

# Quality Review Report 2011-2012

Eagle Academy for Young Men  
Middle-High School 09X231

4143 THIRD AVENUE  
BRONX  
NY 10457

Principal: JONATHAN FOY

Dates of review: March 27-28, 2012

Lead Reviewer: Carron Staple

## Part 1: The school context

### Information about the school

Eagle Academy for Young Men is a middle-high school with 478 students with a newly enrolled 6<sup>th</sup> grade class, and grades 9-12. For the 2012-12 school year they will be growing into their middle school adding grade 7. The school population comprises 59% Black, 32% Hispanic, 1% White, and 1% Asian students. The student body includes 5% English language learners and 24% special education students. Boys account for 100% of the students enrolled. The average attendance rate for the school year 2010 - 2011 was 87.4%.

### Overall Evaluation

**This school is proficient.**

## Part 2: Overview

### What the school does well

- Resources are strategically used to support instructional needs of students and teachers. (1.3)
  - o Resources are used to create a structured time within the school schedule for teachers, which results in consistent weekly meetings for teachers to engage in lesson, unit, and curriculum planning, thus promoting accountable collaboration among staff. Block scheduling and advisory classes, embedded into the school schedule, allow students to participate in special classes such as Regents' prep classes, pre-advanced placement classes, town hall assemblies, and college-level seminars, which engage the students in preparatory and challenging classes creating college and career ready preparedness for the world beyond high school.
- The school's careful attention to youth development and social-emotional learning promotes student desire to succeed and engages them in their own academic development. (1.4)
  - o The school addresses the needs of every student by having a daily Town Hall meeting where students recite self-affirmations and support each other in brotherhood. Each student belongs to a "house" led by a school and student leader where students discuss personal and academic concerns, resulting in strong peer support and relationships among staff and students, and a school community where students build confidence and feel motivated. Students are involved in weekend retreats, a guest speaker series, student government, Saturday Mentoring from 100 Black Men and other high profile professionals, Culture Day, and the Angel Buddy program, a targeted program for students who are struggling personally or academically and need strategic intervention in order to maintain success. The school tone and environment that is very welcoming and inclusive with an open door policy allows every student to be known by all adults, resulting in low incidences of conflict, and high occurrences of camaraderie, leading to academic and personal support and highly motivated and confident young men.
- School leaders work collaboratively with students and their families by sharing both academic and non-academic progress information resulting in a partnership between home and school so that students can achieve their goals. (2.4)
  - o Predictive assessments such as ACUITY and the Performance Series are discussed with parents, as well as the implementation of the Common Core Learning Standards (CCLS) and performance tasks students are required to complete in literacy and math. Families are encouraged to ask questions and engage in tasks that the students are required to perform as a way of helping them support their children. Families have the ability to participate in a grade specific academic conference every other month with a guidance counselor about their children's learning goals that are targeted to support families in helping their children meet academic and behavioral expectations.
  - o The school provides a variety of venues and tools for families to monitor student progress over time via ARIS, Datacation, PupilPath, monitoring student performance in class, the Eagle Academy Website, and parent meetings that are

targeted by grade to support parents. This results in parents gaining an understanding of the academic expectations for their children.

- Leaders and teachers convey high expectations for professionalism and scholarship and provide support so that all students and staff can achieve them. (3.4)
  - A summer bridge program for sixth and ninth graders is implemented to give students a jump-start to middle and high school. Families receive a parent and student handbook with school expectations concerning scholarship, behavior, and service, and are aware that attendance is monitored daily, which results in families feeling connected to and supported by a community of professionals who have high expectations for their children.
  - The principal has built a culture of collaboration and high expectations where teachers identify their professional performance goals, and in consultation with the principal, develop their own professional agenda for the year, resulting in targeted professional development that supports individual goals as well as school-wide goals.
- The school has highly effective student support systems and in collaboration with partner organizations provides a wide range of internal and external opportunities for students to grow academically and personally. (4.4)
  - The school community provides highly structured partnerships, and internships that allow for real world learning and support social-emotional student development and academic success. Mentoring provided by the 100 Black Men Organization and the Eagle Academy Foundation allows young men to receive valuable mentoring, resulting in positive experiences and relationships with male role models who remain with them their entire school career. The PSAT and SAT prep that is provided by Bell Curves and NewsCorp enables students to get a jumpstart on preparing for high leverage exams, which ultimately helps them improve their scores and gain acceptance into colleges of their choice. Students are also able to travel abroad to foreign countries to engage in service learning with the help of the American Field Studies and BuildOn organizations. Students also benefit from in-school advisory, financial literacy training, small group counseling, the College Bound Initiative college preparatory program and Urban Word NYC, which uses hip-hop and spoken word to support students develop college essays and scholarship applications.
- The school's curriculum effectively integrates the Eagle Core and Common Core Standards across subject areas, which includes rigorous and engaging learning targets that support critical thinking and higher-order tasks for all learners. (1.1)
  - The principal and his staff have made purposeful decisions around school-wide unit planning that clearly focuses on embedding anchor standards for informational text into curricula, resulting in promoting communication skills via explicit reading and writing tasks. Additionally, across all classrooms, students' work is assessed by the teachers against content area rubrics and students are able to self-assess in each class using standards-based learning trackers, which results in students understanding where they are on the continuum of meeting their short- and long-term goals.
  - Eagle Core, a mastery list of skills and tasks is aligned to the Common Core Standards and engages all students in relevant learning tasks. Students must use technology to produce, publish, update, and share their argumentative writing, examine relationships in the world around them to create community

projects, synthesize information from a range of sources (texts, experiments, simulations) via word circles, debates, concept maps, project-based inquiry learning, and problem solving via real world applications. Rigorous tasks that include Cornell Note-Taking, The Frayer Model for Vocabulary Building, and Anticipation Guides for Comprehension are just some of the strategies the school uses to support students in assessing their own learning, which results in students becoming more reflective about their learning causing them to process and understand their work more effectively in the future.

## What the school needs to improve

- Ensure that effective instruction across grades provide opportunities for students to consistently articulate their learning. (1.2)
  - While it is commendable that every classroom uses learning trackers, sentence starters, graphic organizers, videos, and visual aids to support academic progress, it was not evident in every classroom that the instruction was providing support for every type of learner, as the instruction tended to follow a tradition of whole group instruction. Differentiated teaching strategies and questioning was not evident, which in some classes reduced the level of participation and work produced.
- Strengthen teacher use of the evaluative process by embedding checks for understanding in instruction in order to meet the needs of all students. (2.2)
  - Informal assessment data is collected by most teachers, including exit tickets and learning target trackers of self-assessment that check for student understanding. However, except for grades six and nine, writing rubrics are not embedded in the work, thus leading to inconsistency of student writing in grades ten through twelve.
  - Although teachers have high expectations for their students, there was not a consistent check for understanding across every classroom, as some classes end without the teacher being able to determine if the learning objective was achieved. Consequently, there are missed opportunities for critical assessment of the students and adjustments to lessons as needed.
- Increase the consistency of providing actionable next steps to teachers using the current research-based framework to elevate teacher practice. (4.1)
  - Teachers receive continuous support from school leaders as to how they can move their practice forward via oral and written feedback. In addition, the Danielson framework has been rolled out with specific components that include lesson planning and student engagement) being identified as areas for teacher growth. However, the written feedback on post-observations reports does not always align to the framework competencies being studied and practiced, so there is a disconnect between the framework and the actionable feedback teachers receive in their performance evaluations.
  - Teachers receive informal and formal observations, are mentored by peers, receive one-to one coaching, and are required to set goals for professional growth. However, there is no memorializing of how teachers make incremental steps toward reaching their targeted goals. Therefore it is not clear as to how much professional growth was made, even though a wealth of support is provided to all teachers.

- Refine the process of assessing school-wide progress towards interim benchmarks in order to evaluate where adjustments towards long-term goals are needed. (5.3)
  - o The school uses an annual planning structure in Comprehensive Educational goal setting. However, it has yet to formalize systems to set measurable, long-term and interim-goals consistently throughout the year and target effective instruction that meets the needs of all students.
  - o Although the school has every teacher involved in a teacher team to measure, analyze, and plan for student progress, a formalized system that analyzes the progress of teacher teams toward interim and long-term goals, has not yet been established, thus precluding effective evaluation of the teams throughout the year.

## Part 3: School Quality Criteria 2011-2012

School name: Eagle Academy for Young Men	UD	D	P	WD
<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>	UD	D	P	WD
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>	UD	D	P	WD
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>	UD	D	P	WD
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>

**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.**

<i>To what extent does the school...</i>	UD	D	P	WD
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?			X	
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?			X	
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?			X	
1..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?				X

**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.**

<i>To what extent does the school...</i>	UD	D	P	WD
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?			X	
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?			X	
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?			X	
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?			X	

**Quality Review Scoring Key**

<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>
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