Quality Review Report

2016-2017

Eagle Academy for Young Men of Harlem
Secondary School 05M148
6 Edgecombe Ave.
Manhattan
NY 10030
Principal: Mahaliel H. Bethea

Dates of Review:
December 15, 2016 - December 16, 2016

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

Eagle Academy for Young Men of Harlem serves students in grade 6 through grade 9. 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

### 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>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

#### School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</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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</tbody>
</table>

#### 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>
</tr>
</tbody>
</table>
Area of Celebration

| Quality Indicator: | 3.4 High Expectations | Rating: | Well Developed |

Findings

School leaders consistently communicate high expectations and provide training to the entire staff. School leaders and staff effectively communicate expectations to families connected to a path to college and career readiness.

Impact

Effective communication and professional development around high expectations result in a culture of mutual accountability through structures such as 2x2 feedback forms. Communication with families supports students in their progress toward college and career readiness.

Supporting Evidence

- Frequent classroom observations and feedback from administrators based on the Danielson Framework for Teaching contain specific language from the rubric, evidenced from the classroom observation that supports the rating, and actionable next steps. Teachers are held accountable to put next steps into place as this is monitored during subsequent classroom observations. Ongoing professional development is based upon teacher need, evident in observation results. There is transparency regarding high expectations as teacher teams hold each other accountable through their work in inquiry teams and staff holds administration accountable through yearly assessment of administration via 2x2 feedback form. The 2x2 forms provide written, two-way feedback between supervisors/coaches and staff members.

- High expectations for all students are effectively communicated to parents who are kept informed continuously through personal phone calls, texts, newsletters, and the school website. Progress reports and the online grading system accessible to parents contain habit target expectations to track effective academic and personal behaviors while providing feedback on organization, participation, presentation and preparation of quality work directly linked to supporting college and career readiness. Parents spoke about how the school has supported their student’s academic progress, “They have after school tutoring with a math educator or ELA educator, they have two hours after school, and the students are taking advantage of the tutoring on their own.” Another parent reported, “We have Remind Me, a homework text is sent out for checking up on students.” Another parent reported, “They offer extra help, my son is comfortable asking for extra help, the school is very supportive in sending out what the homework is.”

- Teachers use the online platforms to empower parents to serve as active academic supports for their children. One parent said, “It’s a big deal for them, my son tells me to ‘please make sure you wake me up on time, one minute can change your life.” Another parent then said “The text that they send for homework gives you a link to explain how to do it, not only do you see what your kids are doing, it can help you to help them.”
Area of Focus

1.2 Pedagogy

Rating: Proficient

Findings
Across classrooms, student work products reflect high levels of student thinking and participation. Teaching strategies provide multiple entry points into the curricula, enabling students to be engaged in appropriately challenging tasks.

Impact
Although students demonstrate higher-order thinking skills, across some classrooms, teaching strategies, such as questioning, did not provide strategic use of multiple entry points for all learners limiting student ownership of learning.

Supporting Evidence

- In a ninth grade English class, the teacher pushed students to find text evidence for their answers during a class discussion regarding the text *Room* by Emma Donoghue, “Does anybody have a specific piece of textual evidence?” “Can anybody find that in yesterday’s text?” Five student hands went up when the teacher asked, “How many of you found the quotes?” One student replied, “I couldn’t find it,” and the teacher responded, “You can look on those pages, pages 74 and 81,” as she directed students to specific locations within the text to assist the students in identifying textual evidence. In this classroom, teacher questioning used to provide multiple entry points was not strategic, as some students continued to struggle with finding the text evidence for their answers without the continued questioning and support of the teacher to focus their work on the intended objective.

- In a seventh grade science class on diffusion and osmosis, the teacher used a visual of a room freshener spray to illustrate the concept of cellular transport. The teacher engaged students in a classroom discussion as students worked on a worksheet designed to build their knowledge of cellular transport. The teacher redirected the discussion to be more student centered, “Don’t talk to me, talk to them, talk to your classmates.” Students used accountable talk stems during their discussion, as they responded to their peers on their interpretations of diffusion and osmosis. When a student was not sure about an answer, the teacher asked the class, “Who can talk about this and help him out?” However, while students had multiple opportunities to engage in the class discussion, some did not participate in the discussion, thus not demonstrating their ownership of the learning.

- During an Algebra I class, students were learning the concept of a function and to justify if a given relation is a function. Students were grouped based on previous academic performance and worked in trios with a low, medium, and advanced student as they justified if a given relation is a function or not. Students were working on using tables, mappings, equations, graphs, and ordered pairs to identify domain, range, and whether not the relation is a function or not. Identified students were provided scaffolds, including a print out of a “Representing relations and functions” sheet with vocabulary from day one of the unit, and an English Language Learner (ELL) student was provided with access to a dictionary. Some students were able to articulate their learning, and explained the process they used to determine if the relation is a function or not. Other students were not able to take ownership of their learning.
**Additional Finding**

<table>
<thead>
<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 are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

**Impact**

Curricular development builds coherence and promotes college and career readiness for all learners through content educator collaborations and rigorous course offerings across grades. A diversity of learners has access to the curricula and are cognitively engaged.

**Supporting Evidence**

- Curriculum maps are aligned to the New York State content standards and Next Generation Science Standards to support student learning for Living Environment, emphasize preparation towards the Living Environment Regents exam for eighth grade students. This alignment begins in sixth grade and continues into seventh grade and culminates in eighth grade with the Regents exam. Sixth grade includes three units and allowing for more time to delve into the content, seventh grade includes four units and eighth grade reviews content covered during sixth and seventh grade, while adding some key units to prep for the Living Environment Regents exam during the second semester.

- The English as a New Language (ENL) educator works with the Humanities content educator to provide English Language Learners (ELLs) with visuals, and step-by-step scaffolds followed by examples to assist student understanding of how they state a claim and support it with facts from the reading by using the restate, answer, detail 1, detail 2 (RADD) strategy as documented in lesson plans, unit plans, and student resources. In addition, visual images with Spanish language translations are available in documents to assist ELL transitional and expanding level students to work independently.

- Lesson plans and unit plans consistently build coherence in the course of instruction and refer to specific strategies to address schoolwide instructional practices involving relevance, accessibility, and product (RAP). For example, an Algebra I unit plan includes addressing relevance through exploration of linear relationships and how to use a system of equations in real-world situations. Product is outlined in the assessment plan including an end of unit exam, a vocabulary take home quiz, entrance and exit tickets, three to four homework assignments per week, and a full group presentation using mini whiteboards with a group share out. Accessibility is detailed as accommodations through assessments and subsequent differentiated instruction by identifying a support group with additional supports including visual modeling, manipulatives, scaffolding examples, and special seating arrangements; and a challenge group, with additional examples of increased challenge and class and group leadership opportunities.
Additional Finding

<table>
<thead>
<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 or create assessments and a common grading policy aligned with the school's curricula including weekly conferencing and rubrics. School leaders and teachers use common assessments to determine student progress toward goals across grades and subject areas.

Impact

Teachers provide students with actionable feedback regarding student achievement. Assessment data, such as common interim performance tasks, is used to adjust curricula and instruction.

Supporting Evidence

- Teachers and students engage in weekly conferencing as a means of assessment and goal setting. A teacher reported about their weekly conferencing with students using a specific cross-graded rubric: “On Friday, when we meet one-on-one, they [students] have a rubric in front of them; [they] use evidence, claim, analysis, what was something they feel they did well, something I can do for them and something they can do for themselves.” Conferencing includes informing students of assignments missing and targets highs and lows, informs students of progress and/or problem areas in content area. The teacher asks students to reflect on current academic status related to student goals, and then both teacher and student create or adjust goal for improvement and the teacher records and organizes the conference data. The conference log includes a teacher action plan outlining how the teacher will help the student and a student action plan on how they will achieve a higher level of performance in the class.

- The school has a common grading policy across all classes, broken down by mastery level, aligned to rubric range and grade range. Learning targets, which encompass academic coursework, compose eighty percent of the total grade and habit targets, including preparation and participation count as twenty percent of the total grade. The school uses a habit target expectations rubric with students to track effective academic and personal behaviors. The results of individual student progress on the four habit targets are tracked and monitored through the school's online grading system and are communicated to staff, students, and parents through periodic progress reports and ongoing online access.

- The school uses common interim performance tasks, aligned to New York State exams which are used to assess student progress throughout the year. The school also uses iReady-generated data to drive curricula and instructional adjustments. For example, based on iReady data and NYS exams, the school has addressed a decrease in mathematics scores by implementing additional time dedicated to Mathletics, the online math software program that is tracked by student for progress regarding math strands. The Mathletics data is used to plan and adjust instruction in math classrooms.

- Across classrooms, samples of student work products show teacher-written, actionable feedback. Some examples are, “You switched the tense you were writing in. Be consistent when writing.” Here you offer a strong rebuttal, but you don’t fully provide support for the statement. If you use colloquial slang, put it in quotation marks and explain what it means.” Another teacher wrote, “Be sure to give credit to the source of your information” on a background-research rubric, in addition to, "Be sure to use transition words and the sentence starters provided. This will help with the flow of your paragraph."
Additional Finding

| Quality Indicator: | 4.1 Teacher Support and Supervision | Rating: | Well Developed |

Findings

School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback that accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching and analysis of student work and data.

Impact

There is an alignment of schoolwide instructional practices and feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers to promote professional growth.

Supporting Evidence

- The school’s documentation of teacher support and supervision is extensive and thorough. Strategic frequent cycles of classroom observations include feedback aligned to specific components of the Danielson Framework for Teaching, along with identified areas of growth, “You are asking level 1 and 2 questions on Webb’s Depth of Knowledge, and not planning for level 3 and 4 questions. Action: For each, plan for 2-3 level 3 or 4 questions and 2 discussion prompts. They should be clearly outlined in your lesson plan.” Listed administrative supports include strategies for improvement in planning for discussion and focused support on Component 3B, the teacher’s identified professional goal area, “I will review lesson plans and provide direct feedback on the question and discussion prompts noted in your lesson plans.”

- A teacher reported that her principal’s feedback and his demonstration teaching in her class was a valuable resource for her and helped her improve her instructional capacity as a new teacher, “I read the feedback and incorporate it; the insight is detailed. For example, the questions he poses, such as ‘What were you trying to do?’ has you reflect in that moment.” Another teacher reported that the work of a peer teacher who supports the school and her peers as an instructional coach, in addition to teaching her own classes, has helped improve her instructional capacity. For example, “She gave me some suggestions regarding questioning and wait time that I found helpful.”

- Both informal and formal classroom observations are aligned to individualized professional goals for teachers outlined during initial planning conferences with the principal at the beginning of the school year. The professional goals live on consistently throughout the year as they are referred to in both formal and informal feedback to teachers documented by official Advance observations, informal written feedback, and reflective conferences with the principal. The 2x2 Feedback Form used by the school is a two-way written communication between supervisors and staff members that is based on the Danielson Framework for Teaching for instructional staff. Follow up 2x2 meetings with supervisors involves looking at data from the students in individual teachers’ classes.
Additional Finding

<table>
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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 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

Teacher collaborations have strengthened their instructional capacity and typically result in progress toward goals for groups of students.

Supporting Evidence

- Teacher teams meet weekly to conduct inquiry work. An observed cross-graded six through eight science teacher team, reviewed student samples of an assignment about a cellular respiration lab. Following a protocol with key roles identified, one teacher is identified as a presenter who shares student work with minimum discussion, another as a facilitator keeps track of time and ensures a smooth transition between segments, and reviewers who examine student work and provide written and verbal feedback to presenter. The teacher team inquiry process includes analyzing alignment and rigor of the task, analyzing student performance based on areas of strength and on areas of need. The group reflects and plans for the presenting educator, and identifies next steps in response to developing a hypothesis based upon the student’s work to address an identified student weakness.

- Teachers reported improved teacher practice as a result of the work of teacher teams, along with progress towards student goals. One teacher reported, “In our department team, I feel like we’re doing real work that can be building through all the grades: what can we do to prep them for high school. I think the work we’re doing in our departments, to brainstorm to prepare these kids to be ready to go to high school and beyond, is our focus.” From 2015 to 2016, there has been an increase of 11.6 percentage points in the numbers of students who are proficient in English Language Arts (ELA) as measured by State assessments.

- The school has two different types of teacher teams, grade-level teams and content-area teams. On Fridays, restructured scheduled time for students to be off campus in the afternoon for additional extended-day enrichment opportunities provides time for more opportunities for professional development for staff and meetings of teacher teams. Teacher teams use this dedicated time to consistently analyze assessment data and student work. For example, ninth grade team minutes show analyzing of student data and the creation of a document to track student data by pass/fail grades and assign a contact lead for every student to ensure accountability of monitoring and follow up regarding student data and academic progress.