



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Roland Hayes

Middle School K291

**231 Palmetto Street
Brooklyn
NY 11221**

Principal: Jacqueline Rosado

Date of review: February 11, 2015

Lead Reviewer: Lillian Druck

The School Context

Roland Hayes is a middle school with 514 students from grade 6 through grade 8. The school population comprises 19% Black, 77% Hispanic, 2% White, and 2% Asian students. The student body includes 23% English language learners and 23% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 87.9%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Proficient
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	Celebration	Proficient
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Additional Findings	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

The school uses common assessments, performance-based rubrics and grading policies aligned to the school's curricula to gain a clear understanding of student progress toward goals.

Impact

Effective curricular and instructional adjustments and actionable feedback lead students towards the advancement of goals.

Supporting Evidence

- All units across subjects incorporate pre, mid and post assessments aligned to the Common Core Learning Standards. Teachers access the Engage NY website to complement Expeditionary Learning in English Language Arts and Common Core aligned Mathematics assessments so that the data generated from the assessments is useful in measuring student progress toward meeting grade and subject area benchmarks.
- Adjustments to lessons include grouping of students based on data, abilities and learning styles. In a special education class, the teacher incorporated additional visuals in math to illustrate properties on slope intercept formulas. In an English language arts (ELA) class, students were grouped in partnerships and triads based on data acquired from the previous day's exit slips and homework.
- Teachers across grades and subjects administer assessments according to the dates listed on the respective curriculum maps. They use an action plan organizer to gather assessment findings for follow up on adjustments to curricula and instruction as needed. Based on pre-assessment data, the grade 8 ELA action plan organizer indicated that students did not master "determining the meaning of words and phrases in literary text". Instructional adjustments included increased modeling through think aloud strategies to demonstrate the use of contextual clues to figure out the meaning of words.
- The grade 7 ELA teacher provides detailed feedback to students throughout the writing process. Students access their drafts electronically and follow the teacher's recommendations to draft, revise and edit their writing pieces. The bulletin board outside the teacher's classroom and student work folders illustrate the various stages of student writing, annotated feedback tied to performance-based writing rubrics and published student writing artifacts reflecting appropriate revisions based on teacher feedback.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Entry points in lessons, including scaffolds and questioning strategies, are consistently delivered for all students across classrooms. Student writing and discussions reveal high levels of thinking and participation, however some classroom lessons do not yet strategically provide higher quality supports and extensions.

Impact

Teaching strategies foster engagement and support students in producing meaningful work products, but some classes do not yet prompt students to take full ownership of their learning.

Supporting Evidence

- In ELA classes, students used highlighters, post-its and graphic organizers, and worked in pairs, triads and small groups to identify textual evidence, engage in close reading of texts, and gather information for class discussions. In math classes, students accessed folders with differentiated tasks which included scaffolds for high needs students, on-level activities for students on track, and extensions to lessons to challenge higher performing students. In a science class, all students conducted differentiated experiments on air pollution based on data acquired from previously administered scientific method exams.
- Student resource centers in classrooms visited provided lesson specific materials, including graphic organizers, differentiated tasks, manipulatives, dictionaries, translations and exit tickets to facilitate multiple entry points into lessons. In ELA, science and math classrooms, students were observed accessing highlighters, calculators, color-coded leveled tasks and vocabulary help sheets for support during independent or group work.
- Sentence stems posted on charts provided supports for students to disagree, confirm, and clarify thinking during discussions. Students used these prompts to add on to peers' comments as part of class discussions. While these practices were evident in most classrooms, some teachers in mediating roles did not fully release accountability to students during discussions that required them to connect ideas, make inferences and challenge each other's thinking.
- Although students in classrooms visited worked in small groups, higher performing students using their laptops as a learning style preference were not engaged in interactive learning to meaningfully deepen their thinking and demonstrate ownership of their learning.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

School leaders and teachers align curricula to the Common Core Learning Standards, integrate the instructional shifts and consistently utilize multiple resources to promote rigor and higher order skills in academic tasks.

Impact

The school's standards-based, coherent curriculum offers varied learning experiences that support student learning, foster critical thinking and promote college and career readiness.

Supporting Evidence

- Reading selections from the Expeditionary Learning program build on students' knowledge through content-rich nonfiction and informational texts such as *The Omnivore's Dilemma: A Natural History of Four Meals* and *To Kill a Mockingbird*. During a grade 8 ELA lesson, students engaged in close reading strategies to determine the author's purpose in *The Omnivore's Dilemma* and to gain a deeper understanding of the text.
- Lesson plans include questions aligned to the Depth of Knowledge (DOK) levels reflecting cognitive complexity and academic tasks that foster higher order thinking. Specific supports for students with disabilities, ELLs and higher performing students are color-coded to highlight instructional strategies and learning activities for the various subgroups. Charts and diagrams to reinforce keywords in math for students with disabilities; English/Spanish dictionaries for ELLs in ELA; and challenging learning extensions for higher performing students across subjects.
- The school incorporates Science, Technology, Engineering and Math (STEM) programs that provide students with the opportunity to participate in a twelve-week Career Technical Education (CTE) program of their choice, including computer engineering and a basic electrical program. The successful completion of related coursework enables students to prepare for a global certification program in digital literacy.
- Grade 8 students including students with disabilities participate in an electric auto shop course that engages them in learning about the design, construction and viability of electric vehicles. The course culminates in the creation of an electric vehicle meeting licensing requirements for use on the street and career possibilities for students in the electric transportation industry.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
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Findings

Teacher teams examine student work and analyze assessment data of students in the school's lowest third subgroup, which includes ELLs, students with disabilities and students approaching grade benchmarks. Teachers across grade levels and core subjects share inquiry team findings and engage in common planning sessions to support alignment with the Common Core Standards.

Impact

The school's professional collaborations foster reflection, enhance the instructional capacity of teachers and contribute effective instructional strategies that focus on improving student learning outcomes and promoting the school's goals.

Supporting Evidence

- Teacher teams use the tuning protocol from *The Power of Protocols* by Joseph McDonald, to examine student work. While analyzing argumentative essays, the grade 8 ELA teacher team generated a toolkit of strategies and scaffolds that included the use of anchor papers, pre-writing outlines to help students plan, organize and write their essays, charts to illustrate the use of quotes in writing and the continued use of highlighters, sentence starters and post-its to support student writing.
- Teacher teams participate in content grade level and interdisciplinary common planning sessions every week. Social studies and science teachers work with ELA and math teachers on updating curriculum maps and creating challenging academic tasks aligned to the Common Core.
- Teacher teams use the Datacation program to create, scan and analyze assessment data. During inquiry meetings, teachers examine data reports to monitor student progress and inform next steps. The ELA team surfaced gaps in students' ability to cite text-based evidence in their writing. The team followed up by incorporating the following strategies to improve student writing: chunking text to focus students on identifying text-based evidence; using highlighters to identify relevant evidence; and using anchor papers to illustrate the use of text-based evidence to support claims and counter claims in writing.
- Professional collaborations inform revisions and adjustments to the school's curriculum maps. The math department identified deficits with fractions. This prompted teachers to spend additional time on fractions during academic intervention periods taught by the lead math teacher.
- During one of the teacher team meetings, one teacher commented, "Opportunities to collaborate with colleagues make me a stronger teacher." Another teacher commented, "I do not have all the answers, so I appreciate the opportunity to draw upon the strengths of my colleagues."

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

Schools leaders convey high expectations to staff through the Danielson Framework for Teaching and professional learning sessions facilitated by internal staff and outside consultants. Teacher teams and staff communicate high expectations to students and provide feedback and supports to advance their learning.

Impact

Staff is aware of and accountable for the school's goals to improve instructional practices and accelerate student learning. Students receive targeted guidance that enables them to be successful at their next level of learning.

Supporting Evidence

- School leaders engage teachers in collaborative practices that support a culture of accountability for the school's high expectations. Teachers participate in cycles of inter-visitations to observe effective instructional strategies in colleagues' classrooms. Following inter-visitations, teachers enhance their own practice by discussing the effective instructional strategies observed and implementing these in their classrooms to support the school's instructional focus on multiple entry points and student to student discussions.
- Professional learning sessions facilitated by external consultants such as Goldmansour and Rutherford, the Danielson Group and the Internationals as well as internal lead teachers and administrators, provide training on the Danielson Framework for Teaching expectations related to planning and preparation, classroom environment, professionalism and instructional practice.
- Guidance counselors and support staff from Counseling in Schools work with school leaders and teacher teams to monitor and track the progress of students. They work collaboratively to identify specific programs and structures to ensure that students meet the school's expectations so that they are on track for success. During expanded learning time, identified students receive individualized academic instruction in both ELA and math. A Saturday academy offers interventions and academic support for high needs students. The Achieve Now academy supports over age students and prepares grade 8 students for high school.
- During the student interview, students eagerly shared that teachers and guidance counselors encourage them to set goals that will prepare them to be college and career ready. A grade 7 student stated that the technology program spiked his interest in the field of technology, specifically in pursuing future opportunities to enhance his skills in coding programs.