

Quality Review Report 2012-2013

Manhattan School for Career Development

P.751M

**113 East 4th Street
Manhattan
NY 10003**

Principal: Ewa Asteria

Dates of review: May 20-22, 2013

Lead Reviewer: Robin Cohen

Part 1: The school context

Information about the school

P.751M is a/an high school with 244 students from 9 through grade 12. The school population comprises 47% Black, 48% Hispanic, 2% White and 3% Asian students. The student body includes 27% English language learners and 100% special education students. Boys account for 73% of the students enrolled and girls account for 27%. The average attendance rate for the school year 2011 - 2012 was 71.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- Administrators and teachers align the curriculum to key standards, integrate the Citywide Instructional Expectations (CIE) and provide a range of learning experiences meeting the needs of its diverse population. (1.1)
 - The school has aligned its units of study to the Common Core Learning Standards (CCLS), Career Development Occupational Studies (CDOS) and integrates the instructional shifts as outlined in the 2012-2013 citywide instructional expectations (CIE). Curriculum plans and maps provide a coherent roadmap for units of study with a school wide focus on problem solving in mathematics and text-based evidence in literacy. There is a targeted focus on public speaking which supports the challenge of being involved in the District 75 Debate arena. The school wide focus on using Webb's Depth of Knowledge (DOK) in the design of rigorous tasks ensures engagement for all students as they work to locate answers from the texts they are reading as seen during classroom visits. A teacher stated "this focus has resulted in increased quality of student discussion and writing assignments around texts." The school defines rigor as Input +1, explained as good teaching is not just reviewing or reinforcing what the student already knows, but deliberately choosing to teach beyond. Throughout all classrooms, rigor is embedded into daily routines and emphasis is noted in making content relevant to real life situations. Students at worksites designed job postings that describe what work values, duties, tasks, tools and technology are needed to be employed for that specific job. During a visit to Baruch College, students put mathematical concepts to work by following recipe to prepare lunches to be sold in the student cafeteria demonstrating high level learning tasks related to measurement and money. All students, including English language learners (ELLs), are assessed using the Student Annual Needs Determination Inventory (SANDI), Scantron, vocational assessments and teacher made measures. The school's detailed tracking of English language learning students' progress from year to year identifies trends, and show markedly improved scores on the New York State English as a Second Language Achievement Test (NYSESLAT) exam. Based on these assessments and consistency in the analysis of student work, all students are placed in data-driven instructional programs, where their individual educational plan (IEP) is aligned to support their instructional process. The school has achieved measurable results in closing the achievement gap and promoting college and career readiness, as 98% of graduates have been accepted in competitive employment and agency linkages.
- Teacher pedagogy emphasizes the school's beliefs in strategic differentiation with multiple entry points to ensure engaging learning tasks that demonstrate growth. (1.2)
 - Deepening the work of using the Danielson framework to promote quality teaching, P.751's instructional expectation and curriculum map provide a coherent instructional plan that is aligned to the Common Core Learning Standards (CCLS), the citywide instructional expectations (CIE) and New York State Career Development and Occupational Studies (CDOS) standards for students of varying intellectual abilities. Daily lesson plans

are posted outside all classrooms doors to ensure transparency. Lesson plans and CCLS are directly connected to the grade level of students, and include mandated adaptations, accommodations, interventions and assistive technology to ensure student mastery of learning at the highest level possible. Lessons provide activities to meet the diverse needs of learners and multiple entry points through leveled texts, thinking maps, visual aids, manipulatives and activities with questions that match the data determined Depth of Knowledge (DOK) level of questioning skill-set for each student. To address the varied learning abilities and styles of students within classrooms, technology is routinely used to ensure all students have the means with which to communicate their thinking. The school uses the workshop model in all classes providing opportunities for students to engage in guided and independent practice. Students explain their thought processes and defend their work against established criteria during instruction, resulting in understanding their own learning and progress in meeting their academic and behavioral goals. For example, during a science lesson, students discussed recycling and what would happen if we ran out of resources, evidence of higher order thinking. As a result of teachers raising the level of questioning and having revised rubrics to address the higher expectations of the CCLS, student work products now demonstrate extensive revisions to meet the higher expectations. As a result, written work products now demonstrate increased text-based information, extended volume, and at least a one level increase in achievement based on the task-specific rubrics.

- Assessment and analysis practices across the school lead to instructional adjustments so that the needs of students are met. (2.2)
 - Administrators, teachers and related service providers collect and use a range of assessments that include Students Annual Needs Determination Inventory (SANDI), New York State Alternate Assessment (NYSAA), New York State English as a Second Language Achievement Test (NYSESLAT), level I, II, III, vocational surveys and Online Occurrence data (OORs) to complete individual student profiles and monitor progress. In addition, teacher teams, with support from the school and district based coaches, construct rubrics and checklists connected to the Common Core Learning Standards (CCLS) used for classroom level assessments. Students complete a level 1 vocational assessment upon admission to the school, listing their interests and a career goal that is used to guide community based instructional placements as well as guiding prevocational instruction. These results ensure that teachers strategically adjust instructional plans, such as vocational activities presented to meet each student's interests and needs. At the team level, the analysis of student performance on tasks guides adjustments to curriculum mapping and full implementation of proven instructional strategies, as well as placements in community based instructional settings that meet both the interest and academic levels of students. Consistently, students complete behavior point sheets at the end of every class using a student-friendly rubric that includes both academic and behavioral competencies, data that is also used in assessing student progress. In response to teacher surveys, and the previous Quality Review report, the school emphasizes consistency of specific, actionable and meaningful feedback to students regarding their class work that includes evidence of growth and target focused next steps for continued improvement. Students self-assess writing tasks using rubrics and partner with peers to review and

revise their work products that results in effective adjustments prior to publishing. Students speak about their grades, the reasons they received the grades, and the next steps they need to take to improve their performance. This has resulted in increases in writing and math assessments based on daily data collection, student self-assessment through daily teacher-student conferencing, and individual case study analysis during teacher team meetings and collaborative lesson planning that ensures instructional adjustments address student needs.

- Administration and staff use a research-based framework to ensure all teachers receive continuous effective feedback aligned with professional goals to ensure pedagogical growth. (4.1)
 - Through participation in the Teacher Effectiveness Pilot (TEP), the school continues to deepen their implementing the Danielson framework to promote quality teaching. Their observation rubric addresses four domains of teaching responsibility, each defining a distinct aspect of the domain. The school's main focus is on questioning and discussion strategies, using assessments to inform instructional practices, procedures and protocols. The school honors a rigorous schedule of observations, semi-weekly walkthroughs of all main site classrooms and bi-weekly visits to all community based vocational internship off-sites. Immediate verbal and written feedback is given to teachers after each walkthrough. Administrators also conduct rigorous formal written observations every six weeks. Pedagogy is evaluated in depth with extensive detailed feedback that clearly identifies areas of strengths and needs, specific suggestions for improvement, professional development opportunities, both internally and externally, and immediate next steps to be taken by the teacher. Additionally, team teaching, intervisitations and mentoring supports new and struggling teachers. In all of the walkthroughs and observations, the goal is to maximize the positive impact upon students' post-secondary outcomes as evidenced in an 8% increase in post-secondary placements. In order to enhance educators' learning, growth and professional development, administrators assess teachers' progress by conducting mid-year and end-year conversations. To foster an environment of continuous self-assessment, all staff members complete an educator's platform for professional development (EPPD), designed by the school, to track their own self-identified goals throughout the year. As a result, 20% of those staff members who were deemed to be in need of improvement have now demonstrated continued satisfactory performance on both informal and formal observations for the current school year.
- Informed, effective and strategic use of resources, extensive partnerships and organizational decisions, ensure that instructional initiatives maximize learning for all students. (1.3)
 - All resources are strategically aligned to the school's overarching goals and key priorities. Through effective organizational programming, the administrative team has supported professional learning communities by scheduling daily meeting time and engages in extended inquiry meetings on Fridays. Teachers at worksites participate via conference calls and Skype. Time is structured for teachers to participate in intervisitations in the use of technology and academic intervention services (AIS) with a

direct focus on struggling readers and writers. To ensure students have access to technology, the school secured a Reso A grant purchasing additional SmartBoards, iPads and computers. These initiatives have resulted in increased student engagement. To support its' goals of post-secondary outcomes and student independence, the school has established partnerships with community businesses that provide students with increased opportunities to work outside of the school. Instructionally, they have partnered with CO-OP Tech High School and the High School for Fashion Industries to provide students access to Career and Technical Education (CTE) readiness skills, pre-vocational and vocational development opportunities and linkage to agencies and other post-secondary supports. The school has established work relationships with numerous organizations that include but are not limited to Baruch College, Hunter College, New York University and Teachers College, Bellevue Hospital, Gouverneur Hospital, Jewish Home Lifecare, Mount Sinai Hospital and Veterans Affairs Hospital. In addition, students work at the 69th Armory and the 369th Armory Regiment. The result of the strategic use of resources is evidenced through a 4% increase in student attendance, students earning credentials in various trades such as building maintenance, welding and cooking, and a 100% increase in student participation an afterschool programs focusing on career development. In addition, as a result of the AIS supports provided, the average level of proficiency in reading increased from 318 to 325, communication from 256 to 329 and student writing increased from 183 to 246 as measures by the SANDI assessment.

What the school needs to improve

- Extend the consistent practice of communicating high expectations and ensure families are provided with supports linked to post-secondary outcomes in order for students to reach higher levels of success. (3.4)
 - The principal consistently articulates high expectations at faculty conferences and individual and collaborative team meetings. Professional development for staff continually raises the bar for the level of work expected by adults and students at the school. Faculty receives support in building pedagogic skill around the use of technology and infusing academic vocabulary into lessons. Focused professional development on expanding teacher capacity in developing engaging instruction that motivates students occurs regularly. Parents state there is good communication in terms of their child's IEP meetings, school events and celebrations through the use of newsletters, point sheets for behavior, report cards and phone calls for successes as well as concerns. However, despite offering parent workshops covering a variety of topics, parents expressed the need to expand the menu of offerings to include understanding what college and career readiness looks like for their child and adapting when these are presented to accommodate working parents. This limits parents from engaging in full partnerships as they do not feel fully aware of how to best support their child's readiness to meet the demands of the world of work.

Part 3: School Quality Criteria 2012-2013

School name: P751M	UD	D	P	WD			
Overall QR Score				X			
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key State standards?				X			
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products?				X			
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?				X			
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?			X				
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet students' learning needs as evidenced by meaningful student work products?				X			
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?				X			
4.1 Use the observation of classroom teaching with a research-based, common teaching framework 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			
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?				X			
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed