Quality Review Report

2018-2019

THE JUDITH S. KAYE HIGH SCHOOL
Secondary School 04M310
321 East 96 Street
Manhattan
NY 10128

Principal: Andrew Brown

Dates of Review:
March 13, 2019 - March 14, 2019

Lead Reviewer: Lisa Reiter
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

THE JUDITH S. KAYE HIGH SCHOOL serves students in grade 8 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>
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</thead>
<tbody>
<tr>
<td><strong>To what extent does the school...</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Focus</td>
<td>Proficient</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Culture

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

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

## Systems for Improvement

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

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

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

Findings

The school’s approach to culture-building, discipline, and social-emotional support include daily check-ins with students. Structures such as case-conferencing are in place to ensure students are known well by at least one adult.

Impact

There is a safe and inclusive environment in which students and adults treat each other with respect, and student voice is valued. Guidance counselors, social workers, and teachers coordinate support around attendance and social-emotional needs that align with student learning needs.

Supporting Evidence

- School leaders shared that the school’s approach to building culture includes creating an environment where students feel safe, respected, and are supported in a restorative environment. Students and staff are expected to be undeterred, resourceful, consistent, and relentless in the pursuit and completion of their goals. All students reported feeling safe in the school, one stating, “It’s hard to go unnoticed here. Everyone here supports you towards meeting your goals.” Students also shared that the staff build relationships with them, which helps them feel valued. Additionally, student voice is valued through the inclusion of town hall meetings. During town hall meetings, students learn more about goal-setting and growth mindset and have the opportunity to share their journey. As an example, during the trimester three town hall meeting, students discussed strategies to move from a fixed mindset to a growth mindset.

- In collaboration with students, teachers develop class norms to ensure all students feel comfortable engaging in discussions and sharing their work. For example, one norm included valuing each student’s contribution in a respectful manner. Additionally, students also participate in Peer Group Connection (PGC) which trains students to mentor and support each other. Students came to a quick consensus that this program fosters positive relationships. One student shared that by the end of a PGC session, they have resolved any issues and feel better equipped to have a positive day. Thus, there is an inclusive culture that is conducive to student learning and results in students and adults treating each other with respect.

- School leaders and staff have structures in place that ensure all students are known well. Each student is assigned two counselors who coordinate attendance and social-emotional supports. During the intake interview, the counselors gather information that is used to create a plan to support student success. Additionally, through a structure known as case conferencing, teachers and guidance counselors discuss students’ needs and develop next steps for success. As an example, one student was struggling to partner with other students and engage in larger settings. Next steps were established that included support through counseling sessions and identifying community resources. Teachers were in agreement that case conferencing action plans has a positive effect on students. Students also shared that their counselors, teachers, and school leaders send individual, daily reminders about attendance. One student added that those reminders are why he attends school each day. Students’ overall attendance has improved by 24 percent as compared to their attendance at their previous school. Therefore, the structures in place align with individual student needs and support student attendance and social-emotional growth.
Area of Focus

| Quality Indicator: | 1.2 Pedagogy | Rating: | Proficient |

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs that students learn best when they have time to engage in collaborative tasks and discussions and when teachers follow a workshop model. In addition, teaching practices consistently provide supports to engage learners.

Impact

Students across classrooms produce meaningful student work products, though in some cases there are missed opportunities for students to collaborate in student-student discussions and deepen their thinking through demonstrating their understanding or via strategic supports.

Supporting Evidence

- The articulated set of beliefs on how students learn best includes teachers using a workshop model approach and providing opportunities for students to collaborate on tasks and engage in student-to-student discussions. This was evident across classrooms. For example, in an English classroom, students engaged in a virtual discussion via an online document. Students were asked to describe what it means to be an active reader. Then students responded to another student's response by agreeing or disagreeing and explaining why. One student responded by writing that he agrees with his peer because active reading includes asking questions and summarizing what you've read so that you understand the text. In a science, technology, engineering, and math (STEM) class students collaborated to build a prototype of a mousetrap-powered racer. Students were provided with the materials and an assembly guide. One student noticed that when he attached a side rail, it was slanted. This led to students wondering if that would affect the performance of the prototype. The students determined that they would investigate the effects of the side rail being slanted against other prototypes when they were finished.

- While teaching practices were aligned to the articulated beliefs, in some classrooms there were missed opportunities to incorporate meaningful discussions or collaborative tasks. As an example, during a US history class, students worked with a partner to list the states in their assigned time zone and research how and when the state joined the Union. In several groups, one student would write down the names of their assigned states, while the other student waited or went online to find the required information. In a living environment class, students took notes on a short video clip about renewable and nonrenewable resources. After the video, three out of eleven students responded directly to the teacher with new knowledge they acquired from the video, thus missing an opportunity to have students deepen their understanding through peer discussions.

- Across classrooms, students had access to various support such as wall charts, notes, and teacher support. For example, in a living environment class, the teacher emailed a video on renewable and nonrenewable resources to some students so that they may review again if needed. In an English classroom, students had access to annotation bookmarks and various anchor charts to support their learning needs. However, there were missed opportunities to provide strategic supports or extensions to students. For example, in a US history Integrated Co-Teaching (ICT) class, students received different maps of the US as a scaffold. However, one out of the eight students in the class completed the task quickly and was not provided with an extension. Therefore, while teaching practices often provide scaffolds that allow all students to engage, the use of strategic and high-quality supports and extensions was not yet evident.
Findings
School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts such as writing from sources and demonstrating a deep understanding. Curricula and academic tasks emphasize rigorous habits and higher-order thinking skills for all students.

Impact
Curricula ensure coherence around instructional shifts and promote next-level readiness for all students. An emphasis on rigorous habits and higher-order skills pushes students to demonstrate their thinking.

Supporting Evidence

- Curricular documents across grade and content areas reveal consistent alignment with the Common Core and the integration of the math instructional shifts. As an example, there is evidence of the shift of deep understanding in an algebra unit plan that includes a task in which students determine if the given solution to an algebra problem is correct and provide a written explanation. Another example of a task that requires students to demonstrate a deep understanding is comparing how two math topics are related such as multiplying monomials, dividing monomials, and raising a product to a power. Additionally, there is evidence of academic vocabulary in an algebra lesson plan that includes a four-square vocabulary graphic organizer. The lesson plan includes that students will self-select vocabulary words based on their own needs. Thus, purposeful decisions on curricula such as the use of academic vocabulary promotes next-level readiness for all students.

- Curricular documents include tasks evidencing the integration of the English Language Arts (ELA) instructional shifts. For example, included in an ELA unit plan is a task that requires students to cite textual evidence from several sources to support an argument. Additionally, there is evidence that students read a balance of literary and informational texts. As an example, students write literary analysis essays based on novels they are reading and also use informational texts to write argumentative essays, quick writes, and thematic essays in US history. There is also evidence of academic vocabulary used across content areas through quick writes. A review of lesson plans reveals that each lesson includes a quick write question based on the content and topic of the class and requires students to use academic vocabulary. For example, a quick write question from a living environment lesson plan includes students using academic vocabulary such as renewable and nonrenewable resources. Thus, through the integration of the instructional shifts, there is coherence across the curricula.

- Curricular documents provide evidence of an emphasis on rigorous habits and higher-order skills for all students, including students with disabilities and English language learners (ELLs). A task included in a STEM unit plan requires students to create a prototype of a mousetrap car. In designing their prototype, students must determine the materials and design that allow the car to travel as far as possible. Students must use knowledge of physics, engineering, and math to build their cars. A US history unit plan for classes that included ELLs and students with disabilities includes all students writing a thematic essay. Requirements of the task include describing the historical circumstances that led the United States to acquire territory and discuss the positive or negative effects of the acquisition. Examples of additional rigorous tasks include creating a student-friendly math textbook and developing a small-scale model of a roller coaster. Additionally, unit and lesson plans include possible supports for students with disabilities such as strategic partnerships, graphic organizers, and one-on-one conferences to ensure all students complete the same tasks.
Additional Finding

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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

Across classrooms, teachers use rubrics and checklists that are aligned with the school’s curricula and course outcomes. Teachers’ assessment practices reflect the use of student self-assessment as well as ongoing checks for understanding such as whole-group questioning and small-group conferencing.

Impact

Teachers provide students with feedback on what they did well and actionable next steps. Teachers adjust instruction to meet all students’ learning needs.

Supporting Evidence

- Students benefit from actionable feedback that teachers provide to students. One student shared she received feedback to include the specific type of figurative language that was used in the poem. The student went on to explain that she reads the feedback provided and will implement the suggestions in her next draft or ask the teacher for more support if needed. Another student shared that he received feedback to be more detailed in his quick writes in STEM class. He said, “Instead of being so vague, next time I will explain my reasoning and write about fewer outcomes but in more depth.” A third student shared that he received feedback to show the steps when solving equations, instead of only writing the solution. Furthermore, samples of student work products showed teacher-written actionable feedback. Some examples of actionable feedback directed students to “develop the central idea more,” “include more imagery,” and “include more supporting resources and evidence.”

- The school has created an outcomes-based grading policy that includes ten learning outcomes for each course. Students receive feedback on their progress toward mastery every two to three weeks through benchmark assessments such as essays, debates, and other tasks. For each benchmark, students receive a rubric and feedback on whether they are approaching, meeting, or exceeding the outcome. Students also receive feedback on their benchmark assessments that they use to improve their work. In order to earn a credit, students must demonstrate mastery in seven out of the ten outcomes for a given course by the end of the term. Students came to a quick consensus that the benchmark assessments provide them with feedback on what they need to do next. One student explained that she has a one-to-one conference with her teacher after each benchmark to discuss what she needs to work on and to receive additional support. Additionally, there is a schoolwide rubric that is used to assess students’ daily quick writes across content areas. Students agreed that they use the feedback provided on one quick write to writing in another content area. Taken together, the outcomes-based grading policy and teacher feedback support student achievement.

- Across the school, teachers check for understanding and adjust instruction accordingly. Teachers checked for understanding through whole-group questioning, conferencing with individual students and small groups, and circulating to assess student progress quickly. For example, in an English class, after circulating the classroom and reading student responses, one teacher noticed that several students did not include a rationale to support their answers. In response, she provided an example of a rationale which led to students completing the task. In a STEM class, after conferencing with a pair of students, the teacher identified that students were not developing the higher-order thinking questions required for the study guide. He adjusted the lesson by reminding students to review the text document and develop questions from that document. Additionally, there was evidence of student checklists across content areas that support students’ self-assessment. As a result, students are supported at their level as they progress towards learning goals.
Findings
School leaders consistently convey high expectations to staff through ongoing feedback aligned to the Danielson Framework for Teaching, newsletters, and faculty conferences. Teacher teams and staff consistently communicate high expectations for all students.

Impact
Ongoing communication and professional development provided by school leaders around classroom visits support teachers understanding and awareness of expectations for teaching and learning. Regular progress meetings with students support students as they prepare for the next level.

Supporting Evidence

- School leaders communicate high expectations to staff through faculty conferences and daily memos. For example, during a faculty conference teachers were made aware the expectations for lesson and unit planning with a shared template. The template includes that lessons should include the learning outcomes, a mini-lesson, and supports for students. During a professional development session, teachers were made aware of the expectation to include a quick write in every lesson. Additionally, school leaders provide staff with daily newsletters and other memos to convey clear expectations and remind staff of upcoming events and due dates. For example, in a newsletter from January, school leaders shared the expectation that teachers review information regarding internships requirements and protocols to support students enrolling in Learning to Work. Staff is also reminded of upcoming case conference meeting times, as well as students who have behavioral plans with whom teachers will need to follow-up.

- School leaders conduct frequent observations and provide feedback utilizing the Danielson Framework for Teaching as the standard for professionalism, quality instruction, and high expectations. One teacher stated, and all present agreed, that they receive feedback that is aligned to schoolwide expectations for instruction. As an example, one teacher shared that she received feedback about how to reteach a lesson after many students struggled to complete the task. This aligns to the schoolwide expectation that students be provided with multiple opportunities to demonstrate mastery. Staff also receive weekly professional development aligned to schoolwide goals. For examples, teachers received professional development on vocabulary strategies to support all learners. Furthermore, all teachers agreed that school leaders have an open-door policy that empowers staff to request additional support. Therefore, school leaders provide support and resources that enable staff to meet high expectations.

- There is an established culture of learning in which teacher teams and staff provide ongoing feedback to students through regularly scheduled meetings to review progress toward graduation. During these meetings, students who are not on target to graduate, in collaboration with their counselors and teachers, create a plan for academic improvement. These plans include follow-up dates, barriers to success, and next steps needed to graduate on time. One student shared that her roadmap to graduation helped map out the credits she still needs. Another student shared that his plan helped get him back on track after he missed a few classes. Additionally, all students participate in several trade classes and have the opportunity to earn different certifications that will allow them to obtain employment after graduation. Students also receive schedules based on their individual needs which includes online courses, trade classes, and internships, in addition to traditional high school classes. Taken together, teacher teams and staff offer ongoing and detailed feedback and guidance that prepares students for the next level.
## Additional Finding

### 4.2 Teacher Teams and Leadership Development

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<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating: Proficient</th>
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### Findings

The majority of teachers are engaged in structured, inquiry-based professional collaborations. Distributed leadership structures are consistently implemented in the school community.

### Impact

Teacher collaborations on vertical teams have strengthened the instructional capacity of teachers and promote the achievement of school goals. Teacher leaders facilitate professional development and identify and implement key initiatives that affect student learning across the school.

### Supporting Evidence

- A review of teacher team minutes revealed that teams are focused on supporting writing across the content areas. The humanities and STEM team met to review student work samples. The focus of the meeting was analyzing student quick writes with an emphasis on vocabulary which is aligned to a school goal. Teachers used a protocol to analyze each student’s work and identify next steps for that student and other students who have similar needs. After reviewing the first student’s quick write, one teacher shared that the student answered the question but did not vary her vocabulary or sentence structure. The team noticed a similar pattern in the following student’s work, as well. One strategy shared was to provide students with time to discuss their responses before completing the written task. In addition to providing students with guiding questions or sentence stems that would help develop their use of selected vocabulary words. Additionally, one teacher shared an article on vocabulary instruction that the team agreed to discuss at their next meeting. The article includes different strategies teachers could implement to support vocabulary development. Therefore, the work of teacher teams promotes school goals and strengthens the instructional capacity of teachers.

- Teachers strengthen their instructional capacity through team-based collaborations. As an example, the humanities and STEM team noticed that students struggled to finish the assigned writing task. In response, the team reviewed their instructional practices and determined that students may need the task or time chunked into smaller pieces. Teachers all agreed that they benefit from team-based collaborations, especially in the area of planning. One teacher shared that as a result of teacher collaborations, she developed a study guide that supports literacy skills, as well as her content area. Another teacher shared that she is using a student feedback reflection form that was created by another member of the team. Thus, teachers’ instructional capacity is strengthened through team-based collaborations.

- Teachers have a voice in key decisions that affect student learning. As an example, in collaboration with school leaders, teachers on the interdisciplinary team look at schoolwide practices. Teachers on this team determined that quick writes should be implemented across all content areas to support their literacy growth. This practice is evidence across all classrooms. Teachers have multiple opportunities to design and lead initiatives at the school. For example, a science teacher advocated for a literacy initiative that includes ensuring students have access to local libraries and incorporating both literary and informational text across all content areas. Additionally, teachers collaborated to create a citizenship rubric that is used across all classes. Teachers also have the opportunity to create courses in collaboration with school leaders. For example, one teacher developed a course on social justice and advocacy that is currently being taught. Teachers also facilitate professional development sessions on topics such as incorporating literacy into the content areas and developing effective quick writes.