Quality Review Report

2016-2017

High School of Sports Management
High school 21K348
2630 Benson Ave.
Brooklyn
NY 11214

Principal: Robin Pitts

Dates of Review:
May 4, 2017 - May 5, 2017

Lead Reviewer: Rod Bowen
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


School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
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</tr>
<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 Finding</td>
<td>Developing</td>
</tr>
<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>Area of Focus</td>
<td>Developing</td>
</tr>
<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 Finding</td>
<td>Developing</td>
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### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
</tr>
<tr>
<td>3.4</td>
<td>Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
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### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<tbody>
<tr>
<td>1.3</td>
<td>Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
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<tr>
<td>3.1</td>
<td>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</td>
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<tr>
<td>4.1</td>
<td>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</td>
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<tr>
<td>4.2</td>
<td>Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
</tr>
<tr>
<td>5.1</td>
<td>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</td>
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</table>
Area of Celebration

**Quality Indicator:** 1.3 Leveraging Resources

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<tr>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders ensure that technology, space, budget, and partnerships are leveraged in support of the school's instructional goals. Student programming and teacher assignments are purposeful.

**Impact**

Students have access to opportunities and courses that lead to college and career readiness and allow them to engage in meaningful work.

**Supporting Evidence**

- Considerable resources have been allocated to increase student access to computers. In addition to a dedicated student computer lab, a number of desktop computers and over 20 laptops have been purchased. Students now have access to computers every day both before and after school. Students noted that the availability of computers allows them to submit assignments on the web-based grading platform more easily, particularly those students who do not have computers at home.

- The school, in collaboration with other schools in the building, leveraged space, time, budgetary, and programming resources to expand Advanced Placement (AP) course offerings. As a result, AP courses in English literature and composition, United States government, environmental science, statistics, calculus, and computer science are available to students in the building.

- Incoming students’ eighth grade test scores inform purposeful grade nine programming. Specifically, students are assigned to double periods of math instruction and/or a literacy class intended to accelerate learning in preparation for the upper grades. Similarly, assessments taken in June serve as baselines for the following year and guide student programming. This data based process coupled with students having a role in selecting classes have resulted in increased credit accumulation.

- Although teachers are provided with preferences for what they teach, stronger teachers are assigned to classes with students who may have more significant learning challenges. In addition, tutoring is embedded within student programs, allowing them to receive ongoing support as needed.

- Sports partnerships with organizations such as the Brooklyn Cyclones as well as Major League Baseball directly support the school's sports focus, with internships and experiences that expose students to the business of sports. A parent stated, “My daughter had to do reports in sports management in ninth grade and learned the dynamics of managing a company.”
## Area of Focus

<table>
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<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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### Findings

Across classrooms, teaching practices inconsistently provide multiple entry points into the curricula that align with the needs of all learners.

### Impact

Students exhibit uneven levels of engagement in challenging tasks, higher-order thinking, and participation.

### Supporting Evidence

- There were three learning targets listed on a whiteboard during a science lesson. One was, “I can carry out experimental procedures.” Another was, “I can read a thermometer.” The lack of higher-order thinking was also reflected in student action as they graphed plot points on a work sheet without fully understanding what the graph represented. The teacher posed closed-ended questions such as, “Will both of these record the same temperature or will it be different?” and “Which would be high and which low?” but did not ask for rationales for students’ one word responses. As he modeled the use of the thermometer, students were not clear as to why he was spinning it or why they would have to follow a similar process. With few entry-points into the lesson’s content, students did not demonstrate higher-order thinking.

- Students in an English Language Arts (ELA) class had a number of structures and expectations in place for them to collaborate on the analysis of independent reading of text; however, during the work period, they wrote little on their role specific task sheets and students within groups did not consistently engage with one another as directed.

- During a math lesson, the teacher asked a number of process based questions such as, “Why does this measure 90 degrees?” and “Based on that same logic, what would be the measurement of this?” Only approximately five students responded to the questions while most students watched, listened, and copied. In addition, the discussion was teacher centered with no opportunities for students to respond to each other or to build on each other’s thinking.

- The first learning activity in a social studies class was for students to write down their initial thoughts regarding the Aztec Empire, and then share those ideas with each other. The majority of students wrote little to nothing and copied what was shared by those who were fully engaged. The following activity was for students to read an article and annotate in order to develop a claim about the Aztec Empire. However, no clarity was provided as to how students were to annotate the text.
Additional Finding

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

The meaningful alignment of curricula to the Common Core Learning Standards and the instructional shifts is inconsistent, as is the planning of academic tasks based on student work and data.

Impact

The curricula do not consistently promote college and career readiness for a diversity of learners by providing all of them with access to cognitively engaging tasks.

Supporting Evidence

- The lesson plan for an English class noted that an activity was based in part on a Common Core Learning Standard that required students to cite strong and thorough text evidence to support analysis, yet the description of the learning activity never included students needing to cite text as they identified the foil character.

- Over 14 standards were listed as being germane to another English lesson plan. The plan also included nine learning targets. Students would be grouped by interest in literature circles that included a discussion leader, diction detective, bridge builder, reporter, and an artist. Although these roles were intended to provide different means of analyzing text, no close reading strategies were referenced in the lesson plan. In addition, the rigor across the roles varied and there was no sense of how all students would be ensured an appropriately challenging task that was cognitively engaging. For example, while the bridge builder was charged with making text to life connections, the artist was merely asked to create an illustration related to the reading.

- A music lesson plan included performing, presenting, and producing learning standards of "realizing and presenting artistic ideas at work" as well as a responding standard that was "understanding and evaluating how the arts convey meaning." However, all four learning activities supported the initial standard pertaining to the performance of a song, with no opportunity to cognitively engage in the higher-order thinking work of evaluating the meaning of the song.

- A math lesson plan offered little to support the idea that it was developed and refined using an awareness of students’ learning needs. The description of the key learning activity was general as it stated that the class would play the game Kahoot and solve problems that ask students to apply the skills learned during the lesson. It also noted that the problems and questioning would become more rigorous as the game progressed. The plan did not include any strategies for supporting a diversity of learners.
Additional Finding

Quality Indicator: 2.2 Assessment
Rating: Developing

Findings

Although assessment practices are aligned to the school’s curricula, they provide limited feedback. Across classrooms, teachers’ assessment practices reflect inconsistencies in ongoing checks for understanding and student self-assessment.

Impact

Students do not fully understand their own levels of achievement. Teachers inconsistently make effective adjustments to meet students’ learning needs.

Supporting Evidence

- Although teachers have clear means of analyzing student data and work to determine instructional next steps, they do not consistently translate to student awareness of their academic skill development. Although a student who scored a 93 on a writing task understood that he could have earned a better grade had he not used some facts that were irrelevant to his topic, another student produced an essay that had been graded and returned to him, but there was no evidence of the teacher having assessed the work. The student noted that the grade was posted online and that he thought he earned an 80 on it. He was unable to articulate how he might achieve a higher grade on that assignment.

- Convinced that he was not good at math, a student with an Individualized Education Program (IEP) shared a geometry task that required him to determine the length of an arc. He asserted that he does what the teacher tells him to do, but does not always understand, even after it is explained to him.

- Students acknowledged that they are using rubrics more this year as compared to previous years. They exhibited a minimal understanding of some of the criteria found within rubrics used to assess their work. For example, when asked what “maintains an academic voice and objective tone” meant, a student said, “You have to use adult language at a college readiness level.” Another added, “Use better words, not words at the middle.”

- Although teachers consistently asked questions to check for understanding, in some cases only a few fully engaged students would respond or relevant follow-up questions were not asked to ensure appropriate levels of understanding. For example, in an English class, students responded to a prompt with answers that were not correct. The teacher asked the class, “Did those two examples hit the mark?” No one responded, and the teacher did not take the opportunity to clarify the misunderstanding.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

An online grading system, emails, and other forms of communication keep families abreast of expectations related to a path to college and career readiness. The school’s culture includes the consistent communication of high expectations for all students.

Impact

Families understand the high expectations set by the school as well as their children’s progress toward them. Students receive ongoing guidance that helps them to prepare for the next level.

Supporting Evidence

- Parents were aware of which academic subjects their children do well in as well as those that were challenging for them. An online grading platform is their primary source for information such as attendance, homework assignments, assignment completion, and assessment schedules. They also noted that teachers email them through this platform. In addition to emails, staff has also reached out to parents via text and phone calls.

- Some parents noted that there are teachers who refer them to web-sites that can support student learning. One parent of a student with an IEP commented that a teacher referred her to a web-site to better understand extended time as it relates to standardized exams. Another parent spoke of a math teacher who does webinars for students that parents are welcomed to watch as well.

- Students agreed that the online grading platform is a valuable resource for consistently being able to stay informed about their overall standing in classes, credit accumulation, and attendance.

- An upper-grade advisory class discussed how high school performance impacts how first year college classes are determined. Specifically, they clarified which New York State Regents exam scores meet the college readiness threshold. Similarly, they discussed which AP exam scores resulted in earning college level credits. Another advisory class watched videos of college student testimonials that covered the importance of scholarships and grant moneys regardless of the amounts, giving oneself room to explore before declaring a major, and balancing work study and school work. Students then shared their hopes and fears about going to college.

- Staff, parents, and students spoke of the school’s investment in guiding students, many of whom come to the school with the hopes of pursuing careers as professional athletes and toward courses and experiences that focus on the behind the scenes, business aspects of sports. In reflecting on how the school provides guidance that prepares them for life after graduation, a student noted that even those who are not interested in sports management are learning other skills like money management and how to network with actual executives.
Additional Finding

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
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Findings

The majority of teachers are engaged in structured, inquiry-based collaborations. In addition, distributed leadership structures are in place.

Impact

Teacher team work strengthens instructional practice. Teachers' leadership capacity is built and their ideas and suggestions affect teaching and learning across the school.

Supporting Evidence

- Cross-disciplinary inquiry teams use protocols to identify challenges and that focus primarily on students' writing abilities. Minutes from one such team meeting showed a focus on increasing student reading and writing stamina as measured by performance on the Measures of Student Learning (MOSL) assessment. Strategies noted for implementation included Because/But/So, silent discussion using accountable talk, and a question formation technique. In addition, the meeting notes showed a commitment to reading emphasis days across the week. For example, on Mondays, students would engage text related to health, and on Tuesday they would read about music.

- A team of teachers used a protocol to look at student work. The writing of an English Language Learner, a student with an IEP, a higher achieving student, and a student who represented a mid-level of proficiency were used to look for patterns and trends. After sharing findings, strengths, and weaknesses the team concluded that all students understood the task, yet needed more support in analyzing the text through the effective use of text evidence. Specifically, they noticed that instead of citing details from the text, students were defending claims based on empirical knowledge. They then discussed strategies to support next steps for instruction. They shared ideas such as using entry journals and talk and writes. Such structured meetings based on student work serve to strengthen the instructional capacity of the participants.

- Instructional lead teachers work with their departments to identify appropriate curricular materials. They also play a role in student programming. It was a teacher that recommended that at the end of each marking period, the schedule be modified to accommodate Regents aligned assessments that would promote stamina, familiarity with the Regents format, and formative data to inform instruction. Computer Science as a course was introduced by a teacher invested in students being exposed to such content. Teachers played a direct role in identifying the online grading system now used schoolwide. Such key decisions made by teachers show that teacher voice is valued.