Quality Review Report

2017-2018

International High School At Lafayette

High School 21K337

2630 Benson Avenue
Brooklyn
NY 11214

Principal: Jon Harriman

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

International High School At Lafayette 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><strong>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</strong></td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td><strong>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</strong></td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td><strong>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</strong></td>
<td>Area of Focus</td>
<td>Proficient</td>
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## School Culture

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
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<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>Additional Finding</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>
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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 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>
</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>
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<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>
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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>
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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>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

Rigorous habits and higher-order skills are emphasized in academic tasks that support interdisciplinary project-based learning across grades and subjects. Curricula and academic tasks are planned and refined using student work and data.

Impact

Rigorous habits and higher-order skills require that all students demonstrate their thinking, have access to the curricula, and are cognitively engaged.

Supporting Evidence

- Lesson plans consistently challenge students to utilize rigorous habits in the course of instruction. Learning objective statements in lesson plans include “Students will be able to identify and analyze evidence that supports a theme in Barefoot Gen” and “Students will be able to create an experimental design on tubers with minimal biases.” Additionally, students are 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 include, “How do literary elements affect the meaning of literature?”, “Was the dropping of the atomic bomb justified?”, and “How does stereotyping affect people in a community?” Rigorous habits and higher-order thinking skills in the curricula are embedded in a coherent way across grades and content areas to ensure that all students must demonstrate their thinking.

- A showcase of the school’s curriculum includes PBATs and interdisciplinary project-based learning units spanning across content areas. Each cohort grade level does project-based learning units throughout the school year, integrating English, math, science, and social studies in a cross curricular unit that is planned and customized based on student data by interdisciplinary grade team cohort teachers. These include PBATs from native language, arts, science, math, English, social studies, and a personal statement. An example of a native language PBAT includes an original native language project, a written reflection on multilingualism and multiculturalism, and an oral presentation. In the original native language project, students articulate an original work in a language other than English in multiple modes (speaking and listening and when applicable, reading and writing), provide a detailed version of the piece in English, communicate through a revision process based on feedback from another native language speaker, and cite sources. The written reflection on multilingualism and multiculturalism evaluates student’s current abilities in multiple languages using examples from native-language project. The oral presentation thoroughly communicates clear understanding of the project’s ideas, focus and purpose in an appropriate, consistently sophisticated way that demonstrates ownership of work.

- As a result of analysis of recent English Regents results, particularly the essay component of part two, citing textual evidence has become an instructional focus across disciplines. This is evident in a US history lesson plan, “Students can identify evidence that supports their claim by completing evidence gathering prewriting forms.” In a ninth/tenth grade English as a New Language (ENL) lesson plan, students analyze the elements of a story and an adapted version of Joseph Campbell’s Hero’s Journey as they use textual evidence to define a hero. In an eleventh grade English lesson plan, specific scaffolds, grouping, collaboration, and language development are outlined for a range of learners identified in the lesson plan, which included advanced, intermediate, and beginning ENL students, and two students with Individualized Education Programs. As a result of planning and revising curricula and academic tasks, all students, including the lowest and highest achieving students are cognitively engaged.
Area of Focus

<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 rubrics aligned with the school’s curricula. 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, however practices were not evident across a vast majority of classrooms. Assessment data is used to adjust curricula and instruction, however there is not yet evidence that tracking progress is leading to increased mastery for all students.

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. A couple of examples of that feedback are “Excellent work analyzing your sources for reliability. Next time, establish your claim clearly in the beginning of your writing,” and “Ideas within paragraphs should be more organized (linear). Also, counterclaim goes before conclusion.” Actionable feedback appears on post-it notes and written on rubrics across the school in different grades and subjects. One student reported, “We work on first and second drafts and get feedback from peers and teachers. They give me feedback to add more details that helps me to improve my work.” While actionable feedback is apparent across classrooms, some student work brought to the meeting with students did not contain actionable feedback, illustrating that this practice was not yet in place across a vast majority of classrooms.

- The school’s grading policy is defined by an outcomes-based grading system of assessing work, projects, and portfolios. Grade team and discipline team meetings are times to review the progress of students on both portfolio projects as well as outcomes for other projects, which leads to modification of team-wide approaches as well as individual interventions and supports. One student reported, “We use rubrics. In all classes, we use it before the project, the teacher will show us the rubric and how you can get a four.” Feedback included on a rubric posted in the hallway for a Barefoot Gen characterization paragraph included “Wonderful! Keep working on explaining your analysis,” for a student who was rated 4 in two areas and 3 in one area. Feedback written on another rubric for a student rated 3 in all three areas of the same assignment, included “Good job! Keep working on analysis.” While feedback across classrooms was actionable, some feedback in the school lacked specific next steps to guide students in how to improve their work. Therefore, assessment practices did not yet offer meaningful feedback.

- Common assessments are used to determine student progress and schoolwide supports. Students complete six PBATs in addition to two English and math Regents exams. The PBATs graduation portfolio projects are assessed through the use of New York Consortium Schools rubrics with modifications done by the International Network for Public Schools to address English Language Learners (ELLs). The PBAT common assessment practice is integrated across the school throughout all content areas as teachers are designing projects that support the mastery of skills and content needed to meet the graduation requirements. This results in ongoing curricular modifications including enhancing the use of text-based evidence to strengthen students’ writing skills aligned to common assessments. However, all students do not currently demonstrate increased mastery as evident by a lack of growth in the school’s four-year graduation rate from 2015-2016 to 2016-2017 where the four-year graduation rate remained sixty-seven percent from year to year.
Additional Finding

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

Across classrooms, teaching strategies provide multiple entry points into the curricula enabling students to be engaged and produce meaningful work products through project-based learning.

Impact

All learners, including ELLs and students with disabilities, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills. Student work products reflect high levels of student thinking and participation.

Supporting Evidence

- In a twelfth-grade geometry math class, students participated in an academic vocabulary do now that included partner discussion and a whole-class share out. Students had access to resources such as dictionaries for the vocabulary do now. Students sat in four different groups. One student described her drawing of a regular polygon to her partner and her partner described his stop sign to her. Another student described a pentagon, using the Washington DC building as an example during the share out. Students used native language sentence starters, frames, and self-reflection. In a tenth-grade English class, during a lesson on *The Hero’s Journey*, students took turns reading an article about Malala Yousafzai aloud to their tablemates. Students were sitting in four homogeneous groups as the teacher worked specifically with the two lowest level groups of newcomers. Students took turns reading a portion of the article aloud in their group and then they proceeded to move on to answering questions on their own. Teaching strategies such as these were evident across the school and ensured that students were engaged in learning.

- In an eleventh-grade Earth science class, students used laptops and Excel graphs based on weather data that was personalized by students’ home countries. The lesson content was an outcome of an analysis of the science PBAT results which revealed a need for stronger research and data analysis skills. In an eleventh-grade social studies US history class, students supported their theses or central claim by identifying evidence from *Barefoot Gen* by Keiji Nakazawa. Students worked together in trios, preparing for a debate on use of the atomic bomb during World War II. During the class, a student said, “I support my claim by identifying sources. We look at bias, we pay attention to date of source, we want evidence that shows both sides and doesn’t support just one side.” In a twelfth-grade social studies participation in government class, students developed an essay on the purpose of government, using scaffolds such as posters the students had done analyzing Thomas Hobbes and John Locke texts. Across classrooms students were engaged in challenging tasks and demonstrated higher-order thinking skills.

- In a ninth and tenth-grade science living environment class, students were preparing for an origins of life presentation on how genetic information is passed from parent to offspring. Strong group roles were defined as students worked in heterogeneous groups using technology. In an eleventh-grade ENL class, students prepared to write about the effects of war, nationalism, hope, and family. Students had read the graphic novel, *Barefoot Gen*, and were gathering evidence for their theses. Students used an essay planner with a theme analysis and a paragraph planner. Students gathered evidence to support their theme and develop their analysis. This was an example of an interdisciplinary project being worked on across content areas in more than one class as social studies content regarding World War II was connected to the students’ studies in their US history class.
**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**

School leaders consistently communicate high expectations and provide training to the entire staff. Teacher teams and staff establish a culture for learning.

**Impact**

Communication and professional development around high expectations result in effective professional growth of adults. High expectations for all students are maintained and supported through detailed feedback and guidance so that students are prepared for the next level.

**Supporting Evidence**

- High expectations for teachers are communicated with a classroom environment checklist and reflection conducted twice a year, which includes student work being displayed with rubrics and feedback, purposeful student groupings, essential questions, outcomes, daily aim, and scaffolding supports. School leadership provides feedback regarding the classroom environment. A principal's newsletter includes expectations, best practices, updates on school initiatives, and professional reading. Teachers are expected to update their online grades via Jupiter Grades. Professional development topics such as establishing goals for 2017-2018, vertical alignment of outcomes, and peer intervisitation debrief support teachers' abilities to meet high professional expectations. Based on Advance subcomponent ratings data for 2016-2017, the school's teaching staff collectively shows higher average ratings across all three components measuring classroom instruction based on Danielson domain 3, in comparison to citywide averages. A system of accountability exists through teacher observations and feedback of next steps provided by school leaders.

- Starting in eleventh grade, students participate in a 100-hour, ten-week long internship program to build college and career readiness. In addition, all eleventh- and twelfth-grade students participate in iMentor, a college-readiness program which matches students with mentors that will work with them through the last two years of high school and the first year of college. iMentors check in with students via email and face-to-face events throughout the students' junior and senior years. Students also receive an individualized graduation plan that tracks required credits in specific subjects along with which required courses have been passed and how many credits are still needed. The individualized graduation plan also tracks required Regents and PBATs, along with anticipated diploma and whether internship hours have been completed. Programs such as these, with ongoing and detailed feedback and guidance supports, prepare students for the next level.

- Students reported that they take advantage of increased numbers of Advanced Placement classes and College Now opportunities offered through Kingsborough and Borough of Manhattan Community College. One student stated, “We are in the process of applying to college and working on our personal statement for CUNY and SUNY. We do the application together, in Advisory, twice a week to learn about the college and the process until it's finalized.” Last school year, 98 percent of students applied for a two-year or a four-year CUNY or SUNY. 100 percent were accepted to a two-year program and 72 percent were accepted to a four-year program. 33 percent of students have received college credit through College Now or are currently enrolled in a College Now course. 17 percent have Advance Placement (AP) credit or are currently taking AP courses.
Additional Finding

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<tr>
<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 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.

Impact
There is an alignment of schoolwide instructional practices. Feedback articulates clear expectations for teacher practice, supports teacher development, and promotes professional growth for teachers.

Supporting Evidence

- Frequent cycles of classroom observation provide feedback utilizing the Danielson Framework for Teaching. Each rated item on observation reports includes specific language from the rubric, evidence from the classroom observation that supports the rating, and actionable next steps. For example, one observation feedback included, “Two areas of growth are (1) a clear aim and agenda for each day and (2) adequate scaffolds so that all students can be engaged in the material.” Another example of actionable feedback includes, “This can be accomplished through careful grouping of students and a worksheet or activity guide with visual supports and accessible language.” A teacher reported improvement after implementing changes suggested by observation feedback, “The feedback has helped me grow as a teacher.” Effective feedback has resulted in the adoption of schoolwide instructional practices by teachers to support multiple entry points throughout the curriculum.

- Teachers create professional individual goals that are connected to an alignment of schoolwide goals. One goal is related to the academic professional development focus for the year, feedback and outcomes-based assessment. Another goal is related to the social-emotional professional development (PD) focus for the year and restorative circles. A third goal is based on analysis of past teaching feedback. A fourth goal is based on analysis of student feedback. Teachers identify their goals, reason for the goals, steps to be taken, and evidence of accomplishment. New teachers are paired with mentors who are experienced teachers sharing best practices and offer feedback to improve teacher practice. As a result, teachers receive feedback for their instructional practice that supports teacher development over time.

- Intervisitations involve teachers visiting classrooms of peers and following a protocol identifying an area of focus, such as looking at transitions from journaling do nows to class activity and how conversations surrounding journaling allow for student voices to be heard. The visited teacher identifies specific feedback they are looking to receive, such as how the students’ voices are heard in response to their writing. Logistics for the peer intervisitation includes a specific date and class period for the intervisitation and a plan for a time to follow up and debrief the visit. During the classroom visit, teachers take low-inference notes and record questions, feedback, and comments. One teacher reported, “I’ve scheduled peer intervisitations and let them come in to watch my class. Whatever I had a problem with, teachers have come in to give feedback that has helped me.”
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 structured, inquiry-based professional collaborations. Distributed leadership structures are in place.

Impact

Teacher teams promote the achievement of school goals and strengthen the instructional capacity of teachers. Teachers have built leadership capacity and have a voice in key decisions that positively affect student learning.

Supporting Evidence

- The observed inquiry team meeting involved the Discovery cohort team following a six-step curriculum share protocol as the team was preparing for an interdisciplinary health-related native language project. Roles were defined with a facilitator, a timekeeper, a notetaker, and someone to track next steps. The team discussed choosing a health issue, such as asthma, influenza, and diabetes which would lead to research, citing sources, and real-world examples that students would incorporate into their projects. Each discipline has outcomes, including essays of a health issue across disciplines. The team decided to explore these skills more in depth, and next steps included identification of sources, revising and revamping and adjusting the presentations, and potentially having an interviewing activity. The interdisciplinary projects are a cornerstone of the school's curriculum that builds coherence across content areas that originate within the work of teacher teams.

- Teacher teams are organized by grade teams and discipline level. Teams meet weekly or every three weeks. Grade-level teams collaborate to develop and revise curriculum to meet the needs of the students. The discipline teams meet every three weeks to discuss curriculum and alignment across grades while focusing on implementing engaging projects as well as integrating discipline-wide outcomes and assessments of each outcome. Teachers reported, “Discipline meetings have been very helpful to us. We’re communicating the same message from the same sources and the same structures are there to help students across our classes.” The work of the teacher teams has resulted in strengthened instructional capacity as stated during teacher interviews.

- Distributed leadership was evidenced by teacher leaders’ representation on the curriculum share committee, discipline leaders, mastery collaborative committee, and the family committee. Committee teams consist of one person from each grade team and meet once every three weeks. Professional development topics are identified via student needs data analysis, staff surveys, teacher PD feedback, and class observation data. The PD calendar is adjusted routinely based on the needs of students and staff. Professional development topics have included differentiated learning, including cognitive engagement through student choice and audience, coherence on best practices across the school, and mastery collaborative presentation on assessing outcomes. A teacher reported teacher influence during the recent Progressive Redesign Opportunity Schools for Excellence adjustments to the daily schedules that moved teacher meetings and PD to the morning to best serve the student needs. She stated, “The new schedule, with Advisory, PD in the morning, team meetings in the morning, and mentoring moved to morning, has resulted in the students staying for mentoring and thus we’ve seen an increase in students getting the supports they need to pass their PBATs.”