Quality Review Report

2016-2017

A. Philip Randolph Campus High School

High school 06M540

443 West 135th St.
Manhattan
NY 10031

Principal: David Fanning

Dates of Review:
January 19, 2017 - January 20, 2017

Lead Reviewer: Heidi Pierovich
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

A. Philip Randolph Campus High School serves students in grade nine through grade twelve. 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

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<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
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<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>Developing</td>
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<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>Area of Focus</td>
<td>Developing</td>
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<tr>
<td>School Culture</td>
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<tr>
<td><strong>To what extent does the school...</strong></td>
<td><strong>Area</strong></td>
<td><strong>Rating</strong></td>
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<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>
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<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>Area of Celebration</td>
<td>Proficient</td>
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<tr>
<th>Systems for Improvement</th>
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<td><strong>To what extent does the school...</strong></td>
<td><strong>Area</strong></td>
<td><strong>Rating</strong></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>
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<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>
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<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>
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<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>
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<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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Area of Celebration

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

School leaders consistently communicate high expectations to the entire staff. School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback.

Impact

School leaders provide training and have a system of accountability for these intended expectations so ongoing feedback is given to help families understand their children’s progress.

Supporting Evidence

- School leaders via *Randolph Brief* weekly bulletins, website, and feedback from classroom observations, provide staff with expected outcomes aligned to the Danielson *Framework for Teaching* domains regarding engaging students in a series of time-bound activities, differentiated, in group and individual modes, and to allow student ownership. To meet these expectations, administration utilizes classroom observations as a system of accountability. Administration meets to determine areas that require additional support through professional development (PD). A staff-led PD team create, plan, and implement professional learning based on teachers’ needs, supporting their achievement of schoolwide expectations. PD also occurs during teacher team meetings. Administrators and teachers discuss high expectations during the initial individual planning conferences, which are also used to develop teacher’s goals. Classroom observations are followed-up with debrief meetings to provide specific and actionable feedback so there can be further focus on the implementation of schoolwide initiatives.

- Most parents agreed they are pleased with the consistent communication they receive from the staff. Many parents stated they check their children’s grades through PupilPath, an online grade book. Students stated that they check PupilPath weekly and a few stated they check it daily. One student stated that she found an error, where she received a score of ten instead of one hundred, and informed the teacher, who corrected it immediately.

- The staff and administration have a long-standing partnership with a community-based organization (CBO). This CBO conducts a variety of workshops, events, and supports for students and parents that are integral college and career readiness. The workshops include resume writing, interview skills, college essay preparation, and Scholastic Aptitude Test (SAT) preparation. To ensure students make informed decisions about the schools to which they apply, they are offered concentrated support, and can attend multiple college tours, especially for private colleges and universities. Additionally, the CBO supports students through scholarships. Students also receive support through the new college counselor who visits classes, provides workshops on Free Application for Federal Student Aid (FAFSA), and the college application process. Through each academy, engineering, medicine, and humanities, students receive college and career support. The Academy of Medicine encourages students to apply for the Gateway to Medicine, an honors program through City College of New York (CCNY). Students, who are part of Gateway, stated they went to Columbia Dental College and made a model of teeth. Outside of the academies, students are provided with multiple opportunities for college and career readiness support. Students in Project Rousseau spoke of how their mentor supports them by speaking of medicine and different majors within the field. Students who are involved in the College and Career Preparatory Institute (CCPI) have grade-level supports, including SAT preparation, college trips, and internships, such as in a local nursing home. Students agreed that they are supported during the college and financial aid application and career exploration processes.
Findings
The school is developing their use of common assessments to measure student progress toward instructional and individual goals. Across classrooms, teachers’ assessment practices are uneven and inconsistently reflect the use of ongoing checks for understanding and student self-assessment.

Impact
Teachers inconsistently use results to adjust curricula and instruction, provide limited feedback regarding student achievement, or make effective in-the-moment adjustments to meet students’ learning needs.

Supporting Evidence
- Administration’s expectation is for both warm and constructive feedback to support student improvement. Yet, feedback on their work products varies from no grade, a check mark, percentage, letter, or rubric grade, and often a congratulatory statement such as “Good job!” or a “smiley face.” Actionable feedback to students was minimal and inconsistent. In students’ folders there was little to no evidence of actionable feedback. Yet posted on bulletin boards were some examples of feedback with a few being actionable. On a math bulletin board from Thanksgiving, students plotted a parabola and found the axis of symmetry. Feedback included a question and, “Good definition…Next time label and number axis.” Other feedback was not actionable but provided encouragement, “Outstanding work! Next steps, continue to work diligently to persevere and make sense of the problems.” Students agreed this feedback does not support next steps.

- Students explained, “We use rubrics to peer edit, and the teacher uses it to grade us showing what we did well and what we need to improve.” Students agreed that they do not peer edit often. While rubrics exist for assignments, they were not observed to self-assess. In some classes, checking for understanding during the lesson was uneven and often without impacting students’ understanding, focusing on timing or directions, but without adjusting instruction to support students’ learning needs. Some teachers check in with students but do not note these data points. One teacher used colored cards that students held up noting agreement. Another teacher used stop-light colored cups and white boards, the exception rather than the norm across classes.

- Teachers of same courses developed Uniform Assessments (UA), common assessments, given at the end of the marking period. After the UA staff analyzes the results in UA Analysis Follow-Up, which is meant to determine the instructional steps in the next unit of study. One course analyzed the questions asked and two complete subjects of courses were not presented. The living environment UA Analysis Follow-Up provided skills that needed improvement, description of an activity to change, and a list of students who need individual attention. In addition, a potential list of generic activities to provide these students included tutoring, differentiated work, extra homework, additional projects, and peer tutoring. At no point in this analysis is there a measurement of how or if these activities supported the students’ improvement or list curricula changes to that end. Also, the staff did not present the comparison of UA and Analysis Follow-up for all courses. Although administration developed a list of trends as areas of improvement per course, there are no data to demonstrate progress toward goals and no next steps. Staff is in the second year of implementation of DataCation, a cloud-based data warehouse, but did not present any analysis of other assessments and data. Furthermore, adjustments to curricula are not yet sufficiently evident, as staff does not yet fully analyze student data across assessments precluding them from determining student progress towards attainment of student and instructional goals.
Additional Finding

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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

Collaborative planning builds coherence and alignment of the curricula to Common Core Learning Standards and content standards while emphasizing challenging tasks that encourage higher-order thinking for all learners.

Impact

Students benefit through access to engaging and rigorous tasks across content areas and grades, to promote college and career readiness.

Supporting Evidence

- Administration has a couple of purposeful initiatives to promote coherence, including using The Writing Revolution. Based on last year’s Regents exam data, administration and teachers determined a need to improve student writing. To that end, they visited a showcase school and adopted The Writing Revolution method, in all subjects but math. There is a consistency and intentional use of these strategies. Lesson plans, worksheets, and unit plans demonstrate consistent use of expanded sentences using but, because, and so conjunctions.

- Curricula planning documents demonstrate a set of components including but not limited to Common Core Learning Standards and/or content standards, essential questions, aim, learning objectives, do now, vocabulary terms, mini-lesson, guided or independent practice, summary, homework, and assessment. Some lessons and tasks include intentionally noting Webb’s Depth of Knowledge (DOK) leveled activities, demonstrating how the task spirals upward in rigor to promote college and career readiness. Many lessons include required prerequisite knowledge and possible misconceptions to support all students. Some lessons include components for multiple entry points, including tiered worksheets.

- To consistently emphasize higher-order thinking skills and to be inclusive of the 26 percent English Language Learners (ELLs) and students with disabilities dual language lessons and curriculum maps include academic language divided into function and demand, along with the differentiated instruction planned, discussion prompts, and graphic organizers. Rigorous tasks provide students with opportunities to meet the instructional shifts through activities such as annotation, making inferences, analysis, and evaluation. A schoolwide initiative is for staff to intentionally group students to meet their needs. In many lessons, purposeful grouping was evident, naming students and often providing a rationale and relevant tiered student worksheets. However this was not evident across all grades and subjects as some planned tasks merely described that students would be “a and b” or in heterogeneous pairs.
### Additional Finding

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<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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**Findings**

Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best. Teaching strategies inconsistently provide multiple entry points into the curricula, student work products, and discussion.

**Impact**

As defined by the instructional shifts and the Danielson *Framework for Teaching*, all students including English Language Learners (ELLs) and students with disabilities, are not yet sufficiently engaged in high levels of student thinking and participation.

**Supporting Evidence**

- Staff believes that students learn best when they are engaged in a series of time-bound activities, that are differentiated for their ability levels, engage them in both individual and group activities, and allow students to take active ownership of their learning. However, these practices are just beginning to be implemented across classrooms.

- In some classes, the level of rigor and questions was evident and provided students with differentiated materials for multiple entry points into the materials, while in others it was uneven. In an Integrated Co-Teaching (ICT) ELA/ELL class, activities moved from whole class, to pairs, to data-determined groups with differentiated graphic organizers that provided all students with level-appropriate work that engaged students. Similarly, in an ELA/English as a New Language (ENL) class, students worked whole class and collaboratively to implement appositives and subordinating conjunctions to improve their essay drafts. The environment provided students a safe place to learn, where they used anchor charts to support learning of appositives. Yet across classes and subjects, this level of differentiation was inconsistently implemented. In an algebra class, although students were in data-determined groups, while students completed the last word strategy, the sitting students had no activity to occupy them, resulting in uneven participation and engagement. In a humanities class, students sat at tables, but the groups were not data-determined. Students then paired off to discuss a topic that had two sides, prompting students to take one or the other side. Yet, in the next step students created questions, but not all students participated in developing or writing the questions, which led to uneven participation. Additionally, in an ELA class, students watched a video for an extended period, past the time to demonstrate the point of finding a Kafkaesque point. Students had a half-sheet to note these events while watching in the darkened classroom, yet not all had been completed. Additionally, the whole class discussion that ensued was teacher-centered and ping-ponged from teacher to student and back to the teacher again, who accepted the answer given to low-level DOK questions, thus leaving many students disengaged. Then students completed an exit ticket, which was interrupted by the bell.

- In a living environment dual language class, the high-interest topic of contagious diseases engaged most students in discussion, although the do now activity extended past the allotted time. Yet, in several classes, timing and pacing created issues of a lack of time-bound activities, leaving the bell to end class instead of a summary and uneven engagement. In a global ICT class, students did not have enough time to complete the activity, where everyone had the same materials. The bell dismissed the class. Similarly, in an ICT algebra class, students sat in pairs and had whiteboards to note their calculations. However, the timing of the lesson was extended because of the lack of differentiation, leaving the bell to end the class without a summary. In a humanities class, students worked on a whole class activity of revising a sentence. However, the pacing of the tasks was so fast that not all students completed it.
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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Findings
The majority of teachers are engaged in organized inquiry-based professional collaborations. Distributed leadership structures are in place.

Impact
Professional collaborations promote the achievement of school goals, the implementation of the Common Core Learning Standards, and strengthen the instructional capacity of the teachers, who have a voice in key decisions that affect student learning across the school.

Supporting Evidence
- Meeting daily, teachers are engaged in team meetings, both by grade and content areas that are scheduled daily. The work of the teams varies and encompasses planning lessons, using data, sharing best practices, and looking at student work. During teacher team meeting for an algebra two, teachers analyzed the questions on the most recently scored UA to determine the DOK level. They followed a task analysis guide to determine the cognitive demand level of the task and list some features of the task that require this level of thinking. Then teachers determined next steps, such as providing students multiple opportunities to solve similar problems and to conduct this type of task analysis with the upcoming final exam questions, but prior to giving the exam, in case changes are required. A teachers agreed, “We share planning and adjust to meet the needs of our students, but stay on pacing so we can give the UA simultaneously.”

- To that end, this year the United Federation of Teachers (UFT) Chapter Consultative committee has the responsibility for professional development. This includes selecting teacher team topics, creating the forms for teacher teams, and the inter visitation cycle. These professional learning opportunities are designed to support improvement of teachers’ pedagogical practices. This is one way that staff has distributive leadership. Another is that teachers determine a writer and a checker to create the UA. The UFT Chapter Consultative committee meets monthly. Additionally, a humanities coordinator facilitated the revised curriculum based on student progress. Each academy and dual language has a coordinator, a teacher who has taken additional leadership responsibilities.

- Each grade team conducts inquiry cycles, analyzes the data, and uses it to inform instruction and curricula. Staff focuses on different topics. For example, the dual language coordinator spoke about collaborating with another teacher, sharing techniques, and focusing on the instructional shifts. “It is really helpful to share techniques and strategies to incorporate into my curriculum.” Teachers agreed and stated that they appreciate everyone’s input as “we are growing together.” Another teacher stated that learning from his peers, “Even when we teach different things, we are trying to teach different ways and get a better that way from a peer that transforms the way we teach.”
**Additional Finding**

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<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Proficient</th>
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**Findings**

School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps from frequent cycles of classroom observation and analysis of student work and data. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson *Framework for Teaching*.

**Impact**

Feedback articulates clear expectations for teacher practice and supports teacher development to enhance schoolwide instructional practices and implement strategies that promote professional growth and reflection.

**Supporting Evidence**

- Feedback to teachers includes areas of strength and improvement with next steps. Most observations provide both positive and areas to improve. For example, in a math teacher’s observation the areas to improve include three examples of extended differentiation to the ones observed. Also included is a deadline for these improvements to be made prior to another observation. This format is consistent throughout the observations reviewed, across subjects and grades.

- Periodically, administration sets academic intervention conferences for teachers. The purpose of the academic intervention conferences is to provide teachers with a method to discuss students who need additional support to be successful. One teacher stated and others agreed, “Every term our goal is to get 90 percent of students to pass our classes and to get into the after school program for additional support.” Teachers prepare for these conferences by answering questions regarding the class composition of students who are passing, attendance issues, academic struggles, and a review of actions previously taken. Teachers complete the questions and reflect on the support provided to students. Then the teacher and administrator meet to discuss the plan of action, listing steps to improve student academic performance. There is evidence that these monthly conferences, address different teachers and students, and are used to support those students who are having issues with attendance and academic achievement.

- Cycles of frequent observations provide administration a vehicle to support staff's implementation of high expectations and non-negotiables. Administration uses an online tool called *TeachBoost* to analyze the Danielson *Framework for Teaching* components. Next administration uses a report called the Competency Heat-map, to determine areas that need PD support. For example, school leaders extended the training for *The Writing Revolution* to twenty-five additional teachers so that almost all teachers will have been trained. The training includes four PD days, four classroom visits from the PD team and administration, and feedback regarding student work. To this end, teachers have demonstrated consistency in planning curricula using the sentence expansion techniques a method to enhance sentences from simple to more complex. Teachers agreed when one stated, “Every year we get better at our craft and that comes from PD and feedback.”