

# Quality Review Report 2011-2012

**Juan Morel Campos Secondary School**

**Middle and High School K071**

**215 Heyward Street  
Brooklyn  
NY 11206**

**Principal: Howard Fineman**

**Dates of review: May 8-9, 2012**

**Lead Reviewer: Ronald Feinstein**

## Part 1: The school context

### Information about the school

Juan Morel Campos School is a secondary school with 903 students from grade 6 through grade 12. The school population comprises 19% Black, 76% Hispanic, 3% White students. The student body includes 23% English language learners and 28% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2010 - 2011 was 89.1%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- The school gathers and analyzes a wide range of relevant data that enables the identification and deeper understanding of trends and strengths in student learning outcomes. (2.1)
  - An abundance of summative data, including course grades, State assessments, attendance and suspension data, facilitates the identification of a clear overview of the school's strengths and needs. This analysis revealed the need for a focus on high leverage standards across the content areas. Revisions to curriculum maps incorporated Common Core Learning Standards (CCLS) aligned tasks in all content areas, allowing the school to loop those standards across units of study to reinforce learning outcomes.
  - School leaders harvest and analyze classroom performance data, including Acuity and school-specific periodic assessments, to develop areas of focus for all students, with particular attention given to English language learners and students with disabilities. This has resulted in more flexible grouping across classrooms and particularly the creation of additional ITT classrooms which target high needs groups both by skill and content.
- School leaders align curriculum to key state standards and integrate CCLS tasks to promote engagement and post-secondary readiness for the diversity of learners in the school community. (1.1)
  - CCLS are fully integrated in curriculum maps with a thorough use of a school-developed rubric for curriculum mapping. The school's emphases both in mathematics and literacy on argumentative writing using robust and thorough evidence to support written and spoken student work assists students on the path to career and college readiness, as evidenced by a review of student work.
  - During the school's designated "cycle of instruction," inquiry teams discuss and refine tasks, administer baseline assessments, design supports and strategies for implementation and, importantly, also consider when students should discontinue their use. Graphic organizers were created for identified students who struggle including English language learners and students with disabilities. During team planning the analyses of student work led to refinements for struggling students in math who had solid number sense but struggled with algebraic thinking. In science students are now better supported in practices that are engaging and develop expertise with a specific set of procedures rather than a focus on assessments.
- School leaders make effective and informed organizational decisions across all aspects of the school in order to support improvements in learning outcomes for students. (1.3)

- The principal's strategic use of the school's budget and organization is well aligned to the school's instructional goals. For example, the school is a demonstration site for infusing the arts into content. Students participate in instrumental band, piano, chorus and dance. Visiting artists link this work to careers in the arts and resulting student art is on exhibit at the Nurture Art and Brick Rotunda Gallery. In addition, College Bound provides a full-time counselor and iMentor provides on-line mentoring with a mentor from the business community who encourages students to pursue higher education. These significant resources help to track students and keep them set on their goals. The counselor meets one-on-one with students in an advisory-like setting in a space the principal has dedicated for college bound research, complete with computers and refreshments. As a result, most students indicate they want to attend college and many have received scholarships. In grade 7 mathematics, students virtually attend Khan Academy. Here students have shown growth in concept attainment and the teacher is able to instantly identify where they need support simultaneously as they work at their stations. The school is part of the Positive Behavior Interventions & Supports (PBIS) network and, in addition, collaborates with a School Wide Information System from University of Oregon. This dedication of resources provides the school with detailed management information of student behavior and elevates teachers' abilities to meet the needs of their students. In addition, APEX credit recovery allows seniors to work independently. They can only advance when they have achieved mastery. This rigorous strategy is monitored by the guidance counselor who examines lowest third data each marking period and creates an academic action plan for these students.
- Teams of teachers and individuals make good use of assessment data that strengthens collaboratively developed assessment practices that contribute to create a clear portrait of the school's strengths and areas of need. (2.2)
  - Teachers individually and in teams analyze baseline data from the previous year's assessment and, along with item analyses, begin to focus formative assessment with an emphasis on school-wide goals for differentiation. With this data in mind, new core assessments are developed and administered in November. This "cycle of instruction" process assesses cumulative skills development subsequently across the year and a school-designed standards-tracker enables teachers to identify trends and students who still struggle. For example, high school English language learners are grouped according to New York State English as a Second Language Achievement Test proficiency for English and send the rest of their day with peers in all other classes. As a result of this grouping for instruction, there has been improvement from 8% to 12% of the lowest third achieving a 75 on the English language arts Regents.
  - The school supplements summative data with a quarterly look at classroom level assessment data. Analyses of the needs of school-specific subgroups yielded a direct connection to the kinds of questions teachers asked and the resulting student work. As a consequence of data from learning walks and teacher feedback aggregated from Teachscape, literacy, math and science curriculum maps, lessons were revitalized with essential questions and toolkits for higher order questioning, leading to effective instructional adjustments in classrooms.

- Teacher development is driven by a research-based framework and ensures that teachers meet professional expectations and goals collaboratively developed by teachers, the principal and assistant principals. (4.1)
  - School leadership shares data from the cabinet with teachers after collaborative and focused walk-through visits that use a research-based common framework for professional practice to classrooms. Written narratives returned to teachers describe in detail what was seen from the Cabinet's viewpoint, including an evaluation of specific components illustrative of best practice and specific next steps for improvement. Cumulative aggregated walk-through data is disseminated school-wide in a narrative written by the principal entitled "Principally Speaking". For example, an observation that focused on how the teacher was communicating with students included suggestions for how to better familiarize students with the rubric used and how to make connections to previous lessons. As a result, logs of assistance follow each teacher and subsequent visits detail the inclusion of suggestions in subsequent teacher practice and resulting student work, leading to improved teacher practice and student outcomes.
- The principal has established a learning community focused on data-based goals and action plans that drive efforts to accelerate student learning and social-emotional growth. (3.1)
  - The school has a public, clear and focused five year plan that includes efforts to develop assessment plans that provide teachers with actionable data that helps them continue to develop and implement resources for differentiation and create rigorous and engaging curriculum. Guidance counselors and a College Bound counselor, PBIS and the availability of more college courses such as chemistry at the City University of New York at Home in College have contributed to efforts to accelerate student academic and personal learning. In addition, the successful working partnership between teachers, the dean and counselors insures that social-emotional and behavioral issues are successfully resolved early on and do not escalate.
  - School leaders effectively involve and communicate with the whole school community. Next steps for school improvement included discussions at faculty conferences, cabinet meetings and the School Leadership Team. Responses to previous Quality Review reports and data from the Progress Report drive school-wide goals and initiatives. Students, parents and staff participate in school planning processes, ensuring that all understand and support the continued development of the school.

### **What the school needs to improve**

- Expand opportunities to consistently provide differentiated instructional strategies that are rigorous and challenging and include questioning that elicits higher order thinking. (1.2)
  - Teachers have clearly discussed a school-wide belief system, however evidence across classrooms reveals a disconnect between the agreed beliefs and systemic practice. Student engagement in classroom

discussions, elements of Socratic seminar, teachers pushing student thinking and clarifying and amplifying are valued yet remain aspirational. Though professional development is provided, teacher practice is inconsistently aligned to the spoken curriculum and articulated set of esteemed beliefs, limiting opportunities for a consistent, effective school-wide curriculum that enables all students to produce meaningful work products.

- Scaffolds to differentiate learning opportunities for all students emphasize student choice but this is primarily limited to ultimate work products or choice of questions. There is no a clear rationale for when or where teachers provide differentiated lessons and strategies, thus entry points into the curriculum are limited for many students.
- Increase opportunities to engage families and students in progress toward school goals and include parents in important school activities so that they are partners in the school-wide effort to improve student achievement. (2.4)
  - The school has established opportunities for parents to discuss student progress and academic strengths and weakness through the use of parent nights and targeted workshops and parent nights. Additionally, training has been provided in the use of ARIS Parent Link to better enable parents to monitor student growth in both academics and attendance. However, this outreach has yet to impact parents' understanding of the CCLS and there is a limited venue for reciprocal conversations for student next steps and ways to assist students at home. As a result, all parents do not have a clear understanding of how to support their students, which hinders student success.
- Expand professional development opportunities for teachers to discuss their practice, with dedicated focus on the link between teacher practice and student work. (4.3)
  - A professional development plan and theory of action collaboratively establishes school-wide goals and initiatives. Teachers develop their own professional development plan and both administrators and faculty visit external lab sites. While an established system exists to respond to these in intervisitation logs and lab site response notes, there is yet to be a system to monitor intended improvements in classroom practice, thus teachers' potential for professional growth is limited.
  - The school makes efforts to build leadership capacity through grade team leaders, inquiry team leaders and professional development led by principal, assistant principal, AUSSIE consultants and teachers as well as through the network. The resourceful Arts department coordinates outreach to a site-based elementary school and its own middle school to encourage interdisciplinary integration the arts. However, there is not abundant evidence that efforts to further develop leadership is part of a purposeful plan, thus the development of effective key leaders in the school is currently limited.
- Refine the use of the school's common grading policies and tools to capture meaningful diagnostic feedback from carefully crafted rubrics. (2.3)

- Teams of teachers and individuals use Engrave to capture useful student performance data and the use of Google Docs offers school-wide access to assessment data. However, these practices have not yet sufficiently informed curricular and instructional decisions, thus efforts to increase student achievement are hindered.
- The school leader and staff understand the need for consistent grading policies and practices and considering these actions is an important first step the school has undertaken. However, until this initiative gains greater traction, the school's ability to best capture meaningful student performance trends that will inform instruction and curriculum across the school is limited.

## Part 3: School Quality Criteria 2011-2012

<b>School name: Juan Morel Campos School K071</b>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
<b>Overall QR Score</b>			<b>X</b>	
<b>Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.</b>				
<i>To what extent does the school regularly...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?			<b>X</b>	
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?		<b>X</b>		
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?			<b>X</b>	
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?			<b>X</b>	
<b>Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				<b>X</b>
2.2 Align assessments to curriculum, use on-going assessment practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?			<b>X</b>	
2.3 Use grading policies and tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends to inform instruction and curriculum?			<b>X</b>	
2.4 Engage families in school decision-making, activities and an open exchange of information regarding students progress toward school and class expectations?		<b>X</b>		
<b>Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.</b>				
<i>To what extent does the school ...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?			<b>X</b>	
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			<b>X</b>	
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?			<b>X</b>	
3.4 Communicate high expectations to staff, students and families, and support students and families to achieve them?			<b>X</b>	

<b>Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?			<b>X</b>				
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			<b>X</b>				
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?			<b>X</b>				
4.4 Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?			<b>X</b>				
<b>Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>							
<i>To what extent does the school...</i>	<b>UD</b>	<b>D</b>	<b>P</b>	<b>WD</b>			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			<b>X</b>				
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			<b>X</b>				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?			<b>X</b>				
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			<b>X</b>				
<b>Quality Review Scoring Key</b>							
<b>UD</b>	<b>Underdeveloped</b>	<b>D</b>	<b>Developing</b>	<b>P</b>	<b>Proficient</b>	<b>WD</b>	<b>Well Developed</b>