Quality Review Report

2016-2017

High School for Service & Learning at Erasmus

High school 17K539

911 Flatbush Ave.
Brooklyn
NY 11226

Principal: Josephine Van Ess

Dates of Review:
May 1, 2017 - May 2, 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

High School for Service & Learning at Erasmus 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

<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>
<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>Area of Focus</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>
</tbody>
</table>
### School Quality Ratings continued

<table>
<thead>
<tr>
<th>School Culture</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
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</tr>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<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>Additional Finding</td>
<td>Proficient</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

School leaders and Teacher Instructional Liaison Team (TILT) members support the development of teachers with effective feedback and next steps through the strategic use of coaching, observation and planning clinics. Leader feedback captures teachers’ strengths and areas of focus and articulates targeted next steps.

Impact

Cycles of observation including soft observations, coaching, and the analysis of teacher and student work result in teacher growth and reflection. Leader feedback articulates clear expectations for improvements in teacher practice and align to school-wide and individual professional development goals.

Supporting Evidence

- School leaders began this year with a round of non-evaluative soft observations for all teachers. These observations included on the spot feedback, written glows and grows, and next steps for instruction aligned to the Danielson Framework for Teaching. In January 2017, a second round of soft observations took the form of coaching observations, in which leaders provided immediate support and feedback during the observed instruction. During the first two rounds of soft observations, leaders also supported teachers with lesson planning clinics in which teachers could receive feedback on their planning documents. In addition, leaders provided teachers the opportunity to engage in classroom intervisitations to observe identified best practices. Formal observations began in February 2017 and included pre- and post-observation meetings, a review of student work and written feedback.

- Leaders also rotate the cohort of teachers observed and share their observation data and feedback to ensure that observation and feedback practices are normed across supervisory groups. In addition, leaders purposefully alternate the period of the day, grade and content to observe between the first, second and formal observation to assess the consistency of instructional practices across grades and content areas. Based on Advance teacher performance data, six teachers rated Developing in 3c Engaging Students in Learning, increased performance to Effective from the first to the third observation.

- A review of observation feedback reveals that leader feedback clearly articulate teachers’ strengths, areas of focus and next steps. Feedback highlights a “Danielson Area of Alert and Focus” which aligns to school-wide areas for instructional improvement. Leaders pair the area of focus with targeted next steps and examples from the observed lesson. In one lesson, the area of focus was 3c, Engaging Students in Learning, and the feedback noted that students sat quietly taking notes during a teacher’s review. Next steps for this teacher included the creation of a model for students to actively review material using previously learned strategies and teaching students how to effectively take and use their notes for independent review.

- Leaders began the year with instructional foci and schoolwide performance goals aligned to the lowest performing domains of the Danielson Framework for Teaching, which include Questioning and Discussion Techniques (3b), Designing Coherent Instruction (1e), Managing Student Behavior (2d) and Engaging Students in Learning (3c). School leaders provided all teachers with professional development in 3d and targeted sessions in the remaining domains. In March 2017, teachers used their observation data to create individual performance goals. In Spring 2017 leaders focused soft observations on school-wide performance goals, individual teacher goals and the implementation of agreed upon Universal Design for Learning (UDL) “checkpoints” and literacy anchors.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings
Teaching practices align to articulated beliefs around student access, teacher support and opportunities for student collaboration, however, teachers have yet to strategically integrate high-quality supports and extensions for some students.

Impact
Limited use of high-quality supports and extensions for individual students and high performers hinders some students’ ability to independently engage in challenging tasks and demonstrate their thinking at high levels.

Supporting Evidence

- Across most classrooms, teachers incorporate UDL strategies aligned to specific UDL checkpoints to increase access for students. Teachers vary the representation of materials and methods of expression and create opportunities for collaboration. Teachers use visual representations on the SmartBoard and handouts to support student visualization of concepts. In a math lesson on transformations, the teacher modelled the use of the calculator, BUCK (Box, Underline, Circle and Know) strategy and graphing technique on the SmartBoard. In a science class, the teacher incorporated a video clip to demonstrate the features of a topographic map.

- Although most teachers provide opportunities for student to collaborate and complete group activities, in some classes, teachers did not provide students with the high quality supports and materials to ensure that all students remain engaged and independently complete appropriately challenging tasks. In some classes observed, individual students completed tasks before their group and waited for their peers to finish, and others did not have time to complete the task in the time allotted. In an algebra class, some students completed their graph and written responses and waited for their peers to finish in order to compare solutions. During the group share out in this class, some students were still attempting to complete their graphs. A lack of extensions for high performers impacts the pacing of the lesson and time on task and completion rates for some students.

- Across most classrooms, teachers incorporate opportunities for students to share their thinking in a whole group or small group share. In a social studies lesson, the teacher provided students with articles, videos and time for group discussion before engaging them in a debate for and against United States involvement in the civil war in Syria. In this class, student groups used a debate protocol to discuss their stance, select evidence to support their claim and designate speakers. Although opportunities for students to share their thinking in this way were present in most classrooms, in some classrooms, strategic routines or protocols were not in place to ensure that all students demonstrate their thinking at high levels. In a math class, the teacher expected students to collectively check for errors but students in some groups continued to solve the problems individually, arriving at different solutions. In a science lesson, the teacher expected students to work collaboratively and support one another using their Cornell Notes. The teacher stated, “You should be using each other. Don’t wait for me.” However, not all students were sharing information and several required teacher support. The teacher returned to the front of the room to review what the symbols on the topographic map mean and the impact the contour lines have on the flow of a river. A lack of routines in these classes contributes to every student not being held accountable for sharing and demonstrating their thinking at high levels.
Additional Finding

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

School leaders and faculty ensure that curricula align to Common Core Learning Standards and integrate literacy shifts using literacy anchors across content areas. Lesson and unit plans consistently emphasize text-based answers, writing from sources and opportunities for student collaboration.

Impact

The purposeful use of literacy anchors builds coherence across content areas and promotes college and career readiness for all students. Consistent use of the English Language Arts (ELA) standards and “Students will be able to…” (SWBAT) statements in lesson and unit plans emphasize rigorous habits and higher-order skills across contents and for English Language Learners (ELLs) and students with disabilities.

Supporting Evidence

- School leaders and faculty ensure that curricula are align to content specific Common Core Learning Standards and incorporate literacy anchors standards across all content areas. Faculty selected four literacy anchors standards that focus on close reading and citation of text-evidence, coherent writing, conversation and collaboration and academic and domain specific vocabulary. Leaders and faculty selected these standards to support growth in ELA performance for all students including ELLs and students with disabilities. Across lessons plans collected, teachers embed at least one anchor standard in each lesson. Across unit plans, faculty embed all four anchor standards in each unit of study. For example, a math lesson includes math Common Core content standards and the literacy anchor standard for speaking and listening.

- Across lesson plans reviewed, teachers include expectations for student performance, which are identified using SWBAT statements. These statements align to content and/or anchor standards and articulate what students should be able to do by the lessons end. An ELA lesson includes the anchor standards for citation of text-evidence and states that students will be able to annotate texts in the margins with a focus on tone, imagery and word choice, and provide justification for their responses.

- Across lesson and unit plans reviewed, teachers plan lessons that require groups of students to collect information from a variety of sources to argue or write about a topic. Teachers plan lessons that require students to work collaboratively to share information and complete assigned tasks. In a social studies lesson, the teacher plans for students to work in small groups and use the RAP (Read, Annotate, Ask for main idea and details and Put in your own words) strategy to analyze a text on the events of the Age of Conflict. The lesson requires students to use information collected to prepare for a debate responding to the following essential questions: “Did the human race make any progress during the Age of Conflict?” and “Are humans basically good or bad?” The planning templates for this lesson include graphic organizers students would use to record pro and con evidence from document sources. Student documents in this lesson include visual images and translated text to support rigorous habits for all learners including ELLs and students with disabilities.
Additional Finding

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

Across classrooms, teachers use and create content and task-specific rubrics that align with the school’s curricula. Teachers use baseline, New York State Regents and mock assessment data to determine student progress toward goals.

Impact

Teachers use data from rubrics and assessments to identify learning trends, provide students with verbal and written feedback on their achievement and make adjustments to curricula and instruction.

Supporting Evidence

- Most teachers use and create content or task-specific rubrics that align to the school’s curricula. For example, a debate rubric assesses student performance across five levels and five criteria, which include Evidence, Rebuttal, Use of Evidence, Organization and Understanding of the topic. A level five Understanding of the Topic indicates that the “team clearly understood the topic in depth and presented their evidence forcefully and convincingly.”

- Teachers use data from rubrics to provide students with verbal and written feedback on their work. Written feedback is placed directly on student work and usually aligns to one of the criteria in the task rubric. On a history essay the teacher assessed a student’s performance at a level one and provided written feedback that aligned to the criteria listed on the essay rubric which included, Task, Analysis, Information, Evidence and Organization. Teacher feedback on the essay notes the student’s lack of evidence and information from resources and documents provided. According to the essay rubric, level one performance indicates that a student includes little information from sources and a level four performance indicates that a student uses information from at least four sources. A review of student work folders reveals that students use feedback from teachers to make revisions to their drafts and improve their levels of performance.

- Faculty use student performance data including New York State Regents, baseline and mock assessments, to determine student progress and identify trends in student learning. Based on identified trends school leaders, TILT teachers and teacher teams make adjustments to unit and lesson plans that incorporate anchor standards, UDL and other cross-content strategies to improve student performance. A review of unit plans demonstrates that in fall 2017 teachers reviewed and received feedback on unit plans and incorporated recommendations in spring 2017 units of study. For example, feedback on fall Earth Science units requested that teachers include a brief description of how anchor standards and selected UDL strategies would be used throughout the unit. Spring 2017 Earth Science units include the requested descriptions, as well as teacher notes on additional tasks “to build upon students’ prior ideas…and apply and evaluate their own understanding about the concepts.” Teachers, across classrooms, use assessment data to create heterogeneous and homogeneous groupings for independent work and guided instruction.
### Additional Finding

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<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

Faculty and staff consistently communicate with families via phone, email, workshops and a monthly newsletter. Teacher teams and staff establish a culture for learning that consistently communicates high expectations to students via rubrics, celebrations of improvement and achievement, and college support and guidance.

**Impact**

Ongoing support and guidance for students and families help families understand their child’s progress and prepares students for their next level of learning.

**Supporting Evidence**

- Faculty and staff communicate frequently with families via telephone calls and emails. Parents report that they receive ongoing feedback on their child’s progress through direct contact with teachers and during parent teacher conferences. Parents also state that they receive prompt calls home in regards to student absence or other immediate concerns. Parents receive flyers and monthly newsletters that keep them abreast of upcoming events and important deadlines. For example, parents received flyers for Family FAFSA (Free Application for Federal Student Aid) Day and Evening in November 2016 during which parents received support with the FAFSA filing process. The December 2016 Parent Newsletter included important information on major changes to the FAFSA process. It included a chart highlighting for parents when a student can submit a FAFSA and which year’s income tax information is required.

- In addition, faculty and staff provide families with workshops to encourage partnership in their child's learning and success. Workshops focus on academic success and include a Student Success Workshop held on March 2017 to review student requirements for graduation, promotional standards, attendance, college readiness and opportunities for community service credits. During the workshop, faculty reviewed required course credits for all content areas and exam requirements to obtain a local, Regents and Advanced Regents diploma. In addition, faculty offered parents a Math Workshop in March 2017 that introduced families to online tools and websites that can support students with math assignments at home.

- Teacher teams and staff consistently communicate high expectations to students through the use of rubric feedback, certificates and incentives for academic achievement and improvement, and consistent exposure to college and career awareness. Faculty host an “Aim Higher” Success Day in December during which community members are invited to come into the school and share their “career journey, typical workday and the educational requirements” for their career with students. In addition, staff expose students to traditional and non-traditional extended education via college trips and a Transition Fair that brings college and career experts to the school campus to meet with students and families. This year the Transition Fair was held in April 2017 and students traveled to Kingsborough Community College, Medgar Evers College and the School of Cooperative Technical Education. At the time of the Quality Review School Visit, 71 out of 86 students had applied to college.
### Additional Finding

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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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</table>

#### Findings

The majority of teachers are engaged in inquiry-based collaboration on content teams. Teacher teams consistently analyze student assessment data using a Looking at Student Work protocol.

#### Impact

Analysis of student assessment data and collaboration on teams leads to the identification of student learning trends and the development of new teaching strategies that result in progress toward goals for groups of students.

#### Supporting Evidence

- The majority of teachers collaborate on content teams to promote the achievement of the schools goals and primary instructional focus, which is to “promote the academic and social progression of students in order to engage diverse learners, by embedding the Universal Design for Learning Framework and Literacy Anchors across all classrooms and within the school community.” Teachers meet on content teams and with TILT members to conduct inquiry using student data and teacher work. Teams have looked closely at unit and lesson plans to embed UDL strategies and literacy anchors across all content areas. A review of lessons and unit plans, as well as classroom visits across all subjects, demonstrates that teachers have incorporated both UDL and anchor standards into their daily practice.

- Teacher teams consistently analyze assessment data and student work. Teams analyze assessment data using assessment data analysis templates that pose key questions for team members to consider when analyzing the data. A March 2017 New York State Social Studies Regent Analysis sheet includes the following prompts: “Identify the content skills and standards to be addressed based on the March data analysis,” “Identify 1-2 shifts that you are planning to implement in your department team to address deficiencies,” and “Outline the projected topics and activities from March-April 2017.” Based on these prompts, team members planned and recorded specific lessons to teach over the next twelve instructional periods.

- Team members use a schoolwide Looking at Student Work protocol to review student work and performance tasks. Using this protocol, teachers identify trends in student learning and areas of need. Teachers collaborate to develop new teaching strategies and tools to implement across grades and content areas. Some of the strategies identified by teams to be implemented schoolwide include the “mark it up” annotation strategy, RAP close reading protocol and the use of Cornell Notes. These strategies were evident in lessons, classroom charts and student folders across grades and content areas. For example, an ELA classroom posted an annotation chart with a key to the symbols used in annotation. Leaders and teachers attribute growth in student scholarship to the work of teacher teams. Based on a comparison of fall 2016 Scholarship Data, overall student scholarship increased from 73 percent to 82 percent from the first to the third marking period.