

Quality Review Report

2014-2015

The Brooklyn Latin School

High School K449

**223 Graham Avenue
Brooklyn
NY 11206**

Principal: Gina Mautschke

Date of review: December 15, 2014

Lead Reviewer: Karen Watts

The School Context

Brooklyn Latin School is a High School with 676 students from 9 through grade 12. The school population comprises 19% Black, 14% Hispanic, 14% White, and 36% Asian students. The student body includes 0% English language learners and 2% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-14 was 93.8%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school regularly...</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.	Celebration	Well Developed
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	Well Developed
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.	Additional Findings	Well Developed
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	Well Developed
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	Well Developed

Area of Celebration

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

The school's curriculum is aligned to the Common Core Learning Standards, content and international standards of the International Baccalaureate (IB) Program, and emphasize rigorous habits and higher-order skills in the academic tasks.

Impact

There is coherency in the rigor and instructional shifts inherent in authentic tasks across the curriculum. As a result, students are prepared for college and career and can effectively demonstrate their thinking in their work products.

Supporting Evidence

- The school's curriculum prepares students for Regents exams and the IB examinations enabling students to graduate with an Advanced Regent Diploma and IB Diploma that can be converted into college credits upon matriculation to college. Curricula is planned so that students synthesize knowledge, apply skills and use content fluently.
- Teachers develop the curriculum under the guidance of the IB program and use unit plan and lesson templates furnished by the IB program. These lessons include project based work, research in all subject areas, a strong emphasis on two foreign languages, the arts and instruction in learning how to learn that results in the development of the students' college and career readiness skills.
- Every teacher has a co-planner to ensure that the same course is taught the same way by two or more different teachers. Each department uses the same structures. Curriculum offerings include computer science, advanced courses in all subject areas a theory of action courses and service learning. Students are also exposed to careers through internships.
- Students who take the Regents exams as well as the IB exams qualify for the Advanced Regents diploma as well as the IB Diploma. They take two Language Other Than English (LOTEs) state exams, write a 400 word research paper, and conduct 150 hours of service learning in soup kitchens as part of the planned curricula.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Well Developed

Findings

Teaching practices including questioning, scaffolds and routines informed by the instructional shifts and Danielson Framework for Teaching are aligned to the curriculum and reflect a coherent set of beliefs that students learn best when they are appropriately challenged by academic tasks that provide entry points, supports and extensions.

Impact

Across the vast majority of classrooms, students are deeply engaged in their learning and have high levels of participation, student thinking and ownership during discussions and in their written work products.

Supporting Evidence

- Pedagogy evidences development of students' skills through consistency and reflection. Students were observed writing from images, questioning, reading, and discussing. In the history class, students were annotating articles on the Napoleonic Code, writing in their journals, discussing in group and preparing evidence for the upcoming seminar
- Classrooms are student centered, as evidenced by the use of the Socratic Seminar in seminar, giving presentations and forming ideas, and defending themselves with evidence. Students were challenged with what they knew, and how they knew it. In history, students were reading about Civil Rights and were supporting the arguments they made in response to the articles they were reading. In an English language arts (ELA) class, students were studying female stereotypes in *The Odyssey* and first reviewed norms and expectations for the upcoming seminar.
- Classroom environments are print rich with student published written work displayed throughout the school.

Additional Findings

Quality Indicator:

2.2 Assessment

Rating:

Well Developed

Findings

Teachers create and use common assessments, rubrics and grading policies that are aligned to the school's curricula and provide a clear pathway to mastery through actionable feedback to students so that students' progress can be tracked and curriculum and instructional adjustments made.

Impact

Teachers address students' learning needs through appropriate curricular and instructional adjustments and students are aware of their next learning steps so that they can adequately progress towards mastery.

Supporting Evidence

- Teachers administer authentic assessments with content and skill alignment such as the oral interview, presentations, oral commentary and Regents and IB exams. There are internal and external papers. The internal papers are sent to the IB Programme so that their scores can be moderated to ensure that the school's scoring practices adhere to the rigor that the IB Programme demands. The external papers are graded at IB as well. Teachers use the results from these assessments to adjust their instruction as well as give feedback to the students on their progress and performance. Students take ownership of their learning process, and participate in student led conferences twice a year with parents and teachers. During these conferences students are given time to reflect and assess on their progress, strengths and growth areas. Students also engage in goals setting and create a plan for improvement.
- The IB Programme hires teachers from the school to be scorers of its summative exams, which is a valuable tool to further develop the teacher's knowledge of the curriculum and what is necessary to emphasize in the instruction. Students take teacher created interim assessments four times a year, which are aligned to the keys skills and content of the IB assessments. This has resulted in refinement and tasks, as teachers will use this data to inform practice, reteach certain topics and provide individual supports to struggling students.
- Upper Level students write a number of research papers across subject areas that assess student mastery of the inquiry and research process and build student competencies in these skills that will be needed post-secondary in college and careers. These are assessed with common rubrics from the IB curriculum, with a high level of feedback on student work that addresses specific strengths and areas in need of improvement.

Findings

School leaders and teachers have established a culture for learning through systematic communication of expectations connected to a path to college and career readiness to students and their families with the provision of adequate guidance and advisement supports.

Impact

All students make progress towards expectations, own their educational experiences and are prepared for college and careers.

Supporting Evidence

- There are high expectations for all members of the school community that are shared at teacher team meetings, student advisories and at parents meetings. The school maintains effective communication with all stakeholders because of the rigorous nature of the work of the school. Communication is key in helping students have agency and choice in their work and to succeed at college level work.
- All teachers post assignments on their websites ensuring all students and parents have access to them. Students and families also have access to the syllabus of each course so they are aware of the expectations of the course.
- Exam results are shared with students and families via Engrade online gradebook so that students are aware of their next learning steps towards mastery. Teachers also reach out to families with good news about student performance and progress as well as when they have to inform parents that their child is not reaching expectations.
- Students are challenged through the Community, Activity, and Service (CAS) Initiative, 9th grade academic integrity workshops, 10th grade mentoring by 12th graders, and 10th grade choice of IB electives. Students are acknowledged and rewarded with unique awards such as the honor roll/Eureka Award in Mathematics and Science, foreign language awards and the Socratic Extra-Curricular award.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
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Findings

All teachers are engaged in structured professional collaborations connected to school goals where they analyze teacher work such as classroom instructional practices and assessment data and analyze student work to determine its alignment to expected outcomes.

Impact

There is school-wide coherence due to the implementation of the IB Program as well as the instructional shifts according to the Common Core Learning Standards as well as improvements in teachers' instructional practices that result in higher student achievement for all students.

Supporting Evidence

- Teacher collaborations at this school begin with the hiring process that ensures that teachers will embrace the IB model and be team players. Every teacher has a co-planner and participates on grade level and subject area teacher teams. Teachers meet twice a month to examine social, emotional, and academic progress, as well as communication systems. They use data from numerous sources to ensure students receive appropriate interventions and remediation.
- Grade level teams help administrators plan for advisory, work on school culture including adherence to the school uniform policy, hallway conduct, follow up discussions with students, calls home to parents, and every week the team discuss the academic progress of the students who need mentoring.
- During the observed department chair meeting, chairs discussed upcoming topics and assessments, as well as challenges and successes of different classes. For example, they discussed advances noted in the freshman seminar, such as students using prompts more to further each other's points. They discussed the rubric being used in history, in terms of refining the language to improve student writing based on the feedback that teachers are given.