Quality Review Report

2016-2017

EBC High School for Public Service - Bushwick
High School 32K545
1155 Dekalb Ave.
Brooklyn
NY 11221

Principal: Shawn Brown

Dates of Review:
March 28, 2017 - March 29, 2017

Lead Reviewer: Kevin Bradley
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

EBC High School for Public Service - Bushwick 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>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school…</td>
<td></td>
<td></td>
</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>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>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>Area of Celebration</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>
</tr>
</tbody>
</table>

### Systems for Improvement

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

| Quality Indicator: | 1.4 Positive Learning Environment | Rating: | Proficient |

Findings
The school’s approach to culture-building, discipline, and social-emotional support promotes a safe and inclusive culture. Structures are in place to ensure that each student is known well by at least one adult.

Impact
A safe environment is conducive to student and adult learning and student voice is welcome and valued. Each student is known well by at least one adult who helps to coordinate supports that align with student learning needs.

Supporting Evidence

- The advisory structure is designed for staff to know the students well and oversee academic and social emotional learning supports. Each grade level has curricula designed for that particular grade, including ninth grade’s advisory focus on transitioning to high school, tenth grade’s focus on the importance of school, eleventh grade’s focus of gearing up for college, and twelfth grade’s focus of college, career and beyond. For example, a senior advisory lesson includes routines for counseling to help advisees reflect upon and monitor their academic progress through a formal conference structure. The structure is to have academic advisement, such as report card reflection and academic advisement be built into the advisory class for students. A second lesson includes individual academic counseling designed by the guidance department around academic reflection and post-secondary follow up. Advisory also serves as a structure for binder and notebook checks to standardize organization across classes to support student learning.

- The school’s Online Occurrence Reporting System (OORS) data reports shows a decline in suspensions this school year compared to the same time last year. Twelve suspensions during the school year as of March 2017 compared with 48 as of March 2016 during the previous school year. Assessing the school climate, using the OORS data report, the reduction of incidents shows drops in OORS suspensions over the last three years. The school reports that the emphasis on advisory has positively impacted the school environment. A parent reported, “I think the students have more than one adult who knows them well and supports them here at school; it starts with their advisor.”

- Students reported the impact of the school’s new advisory structure for this school year on student learning. “Yes, we have the same counselors and advisors this year. This year advisory is a credited course, we have to go, we’re getting graded on it. We actual do work there. There are more teachers this year, it’s a lot smaller group now and it’s a better environment for learning.”
Area of Focus

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

Findings
The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote achievement of school goals and implementation of the Common Core Learning Standards. Teacher teams consistently analyze data and student work for students they share.

Impact
Teachers’ collaborations have strengthened their capacity in instructional design and delivery. Teacher team work has typically resulted in progress toward goals for groups of students, however systematic analysis of student work products and assessment data was not evident.

Supporting Evidence

- An observed twelfth grade advisory team meeting involved all senior level teachers. The team reviewed academic data including report cards and Regents prep data from the Saturday prep classes during the spring. Students with failing grades were reviewed. The team discussed individual case conferencing to focus on academic intervention and outreach, which will become an advisory lesson that they present to their advisory students. Graduation status for the current senior cohort was reviewed and discussed. College and career readiness was presented as the team reviewed data around students receiving College Now credits and student applications to City University of New York (CUNY), State University of New York (SUNY), and for the Free Application for Federal Student Aid (FAFSA). Another teacher team meeting involved following a student work protocol that had a lesson plan analysis by the presenting teacher, a review of student work by a colleague, and a response from the presenting teacher and an action plan to address student achievement. While the majority of teachers are engaged in structured, inquiry-based professional collaborations, systematic analysis of student work products and assessment data remains an area of focus for the school.

- Teachers reported that they have strengthened their instructional capacity through team collaborations. The feedback from school leadership during the scholarship meetings results in directed opportunities for additional supports within teacher teams. The corresponding results as evidenced by observations shows growth in particular components of the Danielson Framework for Teaching. For example, an Annual Professional Performance Review (APPR) observation from October rated Danielson Component 3c: Engaging students in learning as developing. A subsequent observation report from January for the same teacher showed an increase in the rating for 3c to highly effective. Another observation for a different teacher from October showed a rating of ineffective for Danielson Component 3b: Using questioning and discussion techniques, and a subsequent observation for the same teacher in January showed an increase to a rating of developing for 3b.

- Progress towards goals for groups of students is evidenced by seventy-two percent of ninth grade students passed the English Regents exam with a score of level three or higher in January 2017. Sixty-two percent of the ninth graders out of the same group scored a level four or higher. Eighty-seven percent of tenth grade students passed the English Regents exam in January 2017, and forty-six percent of those tenth grade students scored at level four or higher. Data showing evidence of mastery of goals for groups of students was not evident.
Additional Finding

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

**Findings**

School leaders and faculty ensure that curricula are aligned to the Common Core State Standards and integrate the instructional shifts. Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills.

**Impact**

Curricula are coherent and promote college and career readiness. Additionally, curricula emphasize rigorous habits and higher-order skills across grades and subjects.

**Supporting Evidence**

- Review of curricular documents revealed alignment to the Common Core State Standards and New York State content standards where applicable, as well as integration of the instructional shifts across grades and content areas. The school uses Collections curriculum for reading and writing. In math, EngageNY resources are used. Curriculum documents include evidence of modification by teachers. The ninth grade English curriculum includes consistent references to the citation of textual evidence in written responses. One example reads, “Students will be able to cite textual evidence to support their analysis of Romeo + Juliet.”

- Lesson plans and curriculum maps consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in unit plans include, “How did the Harlem Renaissance reflect the lives and celebrate the culture of African Americans in the 1920s?” and “How do we compare and contrast asexual and sexual reproduction?” Additionally, students are expected to consistently write and connect their writing to evidence from the text. Lesson plans consistently detailed high-level questions. Examples of higher-order questions found in curricular documents are, “What are the major differences between showing and telling writing?” “How do our multiple identities shape our experiences within our varied communities?” and “What is our civic responsibility as Americans to intervene in other countries that are committing crimes against humanity?”

- Samples of reviewed curricula documents emphasize rigorous habits and higher-order thinking skills across the grades and subjects. For example, a reviewed unit plan on the rise of the dictators in 1920s Europe requires that students “will chose whether they feel Stalin was a good leader or not a good leader and support argument with evidence citing sources.” An English unit plan requires that students will “explore modern day forms of genocide across the globe. Students will critically question the world around them, as they are asked to take a stand to bring social awareness to the atrocities of genocide today.”
Additional Finding

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

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best with student-centered instruction. Across classrooms, student work products and discussions reflect high levels of student thinking and participation.

Impact

Students produce meaningful work products and take part in discussions that reflect high levels of student thinking and participation.

Supporting Evidence

- In a twelfth grade economics class, three students presented a lesson on market economy. The students created a lesson plan that was reviewed with their teacher prior to presenting the lesson. The student leaders led instruction in a student-centered environment as they presented content via a PowerPoint presentation to the class. Students in the class took notes via Cornell Notes, and as they presented the student leaders pointed out particular sections that needed to be written down in the students’ notes. The lesson culminated in a student debate about whether Samsung or Apple makes the best smart phone devices. Students divided the class into two sides, one side takes the position of Samsung and the other takes the position of Apple. Students were underlining and annotating the text of the articles about Apple and Samsung building their case for the class debate. The students took out their cell phones for six minutes to use as they worked with their partners to develop their case for the debate.

- In an eleventh grade Integrated Co-Teaching (ICT) US History class, students were sitting in groups viewing art images depicting scenes from the Harlem Renaissance from artist Palmer C. Hayden. Students used a graphic organizer to record the group’s findings to describe how it looks, what is going on in the painting and what themes of the Harlem Renaissance the painting expresses. The students looked at Jammin’At The Savoy, The Migration of the Negro (1), The Migration of the Negro (58), Midsummer Night In Harlem, and The Janitor Who Paints. Students led their group discussions and content, and ICT teachers circulated throughout the room to listen in on discussions and guide thinking. Each group had an opportunity to share out the theme they identified to the whole class. One group shared a theme of unity for Midsummer Night in Harlem, because “it looks like they’re having fun together,” according to one of the students. Another student commented about The Migration of the Negro (58), and said she thought the girls depicted in the painting were at a blackboard and the painting represented the struggle for a good education and she expressed there was a connection to modern-day promotion of women’s rights in education.

- An AVID (Advancement Via Individual Determination) class serves as a course to build college readiness skills and supports for higher levels of student achievement. During one AVID class observed, the teacher taught the major differences between showing and telling, writing to connect the students’ knowledge to writing assignments they were currently working on in their other classes. “Would you prefer to be told something or shown something? Explain.” was the prompt from the teacher as students discussed within their small groups. A group share out followed the student group discussions. After the share out, the teacher prompted, “How can you be more specific in your writing?” The students wrote a reflection on their learning and then shared out what they had learned. There were high levels of student engagement and discussion.
### Additional Finding

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

**Findings**

Across classrooms, teachers use rubrics and grading policies that are aligned with the school’s curricula. School leaders use common assessments to determine student progress toward goals.

**Impact**

Students utilize teachers’ actionable feedback in order to increase their achievement. Staff analysis of data from common assessments informs school-wide curricular and instructional adjustments.

**Supporting Evidence**

- Across classrooms, samples of student work products showed teacher-written actionable feedback directing students to the steps they should take to strengthen their work. One example includes, “Funnel this dialogue and only cite the text evidence that will help you delve further into analyzing your essential question.” Another example reads, “A bit more in conclusion. Want to know what the essential question made you think about.” Another example is, “You need to develop ideas more specifically. ‘Regions’ was repeated way too much, the more specific—the better. I appreciated how you went straight to the point, but do not be wordy while explaining your points.” Finally, another example reads, “While all your calculations are correct, there is a slight error in your explanation. You mean to say that the sum of the squares of the legs is equal to the hypotenuse squared, not just the hypotenuse. It may help to begin you’re explanation with the Pythagorean theorem.”

- Across classrooms, rubrics and checklists are used as tools of support for student growth. Rubrics that are aligned with the curricula, along with checklists, are used across grades and content areas. A four-point math department rubric outlines criteria for explanation, use of visual aids, mechanics, demonstrated knowledge, and requirements. The English department uses a four-point rubric for essential question essays that includes such criteria as thesis, introduction, supporting evidence and facts, analysis, conclusion, and organization and mechanics. A thematic essay response rubric includes a one to five rating scale assessing development, information and facts, analysis and description, and organization. Evidence of students’ use of these tools is posted on student work examples, and reported by the students themselves. A student shared, “The teachers use rubrics. We use them to grade ourselves and how we think we did.”

- Teachers use assessments in English, mathematics, science, and social studies with results then used to adjust the curriculum and classroom instruction. Periodic assessments include English essay assessments, math end-of-unit chapter tests, social studies and science end-of-unit tests. Students’ academic goals are monitored through scholarship report meetings with teachers and school leadership after each marking period. The results of the scholarship report meetings identify specific students who either are failing and the next steps identified by the teacher and school leadership to adjust instruction to meet the learning needs of the students.
**Additional Finding**

**Quality Indicator:** 3.4 High Expectations  
**Rating:** Proficient

**Findings**

School leaders consistently convey high expectations to staff through ongoing feedback and professional learning aligned to the Danielson *Framework for Teaching*. Teacher teams establish a culture for learning that communicates high expectations for all students.

**Impact**

Ongoing communication and support by school leaders around classroom visits support teachers’ understanding and awareness of expectations for teaching and learning. Teacher teams offer ongoing and detailed feedback and supports that prepare students for the next level.

**Supporting Evidence**

- School leaders conduct frequent classroom observations providing feedback utilizing the Danielson *Framework for Teaching* as the standard for professionalism, quality instruction, and high expectations. Feedback includes, “In future lessons, use effective pacing techniques such as a SmartBoard timer and focused mini-lesson points to ensure that you make it to the independent work section of the lesson with adequate time. Doing so will take advantage of the 5-30-10 [5 minute introduction, 30 minutes of reading text, discussing text, and writing from the text, and 10 minutes of self or peer assessment] model of the superintendent’s instructional framework to promote student centered learning, and increase student productivity.” Another example of high expectations aligned to the Danielson *Framework for Teaching* was evident in observation feedback, “3d – I need to see more evidence of assessment throughout the lesson. Make sure that you have consistent check-ins so that you have a constant pulse of each students’ progression throughout the lesson and have some students engage in self-assessment.”

- School leaders have established expectations for four agreed upon instructional strategies to appear in all classrooms: meaningful annotation, provocative questioning and discussion, evidenced-based extended writing, and purposeful and flexible grouping. In addition, school leaders expect to see student-centered learning through the 5-30-10 model and actionable feedback in every classroom. Additionally, teachers receive professional development to meet these high expectations. Professional development includes, “How do we create student instruction for close reading and writing using text evidence?” “How do we meet the needs of our different learners when we plan our daily lessons?” and “How can we effectively assess our instruction via student work products?” Professional development aligns to the different domains of the Danielson *Framework for Teaching*.

- The school’s culture for learning consistently communicates high expectations that help prepare students for their next level of education. The school distributes progress reports to students and parents, in addition to report cards at the end of each marking period. Students participate in parent-teacher conferences twice a year. Students reported that they are prepared for the next grade level, sharing that “AVID is a college prep class, and we can attend College Now at Long Island University.”