Quality Review Report

2017-2018

East New York Family Academy
Secondary School 19K409
2057 Linden Boulevard
Brooklyn
NY 11207

Principal: Anthony Yard

Dates of Review:
March 13, 2018 - March 14, 2018

Lead Reviewer: Michele Ashley
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the **Area of Celebration** to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the **Area of Focus** to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as **Additional Finding**. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

East New York Family Academy serves students in grade 6 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><strong>Instructional Core</strong></th>
<th><strong>To what extent does the school...</strong></th>
<th><strong>Area</strong></th>
<th><strong>Rating</strong></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>
<td></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>
<td></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>
<td></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>
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</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>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Well Developed</td>
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#### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<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>Area of Celebration</td>
<td>Well Developed</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>Well Developed</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>Well Developed</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

The use of resources, partnerships, and technology is well-aligned to support the school’s instructional goals and long range plans. Hiring practices, teaching assignments, and student groupings support students and families.

Impact

Strategic decisions and faculty accountability support the production of meaningful student work products and promote college and career readiness for all students.

Supporting Evidence

- School leaders shared that resources are strategically used to support the school’s mission and instructional goals, which include meeting the needs of all learners and access to technology schoolwide. The school’s instructional focus is “To plan and deliver Common Core Learning Standards based instruction that effectively meets the needs of all learners.” The school mission includes the statement, “We strive to maintain rigorous academic standards and current technological preparation.” To provide students with access to technology and online resources, the school has invested in an online classroom platform for all students and has a plan to phase in new technology for each grade over a period of years. In addition to the online platform, school leaders have partnered with a City university to hire a technology aide who takes continuous inventory and provides technology maintenance and support. Teachers use technology to support student learning across classes. For example, in an earth science classroom, student groups entered data into computer tablets to create simulated movements of the sun. Based on the simulation, students interpreted data to determine the direction of sunrise, sunset, noon sun, the length of day, and the effects of shadows at various locations in New York State.

- Leadership has also invested in online units and lessons for teachers. Teachers access these lessons to create interactive models and tasks that provide access for diverse learners, using visual images, sound, and video content. In a math class, the teacher presented a do now activity using an interactive electronic board, displayed a count-down timer to support lesson pacing, and helped students manage the timed activity. Faculty holds itself accountable to the incorporation of technology and has adopted a scan, identify, guess, hear, and talk/tell (SIGHT) protocol to support students in analyzing visual content. In a history class, the teacher used technology to display a historical painting, political cartoon, and video clip in a lesson on trade between the United States, China, and Japan. In this lesson, students used the SIGHT protocol to analyze the images and shared their learning with classmates. Some students used the interactive board and pen to highlight sections of images as they shared their responses.

- School leaders and faculty shared that resources and hiring practices are strategically aligned to support an increase in parent involvement and support for a growing English Language Learner (ELL) and students with disabilities population. Leadership hired a full time bilingual parent coordinator to enhance communication with all families. Resources are devoted to support additional Integrated Co-Teaching (ICT) staff, so that there are two ICT classes on a grade, enabling the placement of more students with disabilities into a least restrictive environment. ICT classes each have two teachers and one paraprofessional to support students’ diverse needs. In addition, resources were identified to support professional learning for ICT teachers and paraprofessionals. For example, paraprofessionals received teaching assistance training on best practices to support students and teachers in the ICT setting. Additional adult support and strategic grouping promote access to college and career readiness for diverse learners.
Area of Focus

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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, teachers provide multiple entry points for students using visual supports, technology, group work, and adult support, but do not consistently provide high quality supports and extensions. Students participate in teacher-directed, partnership, small group, and whole class discussions.

Impact

A lack of high quality supports for some students limits their engagement in appropriately challenging tasks and hinders their demonstration of higher-order thinking. Although most student work products and discussions reflect high levels of thinking and participation, students do not consistently lead or initiate tasks, limiting student ownership of their discussions and learning process.

Supporting Evidence

- Most teachers used technology to present information to students or engage them in independent tasks. Teachers projected learning objectives, mini-lessons, models, and procedures on class electronic interactive boards and used the boards to share student responses. In a history class, the teacher projected images and the corresponding learning objectives, which included, “Students will analyze how Americans opened-up trade with China and Japan by analyzing a painting, political cartoons, and videos with a partner and answering questions.” In an ICT English Language Arts (ELA) class, the teacher projected the steps to complete a group activity with the essential question, “What is Malcolm X’s message about literacy and how does it connect to the theme of Domination and Resistance?” Students in this class used the steps projected at the front of the room to complete their task and develop high-level questions for their peers.

- Across most classrooms, teachers provided students with visual supports using technology or graphic organizers and encouraged students to share their thinking in small group tasks. Most teachers and paraprofessionals supported small group work by asking key questions during independent work to prompt student thinking. In an ELA class, the teacher shared data on literacy statistics and moved to groups of students posing questions, such as “Why are those statistics shocking?” The teacher’s questions and the data pushed students to develop their own questions such as “In this a great country, why is the number so high?” Although, most teachers provided students with scaffolds and adult support, some classes did not provide individual or groups of students with the strategic supports they needed to be engaged in appropriately challenging tasks. In a math lesson on algebraic expressions, individual and groups of students had difficulty completing the task. Some students in this class attempted to draw their own visual models for support. In this class, strategic visual supports were not available to support some students’ use of the appropriate mathematical properties.

- Most teachers provided opportunities for students to engage in discussion using teacher prompts. Students in these classes participated and shared high levels of thinking. In a grade nine ELA class on Shakespeare’s Romeo and Juliet, the teacher engaged student groups in creating and sharing questions on the “salient ideas and events in Act 2.” Students in this class were challenged to create and share Webb’s Depth of Knowledge Level 3 questions. Students created and responded to each other’s questions in writing using a class online platform before engaging in a whole class discussion. During this discussion, students made real world connections between romance in the text and in current times, respectfully agreeing or disagreeing with their classmates using text-based evidence. Although students in this class developed their own questions and freely responded to their classmates, students in other classes required consistent teacher prompting and guidance, limiting student ownership of their learning experiences.
Additional Finding

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

Faculty ensures that lessons and unit plans align to the Common Core Learning Standards and integrate text-based answers and writing from sources. ELA, science, and history curricula consistently emphasize the citing of evidence and the use of multiple sources to support claims.

Impact

Purposeful decisions and an emphasis on higher-order skills build coherence and promote college and career readiness for all students.

Supporting Evidence

- Most unit plans follow a basic template that requires teachers to include essential questions, Common Core Learning Standards, learning objectives, and key texts to support learning. A math unit on quadratic equations includes the math content standard “Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.” This lesson also includes a section on key texts and websites that lists specific math websites, a university math project, and math textbooks. An ELA unit plan on how characters evolve throughout a text identifies aligned literacy standards and six texts to be used, including *Anything But Typical* by Nora Baskin, and *The House on Mango Street* by Sandra Cisneros.

- Across reviewed lesson plans, teachers plan opportunities for students to write from selected online resources and use text-based evidence to support possible claims and responses. A social studies lesson plans for students to respond to the question, “What words or phrases stand out to you in the song and why?” using the lyrics to the song, *Over There*, played during World War One. An ELA lesson requires students to answer the essential questions, “What is domination?”, and “How can domination lead to resistance?” using a variety of resources including an anthology of essays. Purposeful decisions to plan for the use of key texts and resources build coherence across contents.

- Across most ELA, science, and social studies lessons, teachers plan for students to cite texts and resources in discussions. An earth science lesson requires students to use online diagrams, data, and text to discuss and support their responses to the question, “How does the sun’s apparent motion change daily and monthly and what effect does it have on the formation of shadows?” An ELA lesson plans for students to use their knowledge of the text *Brown Girl Dreaming* by Jacqueline Woodson to explain how Woodson combines personal, familial and national history. This lesson requires students to use the text to support a discussion based on the prompts, “What was going on in the United States when you were younger?”, and “How do you think it has shaped the way you have grown up?”
Findings
Across classrooms, teachers use and create rubrics and school-based assessments and grading policies that align to the curricula. Faculty uses New York State assessments, Regents, mock, and performance assessment data to determine student progress toward goals.

Impact
Teachers use assessment data to provide students with actionable feedback. Teachers use results to set instructional goals and make adjustments to curricula and instruction.

Supporting Evidence

- Teachers use and create rubrics and performance tasks to assess student learning using a scale that ranges from Level 1 (Insufficient) to Level 4 (Exceeds Standards). For example, the rubric that is used to assess an ELA performance task provides descriptors for the following elements of the task: *thesis, introduction, body, conclusion, structure, content, mechanics* and *formatting*. In this rubric, a Level 4 body would include paragraphs with a clearly stated main idea, details, and evidence that clearly support the thesis. Similar rubrics are used for tasks across content areas.

- Teachers gather data from rubrics and assessments and provide actionable feedback to students on tasks and projects. Teachers provide feedback on tasks using handwritten notes and online platforms, which enable students to receive feedback, make revisions, and resubmit documents electronically. Teacher feedback on a performance task submitted electronically in February 2018, provided questions and guidance directly in the document, such as, “Where is the thesis statement?” and “Please review the handout on thesis statements.” On this task, the teacher reminded the student to redo the assignment, keeping the recommendations and suggestions in mind. Students shared that teachers provide them with rubric scores and feedback on tasks and projects. Students also shared that they use teacher feedback to improve their work and their performance scores, especially on tasks in ELA and social studies.

- Teachers across contents use data from common assessments to make adjustments to lessons and instruction. A review of lessons demonstrated that teachers use data to assign students to small groups for instruction and to plan intervention and supports. Teachers also use adaptive learning programs to assign students tasks and practice assignments based on their performance on common diagnostic assessments. Practice Regents assessments are used to assess student mastery of content, plan review lessons, and provide opportunities for students to practice needed skills. For example, based on data from ELA performance tasks and mock Regents exams, teachers across contents have integrated opportunities for students to annotate text into lessons to support them in identifying key language in texts. To support students in retaining factual information and to build study skills, social studies teachers have developed fact cards on historical information such as the Boston Tea Party, Loyalists, and Patriots.
Additional Finding

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<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
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Findings

School leaders consistently communicate high expectations and provide training to the entire staff via faculty meetings and a Principal's Weekly message. Teacher teams and staff establish a culture for learning and systematically communicate high expectations to students by providing support, and by monitoring credit accumulation and student performance using an online grading platform.

Impact

School leaders and faculty hold each other accountable for articulated expectations. Teachers and staff provide effective feedback, guidance, and supports so that all students are prepared for the next level.

Supporting Evidence

- Leadership facilitates weekly department and all staff meetings during which expectations for teaching and learning are shared and supported with professional learning. Meeting documents indicated that these meetings have set agendas and sign in sheets, and are strategically planned to support new initiatives based on data, observations, and teacher input. Sessions this year have included topics such as specially designed instruction, explicit instruction, and lesson modifications to suit the needs of diverse learners. Teachers also support their colleagues by participating in learning sessions and supporting the needs of new teachers with established mentoring protocols. The selected mentoring protocol supports mentors and mentees as they engage in collaborative conferences and respond to the guiding questions, “What's going well?”, and “What is a current challenge or focus area?” Together, each pair of mentoring partners identifies actionable next steps for the mentor and mentee. For example, in a January 2018 protocol sample, a mentee planned to observe a colleague's strategies for classroom management and co-teaching, and then select and implement identified strategies in her own classroom. On this protocol, the mentor agreed to observe the implementation of the new strategies and provide feedback for improvement.

- The principal sends out a weekly electronic message to all staff that provides feedback from weekly walkthroughs and the observed implementation of new practices shared during professional learning sessions. In a December 2017 communication to staff, the principal shared suggestions from faculty on creating student-centered lessons. The principal shared staff suggestions for improvement, which included gallery walks and discussion protocols to stimulate student questions and reduce teacher to student dialogue. This communication also shared expectations for preparing for the next professional learning session. Leaders and staff hold each other accountable for preparation for and implementation of professional learning.

- Faculty monitors cohort data and systematically communicates expectations for credit accumulation and keeps students informed of their progress toward graduation. A March 2018 progress report listed the students who were on and off track, attending PM School to make up credits, and those who had applied to college. Teachers review individual progress reports to recommend students to sit for New York State Regents exams. Faculty provides tutoring, credit restoration courses, and college talks for cohorts of students. Faculty ensures that students have access to their grades and progress toward graduation using an online grading platform. A comparison of data from the 2016 and 2017 School Performance Dashboard provided evidence that the four-year graduation rate increased from 91 percent to 95 percent and College and Career readiness increased from 39 percent to 65 percent of students who successfully completed approved college or career preparatory courses. The 2016 -2017 School Quality Snapshot for Middle School indicates that 97 percent of this school's former eighth graders earned enough credit in grade nine to be on track for graduation.
**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 inquiry-based professional collaborations on content and grade level teams. Teams consistently analyze assessment data and teacher and student work.

**Impact**

Collaboration and shared strategies strengthen teacher practice and progress toward goals for groups of students.

**Supporting Evidence**

- Teachers meet weekly on grade level and content teams during scheduled periods. Teachers analyze student work and discuss problems of practice specific to grades or across content areas on vertical and horizontal teams. Teams use established looking at student work protocols. Using this protocol, a teacher on the math team presented student work samples to colleagues, identifying the focus of the lesson, the standards addressed, and the instructional shifts of fluency and depth of understanding. Teachers shared noticings, posed questions, and identified next steps for instruction. Teams across grades and contents follow similar protocols. Teachers across teams shared that work on teams has created a common language of inquiry and common planning format that includes Common Core standards, aligned learning objectives, and key informational or fictional texts.

- Teacher teams consistently analyze student work and data across cohorts and identify strengths, challenges, and next steps to help students make progress toward learning goals. For example, based on trends in math performance across the grades, teachers added math word banks on each grade level to improve student understanding of math terms. Teachers shared that after implementation of the word banks, student understanding of math terms had improved based on formative assessments and the analysis of student work.

- Leaders and teachers also shared that collaboration on vertical and horizontal teams has led to shared practices. Leaders shared that based on observations of inquiry sessions and instruction, teachers have improved in their analysis of student work, level of questioning, quality of learning objectives, and provision of opportunities for student to student discussions. Teachers also shared that based on their inquiry work and targeted next steps developed by teams, groups of students have made progress in targeted skills. For example, based on a data informed focus on functions, graphs, and interpreting equations, math students’ performance on these skills has improved as measured by teacher created assessments.