



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Quality Review  
Office of School Quality  
Division of Teaching and Learning  
2013-2014

# Quality Review Report 2013-2014

**Progress High School for Professional Careers**

**High School 474**

**850 Grand Street  
Brooklyn, NY 11201**

**Principal: Dr. William Jusino**

**Dates of review: May 13 - 14, 2014**

**Lead Reviewer: Carolyn Yaffe**

## Part 1: The school context

### Information about the school

Progress High School for Professional Careers is a high school with 1083 students from grade 9 through grade 12. The school population comprises 32% Black, 66% Hispanic, 1% White, and 1% Asian students. The student body includes 16% English language learners and 17% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2012 - 2013 was 82.4%.

### Overall Evaluation

**This school is developing.**

## Part 2: Overview

### What the school does well

- The school community maintains a nurturing, supportive and respectful environment that is conducive to the academic and personal growth of faculty and students. (1.4)
  - School leaders, parents, and students alike cited the maintenance of a safe environment and the building of school culture as a high priority in the school community. Across classrooms and professional collaborations, respectful language and tones were observed. Students cited influence over several initiatives in the school community, including the revision of the scope and sequence of college exposure. Parents cited the modified Friday schedule, freshman academy, and Saturday and PM school, as initiatives that reflected school leadership had “listened” to them and implemented. As a result, all school constituents feel they have a strong influence on key elements of the school community.
  - In student interviews, many students cited leadership as a school value and cited the various ways that students were pushed to be leaders, ranging from self-advocacy at the classroom level to opportunities to participate in programs and student council. As a result, students feel that there is a focus on supporting them in gaining the ability to demonstrate behaviors that will help them succeed in the world beyond high school.
- A cycle of common assessments across departments is used to assess student learning and inform adjustments to curriculum and instruction in order to identify and address student needs. (2.2)
  - This year a key focus of department meetings is the design, implementation, and analysis of common assessments to illuminate a clear picture of students’ strengths and weaknesses across a grade and within the scope and sequence of a subject area. Teachers in the same subject area administer common assessments at an agreed upon time frame, grade them separately, and then come together to look at results and identify places to modify assessments or curricula. As one example of the impact of this practice, the English Language Arts inquiry team has revised the templates for its common assessments to provide clearer scaffolding for tasks. This greatly increased student completion rate between the first and second round of common assessments during the school year.
- School leaders have re-envisioned the use of resources, including staff and student time in order to focus on the school’s instructional goals to impact student achievement. (1.3)
  - At the beginning of the year, school leadership identified increased professional collaboration time and the redesign of credit accumulation opportunities as resource priorities. As a result, the school passed a School Based Option (SBO) to modify the Friday schedule that creates time for structured professional collaborations and also allows time for

additional student interventions and programs to support social-emotional growth and college and career exposure. As a result of this, advisory programs now exist for the students in most need of support (as identified by absence and suspensions), teachers cite closer collaborations than in the past, and based on projections, student credit accumulation is approximately 10% greater across grades than in the past school year.

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

- Build upon the school-wide beliefs and practices implemented this year so that pedagogical practices across classrooms consistently yield student work products and discussion that reflect higher order thinking. (1.2)
  - The school community shares an instructional focus of close reading and annotation that was evident across classrooms; there was also evidence of common planning approaches across classrooms that attempted to emphasize key elements of the school's philosophy regarding how students learn best. Although the principal and instructional coach shared that a focus on Danielson component 3b (Using Questioning and Discussion Techniques) drove professional development and classroom expectations and there was a rubric produced connected to this, the patterns of questioning and discussion across classrooms primarily revolved around teacher-student interactions. Where student discussion was planned for, they were not framed by complex or open-ended questions and there were not consistently clear structures, scaffolds, or expectations in place to support meaningful conversation. As a result, the majority of conversations observed and written work products reviewed inconsistently demonstrated higher order thinking.
- Build on the existing variety of teacher team and distributed leadership structures to ensure that this collaborative work has maximum impact on instructional strategies and resulting student work products. (4.2)
  - School leadership has created several different structures for professional collaborations in the school community: grade teams, department teams, instructional leads, and a new teacher institute. Although these structures exist and share broad goals, sets of focused, concrete and measurable goals that guide the work of the respective teams, as well as structured support for the development and facilitation of agendas towards goals, is currently inconsistent across these collaborations. For example, school leadership cited over seven goals connected to the work of the newly created instructional leads, but were unable to articulate processes for evaluation of or benchmarks of success towards those goals. As a result, some of the collaborations are not explicitly connected to the advancement of school wide goals and end up being focused more on ad-hoc problem solving. In addition, because meeting facilitation is rotated, there is uneven support towards the quality of the agenda across teams and facilitation of meetings, leading to some meetings moving less concretely towards progress for the groups of students served.
- Refine teacher feedback expectations and accompanying professional development to ensure that teachers consistently receive effective feedback and next steps to support teacher development. (4.1)

- School leaders have systems in place to regularly observe and provide feedback to teachers. Data on Danielson components culled from observation cycles is used to inform professional development, most notably regular staff walk-throughs that culminate in peer-to-peer feedback. Although these structures exist and provide a valuable foundation for professional development, a review of feedback delivered to teachers from observations reveals general feedback and next steps that are not consistently or specifically tailored to support growth regarding areas noted for growth in the observations. In addition to this, the regular review of student work and data is not incorporated into either the written observations or the de-briefs at this point. As a result, observation and feedback cycles do not consistently push individual teacher growth or collective staff growth on identified components.

## Part 3: School Quality Criteria 2013-2014

School name: Progress High School for Professional Careers	UD	D	P	WD			
Overall QR Score		X					
<b>Instructional Core</b>							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
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?		X					
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?		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				
<b>School Culture</b>							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports 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 those expectations?			X				
<b>Systems for Improvement</b>							
<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 student 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 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?		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				
<b>Quality Review Scoring Key</b>							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed