Quality Review Report

2014-2015

High School of Sports Management

High School K348

2630 Benson Avenue
Brooklyn
NY 11214

Principal: Robin Pitts

Dates of review: April 22, 2015
Lead Reviewer: Isabel DiMola
The School Context

High School of Sports Management is a High School with 290 students from 9 through grade 12. The school population comprises 72% Black, 17% Hispanic, 6% White, and 3% Asian students. The student body includes 4% English language learners and 19% special education students. Boys account for 89% of the students enrolled and girls account for 11%. The average attendance rate for the school year 2013-14 was 82.50%.

### School Quality Criteria

#### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>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</td>
<td>Additional Findings</td>
<td>Developing</td>
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<tr>
<td>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</td>
<td>Focus</td>
<td>Developing</td>
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<tr>
<td>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</td>
<td>Additional Findings</td>
<td>Proficient</td>
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#### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations</td>
<td>Celebration</td>
<td>Proficient</td>
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#### Systems for Improvement

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<th>To what extent does the school…</th>
<th>Area of:</th>
<th>Rating:</th>
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<tbody>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Findings</td>
<td>Proficient</td>
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Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings
School leaders communicate high expectations to the entire school community, including teachers, students, and families. Parent workshops, professional development and teacher feedback support the belief that all students are to be on a path of college and career readiness.

Impact
Structures supporting high expectations across all constituencies result in strengthening school-family partnerships that focus on students’ achievement of college and career ready skills and behaviors. There is accountability among teachers for meeting school expectations around teaching and learning.

Supporting Evidence

- Articulation of high expectations by school leadership includes an understanding that the Danielson Framework for Teaching is at the core of teacher practice. Through faculty and individual planning conferences, grade and department meetings and professional development, teachers are immersed in the Danielson framework. Conversations with school leaders and teachers evidence that the school is working toward providing students with opportunities for excellence through planning and implementation of units of study and lessons that provide all students with opportunities to access content and to demonstrate their learning through multiple pathways. Teachers can articulate the expectations of the Danielson rubric, share that supervisors support their understanding of expectations and that feedback on their practice is meaningful and provides clear next steps toward improving pedagogic practice.

- Regular communication with parents includes phone calls, emails, letters, and End Grade, an online system that parents can access, progress reports and report cards as well as video webinars in mathematics. These structures provide parents with a clear understanding of expectations and student progress providing several mediums for ongoing conversations with teachers and administrators.

- Workshops for parents build an understanding of college and career readiness skills the school stresses to support student growth. There is a shared expectation that students demonstrate personal behaviors conducive to success, including responsibility, perseverance, determination, honesty and integrity. Parents partner with the school by holding students accountable for the behaviors at home that they are expected to demonstrate at school. Workshops also engage parents in understanding of the Common Core Learning Standards and provide opportunities for families to engage in learning with their children. Parents share that teachers encourage parents to work with students at home and “families are given resources for home like frameworks for time management, study schedules and websites that help us help our children.”
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Developing |

Findings
Teaching practices are beginning to reflect a set of beliefs on how students learn best that is informed by the Danielson Framework for Teaching. However, the use of multiple entry points and extensions to provide access to the curriculum for all students and the use of questioning and discussion to foster structures for student to student development of deep reasoning independent of teacher direction varies across the school.

Impact
As a result of inconsistent teacher practices, some students, including students with disabilities, do not have daily opportunities in all subject areas to tackle challenging and engaging tasks that enable them to demonstrate higher-order thinking skills in their work.

Supporting Evidence

- Across grades and content areas lessons are structured with clearly articulated learning targets, an opportunity for the whole class to receive direct instruction and time for group or independent work. For example, an upper level math class had a learning target of "I will be able to correctly substitute into and solve trigonometry equations using double angles." The teacher modeled a problem for students, followed by a problem done collectively by the class. Students then worked independently on a series of problems that aligned to the learning target.

- A review of lesson plans and unit plans show that some teachers plan multiple entry points and scaffolds for students. However, teachers do not always incorporate the strategies when implementing the lessons. As such, students at differing levels are given the same access points to the work allowing some students to deeply engage with the material and reach or exceed standards, while others including students with disabilities are frustrated and unable to make adequate progress. For instance, a tenth grade science class had all students all working on the same task and answering the same series of question. During the summary class share out, a few students actively participated in answering questions while others did not complete the task with some having difficulty accessing the documents to formulate answers.

- In most classrooms visited, teachers asked questions to elicit responses regarding content. However, in only two of nine classes visited were questions used to stimulate student-led discussion. In the remainder of the classes, teacher-directed questions led to a teacher-student-teacher cadence of conversation.
**Additional Findings**

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

The school is creating curricula across grades aligned to the Common Core Learning Standards including developing tasks and activities that integrate the instructional shifts and provide access to the curriculum for all learners.

**Impact**

The decision to focus on developing curricula that align to the Common Core Learning Standards is beginning to influence planning that provides students access to the curricula and the formation of tasks to cognitively engage students.

**Supporting Evidence**

- Units of study across content areas integrate the Common Core Learning Standards and instructional shifts, including argumentative writing, text-based response, multi-step problem solving and content-specific vocabulary. Some units of study evidence the creation of text-dependent questions and rigorous activities that require productive struggle and demonstration of higher order thinking to complete. For example, a grade ten global history unit plan provides for students to analyze the relationship between the Industrial Revolution and the rise of socialism and communism throughout the world.

- Unit plans and lessons across grades incorporate academic tasks; however, multiple access points and scaffolds to meet the needs of all learners are not consistently articulated within planning documents. Most units of study do not specifically articulate multiple access points for all learners, providing only general lists of Universal Design for Learning strategies that include graphic organizers, visual aids and technology. Planning documents including lesson plans show inconsistencies in how teachers are planning lessons that differentiate to meet the needs of all learners.

- Although some units emphasize activities that promote academic rigor and critical thinking by students, there is disparity in the depth and quality of the unit plans. For example, a 9th grade unit in English language arts clearly articulates tasks that require students to engage in several writing tasks using research and analysis in order to develop a claim and address a counter claim. This process is followed by a culminating task of answering a complex question related to the themes of the texts read during the unit. Whereas, in a science unit of study, planning documents set forth a series of basic fact and comprehension questions and do not provide opportunities for students to build their cognitive skills.
Quality Indicator: 2.2 Assessment  Rating: Proficient

Findings
Teachers across content areas use common assessments, ongoing checks for understanding and track student progress, making adjustments to curricula based on their findings.

Impact
The school’s systems that monitor progress by looking at student work, analyzing data and incorporating formative assessments during instruction inform adjustments in unit and lesson planning to meet the needs students.

Supporting Evidence

- The school utilizes data from common and summative assessments as well as from historical NYS State Assessments and Regents exams to understand where students are in their learning. At regulated intervals during the school year, administrators analyze data through item analysis to measure student performance and progress along the standards by grade, subject, class, sub-group and for individual students. For example, ongoing monitoring of data indicated that students were not adequately articulating and supporting the inclusion of counter-claims in argumentative writing across content areas. Therefore, teachers collaborated on methods to infuse strategies and tasks into curricula that supported this skill in all subjects resulting in a majority of students showing gains as measured by analysis of tasks using school-created rubrics.

- Ongoing checks for understanding are evident in many classrooms. These include student conferences, exit slips, teacher observations and individual notes on student performance. Teachers collect data and modify instruction either during the course of the period or during follow-up lessons. For example, a science lesson plan showed modification of the learning target based upon the previous day’s student exit slips.

- Students are using rubrics and self-assessments to identify next steps in their learning. Across content areas students have opportunities to reflect on their work to understand what is needed to reach and exceed learning targets. Teachers use conferencing with students to gauge the depth of student understanding of the task, rubric and standard. These meetings allow students to have clarity on their next steps, for example, a student explains, “Talking to my teacher about my work gives me more understanding of what I have to do better to get a higher grade and move to the next part of the project.”
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<th>Quality Indicator:</th>
<th>4.2 Teacher teams and leadership development</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**
Teachers engage in inquiry-based professional collaborations that support analysis of classroom practice and assessments and the implementation of the Common Core Learning Standards, embedding processes that allow teachers to have input on key decisions about curricula and teaching practice.

**Impact**
The work of the teacher teams is resulting in growing school-wide instructional coherence, improving teacher practice and student progress, with distributed leadership structures that affect learning throughout the school.

**Supporting Evidence**

- All teachers participate on inquiry teams across grades and content areas that analyze data from multiple sources including baseline and culminating unit assessments in all subject areas, Measures of Students Learning (MOSL) and writing tasks across content areas, as well as data results from online programs such as Castle Learning and Delta Math. The work of inquiry teams has uncovered a school-wide need for students to build skills in developing counter claims supported by relevant textual evidence. As such, the teams revise units of study and lesson plans to increase opportunities for students to engage in tasks that promote mastery of the targeted skills, resulting in a third of the students targeted making substantial gains toward reaching their learning goals as measured by a mid-year assessment.

- Inquiry teams use multiple sources of data including student work, Measure of Student Learning (MOSL) assessments, Castle and Delta data and pre and post unit assessments in all subjects, to understand trends across the grades, classes and for individual students. Changes to curricula align to data as evidenced by the incorporation of activities that are cognitively challenging. Group and individual work allow students to engage in productive struggle in response to data showing that students have difficulty in activities that require perseverance and high levels of cognitive engagement.

- Teacher leaders collaborate with administrators in creating and implementing a professional development plan, receive support in building leadership and facilitation skills, and are leaders of the professional learning communities. During a teacher interview, teachers shared that they have a growing understanding in using data to uncover the needs of students and to better assess the impact of their instruction on student learning. They further explained that the team structures allow teachers to take on leadership roles and that they are encouraged to offer input into crucial school-wide decisions, including curricula revision, use of resources, and implementing strategies that expand opportunities for students. For example, teacher leaders in English language arts facilitated the modification to units of study to ensure alignment to the Common Core Learning Standards, the instructional shifts as well as to embed supports and opportunities for students to practice acquiring prerequisite skills necessary to complete Common Core Learning tasks in all content areas.