Quality Review Report

2017-2018

Baruch College Campus High School
High school 02M411
55 East 25 Street
Manhattan
NY 10010

Principal: Alicia Perez-Katz

Dates of Review:
November 29, 2017 - November 30, 2017

Lead Reviewer: Edward Hazen
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

Baruch College Campus High School 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

#### 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>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Area of Focus</td>
<td>Proficient</td>
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</tbody>
</table>
### School Culture

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

<table>
<thead>
<tr>
<th>Area of Celebration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Well Developed</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>Well Developed</td>
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</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>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>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>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>Proficient</td>
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</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.4 Positive Learning Environment</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings
The school’s approach to culture-building and social-emotional support is informed by the school vision. Support services allow staff, students and families to collaborate in addressing all students’ academic and social emotional needs.

Impact
The school leaders maintain a culture of mutual trust and positive attitudes that contribute to a personalized learning environment that promotes academic and social emotional learning resulting in students’ adoption of effective academic and personal habits.

Supporting Evidence

- Structures are in place to create a safe and inclusive school culture that promotes positive interactions among students and between students and staff members and meaningfully involves student voice in decision making. School leaders, teachers, support staff, and students reported that the school’s vision for promoting a positive school culture is rooted in its core values identified as: community, global citizenship, real world connections, and rigor. To create a sense of community, students are strongly encouraged to participate in student government and school events. Students reported participating in the design of the after school program by choosing the clubs that would be offered and stated that their advisory period further serves as a vehicle to have their voices heard. Likewise, student-led parent conferences results in students taking ownership of their learning and affords them an opportunity for them to inform the schoolwide grading policy.

- School leaders have a four year advisory program in place to further build a sense of community in the school and ensure that each student is known well by at least one adult that supports the social-emotional learning of the students. The school staffs three guidance counselors and a college advisor who provide guidance and support to ensure that students stay on track to graduate college and career ready, as evidenced by the school’s four year graduation rate of 100 percent. Similarly, the school has a peer mentoring program in place in which senior level students mentor incoming freshman to support their academic and social-emotional growth. All students reported that the program has a positive impact on addressing students’ academic and emotional needs and results in a nurturing and trusting environment.

- School leaders have implemented Universal Design for Learning (UDL) as a means to ensure that the academic and social-emotional learning needs are supported for a variety of learning styles including students with disabilities and students requiring additional language support or intensive emotional support. The school motto of the “Three E’s” (Excellence, Extra-ordinariness and Empathy) is embedded in lessons using UDL and is reinforced in student “circle” discussions and in advisory periods. Circle discussions also serve as an opportunity for students and faculty to come together to discuss relevant current events or crises that affect their personal lives. Staff and students reported that it was helpful to have the circles in place as a means to deal with the aftermath of the bike path attack in Lower Manhattan. Similarly, students reported that the advisory program in place at the school is helping students prepare to graduate and leads to the adoption of effective personal habits that will benefit them as they prepare for college and adulthood.
Area of Focus

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

Feedback to students aligns to content specific rubrics and provides actionable next steps for improvement. Teachers use analyses of assessment data to monitor student progress, make instructional decisions and adjust curricula and academic tasks.

Impact

Teachers’ use of common rubrics and assessments provide actionable and meaningful feedback to students and teachers. Teachers make informed adjustments to curriculum and instruction leading to students demonstrating increased mastery.

Supporting Evidence

- The majority of teachers use rubrics and classroom and common grade level assessments to monitor student progress and provide actionable feedback with next steps for improvement. A review of student work samples showed evidence that students receive rubric-based feedback with next steps to improve their writing. For example, on a writing sample from a science class, a student had received specific feedback that stated “elaborate on your original answer by incorporating what you know about cloud formation.” Students reported that the feedback they receive on their writing from teachers is helping them become better thinkers and writers; however, the majority of feedback they receive is primarily in English Language Arts (ELA) and social studies classes.

- Teachers use a variety of common assessments to monitor student progress toward expected outcomes for their unit of study and their progression toward meeting the rigors of New York State Regents assessments. Summer assessments are administered in June of each year to establish a baseline on students’ content knowledge and literacy skills to identify patterns and trends to plan instructional strategies and potential interventions for the subsequent school year. Similarly, practice Regents exams are administered in January in all Regents-bearing courses and the data is analyzed to provide targeted intervention and support to close achievement gaps in time for the State Regents exam. Monitoring of student progress toward meeting end of unit and end of year benchmarks is done via informal assessments such as exit tickets and conference notes and analyses of mid-unit tests.

- School leaders and teachers report using the UDL framework as the model for lesson design schoolwide. A UDL Team was established to monitor student performance on the school’s common assessments and make curricular and instructional revisions accordingly. As students respond favorably to instructional adjustments by performing better on subsequent assessments, the instructional strategies are emulated across departments and grades. The cycle of assessing students and making revisions to lesson plans is then repeated by the UDL team.
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 staff have a process in place to ensure alignment of the curricula to the Common Core Learning Standards and include rigorous academic tasks that are accessible for a variety of learners.

Impact

The curricula reflect planning for the instructional shifts, including tasks with rigorous habits that build coherence across departments and grades, and supports college and career readiness for all learners.

Supporting Evidence

- Across grades and departments, the instructional shifts demanded by the Common Core are evident in curriculum documents including unit plans and lessons plans. Across departments, teachers require students to annotate their work, make claims, counterclaims and cite text-based evidence to support their arguments. Schoolwide, school leaders and faculty have made it a priority to require all departments to take into consideration the diversity of learning styles in their classroom by implementing the UDL framework for lesson planning. Additionally, common protocols are embedded into unit and lesson plans to engage students in high levels of discourse such as Socratic seminars and accountable talk prompts. This further promotes coherence across grades and content areas and ensures that students are being adequately prepared for college and career.

- School leaders ensure that inquiry teams meet to examine student work and performance data to inform revisions to curricula and academic tasks and alignment to the schoolwide goals which are articulated in its Core Values statement as making real world connections through rigorous curricula and pedagogy. A review of meeting minutes and agendas indicate that teacher teams meet to analyze student work products and data to identify patterns and trends and refine tasks to address identified gaps in student achievement. The school’s implementation of UDL requires lesson plans to include multiple entry points for students. The UDL team is charged with identifying instructional strategies that have a positive impact on student learning and emulate the practices across departments to build coherence.

- A review of curriculum maps, unit plans and lessons plans indicate that teachers plan for multiple entry points into a lesson for a variety of learners by adjusting the curricula and identifying possible scaffolds that could be used for the lesson such as graphic organizers, sentence prompts, and visual aids and cues. Some lesson plans include language supports for students with language development needs and modified materials for students with disabilities. For example, an environmental science lesson plan identified the use of modeling, strategic grouping and providing verbal cues and graphic organizers as a means to support students with disabilities and English Language Learners to meet the learning objective of the lesson.
Additional Finding

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

Teaching strategies align to school wide goals and provide entry points through the use of scaffolds for all learners to participate in academic tasks and discussion.

**Impact**

Teaching practices result in multiple entry points into lessons for all learners. Most students engage in high levels of thinking and discussion, leading to the development of meaningful work products across grades and departments.

**Supporting Evidence**

- In most classrooms, lessons and teaching documents represent deep content knowledge and understanding of students’ learning needs resulting in academic tasks and activities that are relevant and engaging. Most lessons include an “aim” or objective that aligns to the essential questions for the unit of study. In a global literacy class, students were required to work with a peer to debate the meaning of the essential question for the lesson, “What does the author mean by, ‘we are allowed in ignorance to continue our atrocities?’" Students were required to use current events to support their interpretation, and then share their findings with supporting evidence. The teacher revisited the lesson objective toward the end of the period by having students share their reactions with the whole class while she acted as a scribe to list students’ responses. All students were eager to share their thoughts.

- Across classes, academic tasks and supports such as graphic organizers, accountable talk stems and conversation starters afford students the opportunity to engage in challenging discourse, including students with disabilities, struggling students, and the highest achieving students. In a tenth grade art class, students were directed to use a gallery walk protocol to travel in triads to make observations about a pieces of artwork, building upon others’ observations as they moved from table to table to view the artwork and make inferences. Students were provided with a graphic organizer that contained a checklist with questions to ask to make effective observations. Consequently, groups of students were heard making inferences such as, “I think it represents the stereotypical view that Muslims want to hurt us” and “It looks like one side of her face is darker. I wonder if she has a dark side?” Another student replied, “Maybe the darker shade represents oppression.”

- In a social studies Integrated Co-Teaching (ICT) classroom, students were required to close read informational texts on Ancient Greece and identify characteristics of Athens and Sparta to debate which city-state was more successful. Students were required to develop claims and substantiate them with historical evidence. Students were divided into groups to engage in thoughtful debate using a structured protocol to ensure all students participated. Teachers grouped the students by ability and provided them with written and verbal prompts and graphic organizers. All students were provided with time to peer edit and were provided with a checklist to ensure that they were citing sufficient historical evidence to participate in a meaningful debate.
Additional Finding

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

School leaders communicate high expectations to staff through collegial conferences and professional learning opportunities, and staff provides feedback to parents on their children’s academic progress. Systems are in place to ensure that all students are on a four year track to graduation.

Impact

Systems of accountability for staff and ongoing communication with students and families ensure that they are aware of their children’s progress toward graduation and pathway to college and career readiness. The school’s system of advisement and progress monitoring results in students taking ownership in monitoring their own progress.

Supporting Evidence

- School Leaders are committed to communicating high expectations to teachers, holding them accountable for those expectations, and providing the ongoing support that is required to improve their professional practice. Schoolwide expectations around curriculum, pedagogy and assessment are shared with faculty at the beginning of the school year via a “school vision letter” that identifies the instructional foci of the school and the alignment to trends in Advance teacher observation data so that teachers can set their professional goals accordingly. School leaders conduct a follow up midyear analysis of Advance data with individual teachers during one-on-one conferences to support them in continuing to prioritize their goals and identify domains of the Danielson Framework for Teaching that they may require additional support in to meet their goals.

- Students report that the coursework in the majority of their classes is very challenging but there are supports in place to assist them if they struggle. Students further reported that the amount of reading and writing that is expected in the majority of classes is intense, but they realize that is adequately preparing them to meet the College Readiness Index on the Regents exams and therefore be better equipped for college. They noted that the guidance provided by faculty, the guidance department and the college advisor helps them stay focused on their goals. Students are required to participate in mandatory college advisement in which they meet with the college advisor a minimum of three times per year and must maintain a conference log to track their progress toward college readiness.

- Parents reported that the expectation for all Baruch students is to graduate from high school prepared for college level coursework. The supports the school has in place for students to meet the expectations has resulted in their children graduating with confidence that they are adequately prepared to move to the next level. Parents attributed the College Readiness Index of 97 percent of graduating students to the guidance and advisement that is provided to students and their families. They expressed their gratitude for initiating the college preparedness process in ninth grade so that their children are well equipped and not overwhelmed when they reach their sophomore year. Parents stated how helpful school staff has been in assisting their children prepare for college, not just academically but with campus visits and assistance with preparing college applications and spending significant time with the students to prepare them to write their college essays.
Findings

The majority of teachers are engaged in structured inquiry-based collaborations that align to the school goals leading towards improved teacher practice.

Impact

Professional collaboration has strengthened teacher practice resulting in improvements in student learning across grade levels.

Supporting Evidence

- A review of teacher team meeting minutes and agendas indicates that the majority of teachers are engaged in inquiry-based professional collaboration across grade levels and departments. School leadership provides planning time for the content area teams to meet and analyze student assessment data and work products using a structured protocol to make adjustments to curricula and pedagogy and plan interventions to close achievement gaps. Teachers report using meeting time to analyze student work data and work products to discuss findings in order to make adjustments to their instruction that will address the identified areas in need of improvement. Teachers further reported that time is allotted for co-teachers to plan together weekly to ensure lessons align to the school’s UDL initiative and incorporate the instructional shifts.

- Teachers and school leaders report using pre-assessments at the beginning of each unit of study to gauge the level of knowledge students have relative to the content, skill or concept that will be taught so that they can plan accordingly by making adjustments to lesson plans and pacing guides. This was evidenced by the school’s assessment calendar and meeting notes and agendas. Teacher teams monitor student progress throughout the unit by utilizing informative assessments such as exit tickets, student conferencing, and mid-unit tests. Mock Regents exams are administered in January in all Regents-bearing courses and the data is analyzed to provide interventions for struggling students to prepare them in time for the State Regents assessments in June. As a result of this practice, the school has an average Regents completion rate of 96 percent as compared to the citywide average of 58 percent.

- During a special education department team meeting, teachers used a tuning protocol to analyze students’ constructed responses on a Global Literacy assessment to determine next steps to revise the curriculum map and lesson plans to better meet the needs of students with disabilities. The team debated whether to move the unit of study from December to October for the following school year so that students will be better able to identify how the authors use literary devices since it will parallel their learning in other classes. The team also decided to embed additional scaffolds into the lessons such as a graphic organizer and pictorial representations. The team then discussed the upcoming unit of study on poetry and identified student checkpoints and one-on-one conferencing with students as a means to support them in developing a quality poetry essay.