Quality Review Report

2016-2017

Brooklyn Collegiate: A College Board School
High school 23K493
2021 Bergen St.
Brooklyn
NY 11233

Principal: Heather Newman

Dates of Review:
April 27, 2017 - April 28, 2017

Lead Reviewer: AJ Hepworth
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

### Instructional Core

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<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 Finding</td>
<td>Proficient</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>Additional Finding</td>
<td>Proficient</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>Proficient</td>
</tr>
<tr>
<td>Area of Celebration</td>
<td>Well Developed</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Well Developed</td>
<td></td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Area of Focus</td>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Additional Finding</td>
<td>Proficient</td>
<td></td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

The school’s approach to culture building, discipline, and social emotional support is informed by partnerships, building-level initiatives, and an advisory program to promote academic success, good attendance, and support youth development.

Impact

An environment of a safe and inclusive culture exists that supports progress for all towards achieving the school goals and allows for meaningful student voice in decisions leading to school improvement. Additionally, each student is known by at least one adult who helps personalize supports that impact the adoption of academic and personal behaviors.

Supporting Evidence

- Students are surveyed bi-annually to assess which activities they are most interested in participating and also what events they would like to see schoolwide. School leadership in conjunction with students and staff, use the results from the survey to make decisions that lead to school improvement. For example, students answer a questionnaire related to their study habits, inclusive of time spent on school-related assignments, courses they took advantage of, and work habits that helped them be successful in their most “proud course.” This information was used by the school leadership team to increase college and career readiness assemblies, workshops, and provide more exposure for students in a range of career fields.

- Art therapeutic counseling is provided for students individually or during group sessions in a dedicated art therapy room. Students are provided an opportunity to express themselves using a variety of media, including drawing, sculpting, and painting, while learning coping mechanisms which have helped many students develop trust and an ability to feel comfortable talking about personal matters with adults. Additionally, a wellness committee provides a partnership between students, staff, and community members to ensure that inappropriate behaviors and incidents, including certain uses of social media, are addressed in a timely manner.

- As a participant in the Single Shepherd initiative, the school has five guidance counselors and additional social workers to provide students and their families with emotional support and college and career readiness information. Students who have been identified as habitually absent have shown an improvement with attendance as a result of efforts by the Single Shepherds. They also act as mentors for students on improving student skills in listening, self-advocacy, study habits, and collaboration as well as motivating students to actively pursue future endeavors connected to college and career. Students themselves also support peers by providing guidance to further help lead improvement with attendance and social-emotional learning.

- Students participate in an advisory program every Wednesday during a rotating period. The advisory curriculum, ensures continuity and contributes to the development and maintenance of appropriate relationships between and among advisees and advisor. One student stated, and others agreed, that the advisory program provides constant access for help if it is needed. During a group share out, students referenced personal goals they had set for themselves. One student explained her goal was to get to school every day in a timely manner. She stated since the creation of her goal, her attendance has improved, while another student similarly shared she had improved attendance as a result of a teacher calling her each morning and motivating her to do better.
**Area of Focus**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

All teachers have common planning time built into their schedule for opportunities to engage in structured, inquiry-based professional collaborations where they use a looking at student work protocol.

**Impact**

Promotion of school goals and the implementation of Common Core Learning Standards strengthen the instructional capacity of teachers and student progress through inquiry work, although not yet resulting in mastery of those goals by all groups of students.

**Supporting Evidence**

- Teachers meet several times a week to share out curriculum ideas to drive instruction and use data and student work samples so they ensure Common Core Learning Standards alignment and improvement of both their own pedagogy and student achievement. During a math inquiry team observation, a teacher provided a variety of student work samples with a description of the task, context for the student work, and a framing question to guide his colleague’s feedback. The teacher wanted to understand how he could use mock Regent exam constructed response questions analysis during his instructional delivery to adjust his pedagogy so students can more effectively solve similar questions. However, a colleague noted, “There is a lot of work required to give immediate feedback and it takes a while to look at the skills required, so I don’t see how immediate feedback for this question is deliverable.” Although the framing question and task reviewed did not allow for schoolwide instructional coherence, the group did suggest the teacher try other practices, including strategic grouping, vocabulary words associated with problem solving, offer calculator strategies, and the creation of a problem of the day. However, explicit guidance of how to implement each of these collegial recommendations was not clear.

- Teachers explained several instances where their inquiry work led to specific recommendations and subsequent progress for select students. A group of students who previously failed the Algebra 1 Regents exam was identified for additional tutoring after school in conjunction with their algebra 2 class. While being provided supports during their class and after school, the students began to achieve success, passed the previous Regents exam, and are expected to continue their success in their current class. Some of the supports included new teaching strategies, use of an online interactive platform that tracks growth, and increased conversations with parents. Similarly, as a result of a team’s inquiry work, curricular adjustments for some targeted students with disabilities have provided more structured scaffolds on a daily basis, differentiated exit tickets, and scaffolded questions. However, all students do not yet demonstrate increased mastery of goals.

- Many teachers engage in collaborative intervisitations to strengthen their instructional capacity based on pre-planned and focused essential questions identified during prior inquiry meetings. A recent intervisitation focused on assessment in the classroom, especially for English Language Learners (ELLs). A review of meeting documents highlights teacher awareness of structures that support translation and chunking of information, which students stated has helped them understand the content better. However, incorporating this structure is not yet systematic, and therefore staff misses out on building schoolwide instructional coherence.
**Additional Finding**

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

**Findings**

Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects. Additionally, curricula and academic tasks are planned and refined using student work samples evaluated during inquiry meetings.

**Impact**

Curricula are accessible for a variety of learners and aligned to the Common Core Learning Standards and refinement to tasks allows for a diversity of learners, including ELLs, to have access to cognitively engaging curricula and tasks.

**Supporting Evidence**

- Webb’s *Depth of Knowledge* charts are used to define rigor and assist staff in planning level three and four classroom activities, including those in Advanced Placement (AP) classes and upper level science courses. The planning is documented on a customized lesson plan sheet designed to help facilitate lesson development focusing attention on thinking and identifying what activities will look like. An AP US History lesson plan includes a mini lesson where students will answer questions followed by a personal reflection, and then engage in a think-pair-share prior to exchanging papers to provide peer feedback in the form of notes and edits in accordance with the AP exam rubric. Similarly, an AP Literature lesson plan outlines a group assignment where students will be given an opportunity to make connections with a purposefully assigned poem to analyze specifically chosen words by deconstructing and interpreting.

- Teachers are deepening student understanding of power standards by focusing on application and problem solving techniques in math classes and using the big ideas from the New York State EngageNY curriculum. Reading and writing strategies are also incorporated daily to address college readiness and develop test taking skills as identified by a review of student work samples or classroom observations. For example, an algebra 1 Common Core Learning Standards lesson plan was adjusted after teachers collaboratively determined the initial lesson plan was “too intimidating for tier one students.” As such, three differentiated tasks were created to demonstrate modeling with quadratics. All three tasks required students to graph a function and answer a series of questions while justifying their answers, with the phrasing of each question and helpful hints allowing for effective support and cognitive engagement.

- Teachers plan weekly homework assignments using an online platform so students learn and experience differentiated tasks based on individual learning goals, as determined by previously submitted work or assessments. The online resource continually adjusts instruction during engagement so students are consistently challenged with their task.

- Lesson and unit plans are prepared by teams of teachers, thus offering them an opportunity to expand on coherency in all aspects of the lesson plan template. Following review of previously submitted student work samples, an English Language Arts (ELA) lesson plan progressed from having an intended aim as “How can we expand our academic vocabulary?” to “How can we apply academic vocabulary to reading and writing?”
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

Teaching across classrooms focuses on engaging students in discussions and rigorous tasks, modeled on an AP approach, with appropriately challenging activities and tiered questioning during whole group instruction, small group discussions, and independent work.

Impact

Learners are engaged in appropriately challenging tasks and demonstrate higher-order skills in their work, thinking, and participation.

Supporting Evidence

- In the classrooms visited, teachers provided visual supports and scaffolds for students to engage in learning. Across all classes, students were observed working in groups or with their tasks, often followed by a whole group share-out. In an AP US History class, students prepared for a discussion regarding the extent and political role women played between 1776 and 1920. Students were given flexibility in how they reviewed the documents and annotated their mystery document. Discussions on women’s rights and the suffrage movement were observed. Connections were made regarding the role African American women had during the referenced time period, eventually leading up to the establishment of the fifteenth and nineteenth amendment. To assist students with making connections a variety of documents were provided for analysis including historical photographs and images, narratives, and informational highlights. Similarly, in an Integrated Co-Teaching (ICT) ELA class, five paraprofessionals worked with students individually or in small groups to engage them in reciting a self-written poem that they had created based on predetermined criteria as outlined on a rubric that required clear structure and patterns.

- An instructional focus is for students to experience opportunities to engage in rigorous instruction and be provided appropriate scaffolds supporting engagement in tasks. Students in an AP Literature class were provided a graphic organizer to assist in their poetry analysis. Students in an AP Seminar course were provided rubrics, prior to their individual presentation and oral defense, outlining the content necessary for proficiency. Additionally, both students and teachers used tiered questioning across classes. Students were first provided low-leveled questions requiring awareness such as, “Did we find any examples of imagery?” or “What do we call that type of equation?” Followed up by more high-leveled questions such as, “What did you notice about the rhyme scheme?” or “What did we do in the do now that would help you figure out [how to solve the problem]?”

- Students presented their justification and offered specific evidence while solving math problems on the front board while other students provided feedback, thus reflecting student thinking and participation in an algebra 2 trigonometry class. Students then self-selected a problem posted around the room to solve in small groups. Students discussed and solved the problem using both synthetic division and long division strategies. They further reflected on which approach they felt was more efficient. Likewise, in a physics class, students developed a working definition of related lab words as a part of the pre-lab work. They annotated and read the introduction with partners, prior to making observations of transverse and longitudinal wave patterns. Most classes demonstrated participation that culminated in meaningful work products.
**Additional Finding**

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

**Findings**

The school uses common assessments to determine student progress toward goals across grades and subject areas and assessment practices across classrooms consistently reflect the use of ongoing checks for understanding and student self-assessment.

**Impact**

Assessment results are used to adjust curricula and instruction and assessment practices in classrooms are used to make effective adjustments to meet all students learning needs, however, demonstration of mastery by all students and a clear understanding of their next learning step were not completely evident.

**Supporting Evidence**

- Lesson plans are revised based on common assessment analysis. A science assessment in chemistry highlighted for each class the questions with the most errors and the specific skills with which students struggled. The teacher used the disaggregated results to revise her lesson to include a graphic organizer and reference tables to assist students to answer similar multiple-choice questions. Similarly, students worked in small groups to complete questions purposefully intended to help develop their vocabulary acquisition. Regent exams and mock exams across content areas are also analyzed to identify gaps in achievement of specific skills students have not fully attained, leading to the creation of additional quizzes to continuously check for student demonstrated growth.

- Common assessments are administered and item analysis report sheets are generated and used in conjunction with other assessments to track progress of students and make appropriate adjustments to curriculum and instruction. A database of skills practiced from an online assessment tool in math provides teachers information on specific skills by Common Core Learning Standards. Teachers use the information and the accuracy rate to reteach and create review tools. Additionally, targeted instructional areas for improvement are identified with an automatically generated list of students challenged in mastering a specific type of item.

- Regularly, students reflect on the work they and their peers generate. An essay writing reflection form is used across classes for students to complete after they have completed an essay, as well as if they have not completed it. Students are expected to reflect on what they found easy, challenging regarding the writing task, and a prediction of the grade they will receive based on the rubric. Conversely, if students have not completed the writing task, they are expected to reflect on why they did not write the essay and how they can ensure success having not written it.

- Checks for understanding across classes include a variety of techniques, including personal conversations between the teacher and student, whole group share out, entrance tickets, and questioning. Students in an AP Seminar class filled out entrance tickets on index cards by making connections with a provided quote and their interpretation. Feedback collected by teachers provided immediate adjustments to guide grouping and next steps. During a math lesson, a student checked in with his teacher and was provided an immediate explanation and clarity allowing him to effectively turnkey the information to his group.
Additional Finding

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

Findings
School leaders and staff consistently communicate expectations that are connected to a path of college and career readiness and offer ongoing feedback for families. Teacher teams and staff also have established a culture for learning that consistently communicates high expectations to all students.

Impact
Students and their families understand expectations and how to provide guidance and advisement in and out of the school through ongoing detailed progress reports, goal-setting plans, and conferencing to prepare their children for their next level of education.

Supporting Evidence

- School leadership and teachers ensure parents are informed of their children’s progress towards graduation through a variety of communications, web-based applications, and tools. Open-house conferences are scheduled and provide families an opportunity to engage in discussions connected to increasing their children’s success. Guidance is provided for conferences including specific questions for consideration to ask, such as, “How do you challenge my child when they are doing well at something?” and “What can I do at home to support them?” Tips are also provided for parents along with resources they can seek to learn more through a digital platform regarding attendance, grades, and general information. Overall, parents stated they feel the school regularly communicates about how their children are doing. Several families reported receiving phone calls regarding good praise for academic and personal expectations that are being met.

- An AP Seminar performance task is expected to be completed by all grade nine and ten students. Students must complete a rigorous individual research-based essay and presentation with sub-tasks inclusive of a two-thousand word written argument, six-eight minute multimedia presentation and an oral defense response based on two questions. All topics must be theme-based and span academic curricula. Expectations of proper citation and an awareness of plagiarism and falsification are incorporated into the performance tasks expectations aligned to promote college and career readiness skills.

- Students create specific, measurable, action-bound, realistic, and time-bound (S.M.A.R.T.) goals during their weekly advisory period. They identify obstacles or barriers that may hinder their achievement of the goal, develop strategies that will be used to overcome obstacles, and identify a suggested person who could support them in achieving their S.M.A.R.T. goal. Additionally, students meet with advisors regularly to reflect on their progress towards achieving their goal and memorialize their academic advisement on a protocol sheet. Lastly, academic conference marking period forms are completed by students for any class they fail. A reason is identified for their failure along with a brief improvement plan. The form is signed by the student and counselor, thus providing opportunities for school personnel to assist in implementing an improvement plan as needed.