for the next level.

Supporting Evidence

- School leaders consistently share and model best practices to foster a culture of reciprocal accountability and sophisticated system of supports for the implementation of such expectations. These agreed-upon expectations have helped to propel teaching and learning to ensure greater coherence of effective practices across the school. Both school leaders and teachers were able to clearly articulate the school's vision and theory of action as essential tools in establishing clear expectations for the work they do around planning and preparation, classroom environment, instruction, and their professional responsibilities. For example, the principal shared that the working theory of action, which was collaboratively created by the instructional cabinet, includes teachers. The school's theory of action is centered upon providing scaffolds within rigorous Common Core Learning Standards-aligned curricula for students which will help them perform well on State exams. These expectations are constantly revised as lesson plans are created and revised as well as referred to when there are professional learning opportunities and walkthroughs. As a result, expectations are shared, communicated, and supported with a system of accountability for the fulfillment of stated expectations.

- Teachers and other staff have a set of clear, systematic structures such as student teachers which helps articulate high expectations while helping students hold themselves accountable for meeting expectations related to college and career. During the school visit, student teachers, known as teaching assistant scholars (TAS), lead instructional activities in math and science classrooms. Students gave presentations to their peers, engaged in self- and peer-assessments on the quality of their work teaching and their overall abilities to communicate. Students shared testimonies on the impact of the program such as college acceptances and scholarships to the cooperating school, Lehman College, as well as deciding on either majoring in the sciences or teaching because of this experience. The vast majority of students articulated that they are prepared to meet the challenges in college because of this unique experience.

- Students are able to articulate a clear understanding of what is expected of them to reach the next level in their educational journey or career as well as the areas where they have met such expectations. There are regularly scheduled student-led conferences in which students critically look at their work over the course of a given semester and articulate their strengths and apparent next steps according to a rubric. Students are able to take ownership of their role in completing the necessary steps to secure internships or applying for college in order to meet post-secondary goals and plans. Students shared that they receive extensive personalized attention from their College Bound Initiative counselor; assistance in arranging auditions, personal essay writing; and by taking different Advanced Placement (AP) classes, and college-level courses. As a result, the school has courses that result in an arts-endorsed Regents diploma for graduating seniors.

Quality Indicator:	**1.2 Pedagogy**	**Rating:**	**Proficient**

Findings

Most teaching practices are aligned to the curricula and reflect the belief that students learn best when they have opportunities to work in small groups with differentiated tasks and are provided with tiered vocabulary. Teaching strategies in most classes consistently provide multiple entry points into the curricula.

Impact

While students in most classes produce meaningful work products, there are missed opportunities for strategic supports so that high performing and struggling learners are appropriately engaged in challenging tasks. Teaching strategies that engage students in cooperative small groups are not implemented in the vast majority of classrooms.

Supporting Evidence

- Most teaching practices are aligned to the belief that students learn best when they are provided with opportunities to engage in rigorous, cognitively challenging instructional content incorporating differentiated tasks and products. The instructional focus for the school year is articulated as, "Students will make their thinking visible through rich and dynamic writing tasks using strategies developed to help students." For example, during the school visit, the majority of classes incorporated an element of writing into their lesson. Students had opportunities to write their thoughts on activity sheets using content specific and academic vocabulary. However, there were a few missed opportunities for demonstration of this focus in the vast majority of classes visited.

- Most instructional strategies incorporate the belief that students learn best when it is student centered with small heterogeneous groups formed to empower student voice. In one class visited, students were grouped to work on operations with polynomials, linear systems, and exponential functions. Students worked on appropriate problems at their tables and were able to review problems that they were not able to solve by working cooperatively and discussing each problem. In another class visited, students were engaged using the see-think-wonder protocol and graphic organizer to respond to questions related to data-reflecting patterns about Earth's temperature. Students used tablets, charts, graphs, and tiered vocabulary words to help them write out explicit responses. As a result, most teachers plan lessons and give opportunities for students to work together in partnerships or with a small group.

- Most teaching practices and instructional tasks use scaffolds, questioning, and multiple entry points to ensure English Language Learners (ELLs) and students with disabilities have access to challenging content material. During class visit, most classes provided students with entry points for access to navigate content. These included illustrations that accompanied text, images, videos, teachers reading aloud to students, graphic organizers, tiered vocabulary scaffolds, and question prompts. In most classes visited, students had access to a basket with a variety of learning tools to support them. These materials included definitions and examples of math concepts, color-coded notes, important vocabulary terms, and sample-completed problems, with steps on how to solve different types of equations and word problems. In another class, students said they referred to the math-talks-moves anchor chart, which helped them work though talking about their work with a peer who was stronger in the particular math concept. However, in a social studies lesson, students struggled to read the article and shared that they were not clear on some of the vocabulary words in order to understand the article. A few students sat quietly and were not sure how to approach the article. There were a few missed opportunities for well-coordinated scaffolds and extensions for students performing above or below expectations for the lesson.

Quality Indicator:	**1.1 Curriculum**	**Rating:**	**Proficient**

Findings

School leaders and faculty align most curricula to rigorous content and Common Core standards and integrate the instructional shifts. There are scaffolds, vocabulary strategies, and tiered supports to support ELLs and students with disabilities during lessons.

Impact

Decisions to build coherence, promote college and career readiness skills for all students are evident in written curricular documents. Curricula and academic tasks are accessible for a variety of learners.

Supporting Evidence

- Written curricular maps include assessments and those reviewed illustrated that the needs of diverse learners are met and explicitly referenced what students need to know in order to successfully complete a unit. Written documents incorporate an element of writing across disciplines. For example, to help build coherence and support students, mathematical practices are embedded throughout curricular planning documents and within academic tasks. Sample objectives lifted from written curricular documents include, "I can solve open-ended Regents questions about solving polynomial operations, exponential fractions, and graphing functions." In a science plan, the activity posed the following question, "How do you think Earth's temperature will change over the next 100 years. Please explain your answer." Another activity packet on climate change and human impact included the task, assessment criteria, and a list of key terms students would need to access the content.

- Tasks include built-in supports for students to access challenging content. *Prove it* questions are listed in curricular tasks to have students explain and justify their thinking. Some examples are, "What are some big ideas shown here? What did you do to find yourself doing that?" These types of questions allow students to be meta-cognitive and provide a rationale for the steps taken. A laminated support card included roles for students when reading closely and provided visual and written clues for students on comprehension skills. For example, "think of questions as you read and depict a student raising their hand and when you are confused try to clarify what a text says when you don't understand some words and it shows a magnifying glass." These types of supports helped students make meaning of unfamiliar words and comprehend what they are reading. In a social studies group-work task about the Rwandan Genocide, students had to answer questions related to the objective. One of the tiered tasks was available in both English and Spanish and asked students to explain the historical context and describe the human violations that were committed because of this event. Students had to explain their thinking and cite evidence to support. Most tasks are created to have scaffolds to help ELLs access challenging content and make their thinking visible.

- There are leveled texts and questions to support student discussions written out in tasks. For example, leveled-math questions include, "Can you create and solve a problem similar to this one? Can you make a model to show that? How would you describe this problem in your own words? Which words are important? Can you explain the steps you think we should take?" These questions were translated into different languages to support students being able to access the same type of questions in their native language. In most tasks and curricula, there are tiered questioning, vocabulary words, and differentiated activities to support high, medium, and struggling groups.

Additional Finding

Quality Indicator:	2.2 Assessment	Rating:	Proficient

Findings

Teachers use and create common curricular-aligned assessments, rubrics, and grading policies. The use of common assessments helps to determine student progress toward goals across grades and subject areas.

Impact

Students receive actionable feedback from teachers to help them know their next steps. The results from common assessments are used to adjust curricular units, pacing calendars, and instructional practices.

Supporting Evidence

- Teachers design common curricular-aligned assessments that include both formative and summative assessments. Students work on *iReady* and the results of the assessments inform grouping, modifications to tasks, and differentiation for daily instruction. Diagnostic assessments are administered twice per year and help to guide revisions made to units and the design of future assessments. After reviewing *Gates-MacGinite* assessment data, teachers designed a more intensive intervention schedule to support students who struggled with English Language Arts. Similarly, students who had difficulty in Algebra, received support through an online blended learning program called Think Through Math to help them acquire the necessary arithmetic and algebraic skills. Teachers create *Frayer* models for students to help them work through explaining their thinking in math as a result of mock Regents exam constructed responses.

- Students receive actionable written and verbal feedback on their work in order to make improvements or redo assignments and assessments. Evidence reviewed showed that the school uses rubrics and checklists to provide most students with standards-aligned feedback. Most feedback to students included how they could revise their work. One example of feedback viewed stated, "Double check your math and don't round until the end. Next time more hands-on activity and math test prep questions." However, students were unable to articulate how they have been able to make lasting meaning from feedback by incorporating it into their day-to-day learning styles and practices.

- After analyzing the results from mock English Language Arts and math State exams and other assessment data, intervention groups were created to support students' learning needs. Intervention strategies such as small guided group instruction were planned with a strategy focus related to prioritized standards. Teachers also invited students to attend Saturday and winter academies to help remedy the gaps that were identified in the data. Another task had reminder rules for working with integers with definitions and sample problems on how to add, subtract, divide, and multiply integers.

Additional Finding

Quality Indicator:	4.1 Teacher Support and Supervision	Rating:	Proficient

Findings

Feedback to teachers accurately captures teachers' strengths, and challenges using the Danielson *Framework for Teaching*. School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps.

Impact

Feedback reports demonstrate that teachers receive regular feedback that is connected to the classroom observation and the analysis of student work products that helps to promote professional growth. Feedback articulates clear expectations for teacher practice and supports teacher development.

Supporting Evidence

- Most teachers receive feedback and next steps in observation reports that reference the school's instructional focus on planning rigorous and engaging curricula for students. Feedback written in a report reviewed during the visit stated, "You might also consider expanding the repertoire of assessment strategies. Perhaps a written reflection by students would capture some of their thinking and ideas about content…The reflections might also give you more ideas about what students need to fully participate in a Socratic seminar." The teacher, who was also part of one of the teacher team meetings, shared that feedback has helped strengthen teachers' use of silent, written reflections during class to better assess student understanding.

- During the frequent observation cycles that are conducted, specific school-based components focus on student-centered learning. School leaders place a great deal of emphasis on students being able to use time wisely during lessons to foster student engagement. Sample feedback from an observation report was, "Your lesson is overly ambitious time wise, pare down the number of problems and allow students to spend more time struggling with one or two rigorous problems." In addition, several reports also incorporated feedback about the use of tiered vocabulary words to support ELLs in classes. In a report reviewed as evidence, it stated, "Please work with your cooperating teacher to develop strategies that will help embed tier-three vocabulary words into your daily instruction. Also, be mindful that since reading is a major part of science learning, students should have access to the content so teaching them vocabulary strategies will aid in their writing of science-related tasks." As a result, the design of future science activities and tasks included more explicit vocabulary instruction. Most feedback to teachers helps them improve their practice as well as student progress.

- As a result of written feedback from observations, teachers are designing more rigorous tasks that are aligned with the Common Core and Regents exams. Accountable talk conversations as well as student engagement including increased student participation in classroom discussions have increased because of feedback given to teachers. During the teacher team meeting, teachers shared that they are depending on their understanding of the components of the Danielson *Framework for Teaching* and have received accurate descriptions of strengths and areas of growth from their administrator-in-charge. One teacher shared, "I receive regular feedback, even if it is non-evaluative from school leaders and now it is easier for me to understand my strengths and challenges and how to best implement my next steps." Next steps in most observation notes align with school goals and help to improve overall teacher practice.

Additional Finding

Quality Indicator:	4.2 Teacher Teams and Leadership Development	Rating:	Proficient

Findings

Most teacher teams are engaged in using a structured, inquiry-based professional collaboration. Teacher teams consistently analyze assessment data and student work.

Impact

As a result of teacher team work, curricular planning has improved as well as the implementation of engaging lessons which has also led to the strengthening of the instructional capacity of most teachers. Teacher teamwork also has resulted in improvements in teacher practice and progress toward goals for groups of students in their academic vocabulary and writing across subject areas.

Supporting Evidence

- Professional collaborations allow teachers to help build coherence across grades and subjects that are helping to streamline the use of common assessments and teaching strategies. For example, many teachers analyze data from the Writing Is Thinking (WIT) curricular tasks and are able to tailor instructional interventions and revise curricula in response to student writing samples. The quantity and quality of students' writing includes them elaborating on their thinking with relevant details which is a direct result of the work of teacher teamwork. In addition, teacher teams attempt to focus meetings on reviewing their assessment practices and the gaps that persist for students with disabilities. Teams are regularly looking at performance data and research-based practices to find ways to support special populations. As a result of the coordinated work of teacher teams analyzing student work using the Hochman Writing Method, teachers are providing students with more critical feedback with a strategic focus on vocabulary instruction and acquisition. Writing across subject areas has also improved. Teamwork is helping to close the achievement gap for students with disabilities and continues to find ways to increase student achievement for all learners.

- Grade-level and department teams work collaboratively, vertically and horizontally, in evidence-based action cycles to review WIT tasks in order to target the high-leverage writing skills that students need to clarify their thinking, write with clarity, and communicate their ideas clearly. Teachers analyze the results of writing skills and discern the types of interventions or supports students will need. A review of data from one of the meetings revealed that teachers decided to incorporate more vocabulary instruction of tiers-two and -three vocabulary words to target their ELLs. Social studies, math, and science teachers began incorporating similar sentence starters, and tiered vocabulary instruction into their daily routines. Teachers across most subject areas shared during the teacher-team meeting that they are seeing consistent improvements to students' overall grade percentages and to their use of more innovative and effective teaching strategies.

- Most teacher teams work with a coach in teams to review student work and assessment data using a tennis chart to break down the target students' written work including baseline, formative, interim, and summative writing samples. Teachers note what students are able and not able to do while planning for the necessary scaffolding to support their learning. For example, in order to incorporate more reflective writing for math, teachers in that department realized that students needed additional meta-cognitive and reflective questions to answers after completing a lesson. Some sample questions include, "Describe a new strategy you learned. Explain how you challenged yourself. Describe a mistake you made and what you learned from it." The work of inquiry teams is leading to more effective use of data to revise curricula across subject areas.