



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

High School for Public Service

17K546

**600 Kingston Avenue
Brooklyn NY 11213
Principal: Sean Rice**

**Date of review: January 14, 2015
Lead Reviewer: Michael Prayor**

The School Context

High School for Public Service is a school with 439 students from grades 9 through grade 12. The school population comprises 80% Black, 14% Hispanic, 1% White, and 4% Asian students. The student body includes 1.34% English language learners and 10% special education students. Boys account for 32.59% of the students enrolled and girls account for 67.41 %. The average attendance rate for the school year 2013-2014 was 93.0%.

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	Celebration	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	Additional Findings	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	Focus	Proficient

Area of Celebration

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Teacher practices across many classrooms reflect the principal's belief about how students learn best that is informed by the Danielson Framework for Teaching, the instructional shifts and meaningful work products.

Impact

Lessons across classrooms provided opportunities for students to engage in appropriately challenging tasks and discussions that lead to high-level thinking and meaningful work products

Supporting Evidence

- In an Economics class, a do now assignment asked students to read, critique and discuss one country's solution to reduce congestion and determine if the same solutions could be applied in the United States by providing supporting ideas and examples. Students worked in groups and were guided by a rubric and cited specific evidence from text to present their solution.
- The principal's written instructional focus around how students learn best was evident in most classrooms. In most classrooms students were reading text, writing and focusing on academic vocabulary. During a global history lesson, students were engaged in a DBQ dialogue activity to strengthen their academic vocabulary by rotating to different DBQ stations and interpreting the meaning, applying it to the real world situation, while annotating words that were unfamiliar. At one station, students read and discussed the word virtuous. One student made the connection because she often hears the word at church or seen the word while reading the bible.
- In an English class students were reading a text called 1984. Students were studying the nature of power by reenacting scenes from the text and using reasoning and evidence while analyzing information within different text to apply real world understanding of theories of power. During one reenactment of the word Rebellion, a group of students stood idled with expressions aligned to the word rebellion and the other students had to analyze their emotions both by facial and physical posture. They asked each other questions, and discussed their opinions, referenced the text they were reading, while the teacher facilitated the scene. Other scenes they had to reenact were Deception, Oppression, and Broken.

Area of Focus

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

School leaders and teacher leaders have co-created structures and systems to support professional collaborations among teacher grade teams, and strengthen teacher pedagogy.

Impact

The distributive leadership structures between principal and teachers leaders have resulted in improved inquiry teams and student outcomes.

Supporting Evidence

- The principal established content and grade level teacher teams. During a special education inquiry team observed, teachers including guidance and psychologist analyzed the progress of former self-contained students main streamed into integrated co-teaching (ICT) classrooms. After reflecting on the progress of one of the students a special education teacher believes that the sentence starters and vocabulary building embedded in the all lessons are contributing to the student's success. Another student discussed during the meeting, is not passing his English mastery work. A resource teacher identified that this student needs more support with developing main idea and basic reading and writing skill development.
- Teacher leaders work with teachers throughout the school to develop committees based on teacher interest. Committees are tutorial and enrichment programs led by teachers during their lunch or after school. During the student interview students spoke of the benefits of being able to get SAT prep, Spanish, or science support. One student mentioned that she was able to complete her science mastery work by attending the science committee sessions during lunch and after school.
- Teacher leaders represent each grade or discipline and meet weekly with the administration to discuss professional development, teacher practice, school tone, and students. A recent cabinet agenda focused on the Chancellor's grade 10 focus, and Alternate Assessments. During the interview with teachers, several teacher leaders mentioned that teachers drive professional development and resources are shared among teachers to develop teacher capacity. For example, the Social Studies department looked at student writing during an inquiry session, and made a suggesting to the principal that an alignment of standards and skills between social studies and English curricula will produce better outcomes.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
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Findings

The schools curricula and academic tasks are aligned to the Common Core Learning Standards (CCLS) with embedded instructional shifts that promote college and career readiness.

Impact

The instructional team makes purposeful decisions aligning curricula and academic tasks across classrooms to CCLS; emphasizing higher-order skills, building coherence across all grades that promote college and career readiness for all learners.

Supporting Evidence

- Teacher leaders across disciplines plan during common planning time to support each other by aligning skills and strategies in their curricula to promote coherence. The social studies department embedded ELA standards throughout their curricula. For example, in a 10th grade global studies class, the lesson plan asked that students analyze in detail a series of events, compare the point of view of two or more authors, and cite textual evidence, and in a 12th grade economics class, students were asked to respond to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue being discussed.
- Across classrooms lesson plans provided Students with Disabilities (SWD's) access to rigorous tasks. For example, in an English 12 class the lesson plan indicated that all students during their independent time of the workshop model would engage in a performance based activity called a tableaux, which will involve all students to think critically, make predictions, and utilize visualization to engage reading.
- The instructional teamwork for curriculum planning allows time for teachers to integrate CCLS vertically and horizontally. Mastery work assignments all include English instructional shifts preparing all students for college. After a review of student work during the student interview session, the instructional shifts identified were evidence based writing responding to complex text, academic vocabulary and reading and writing grounded in evidence from text.

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

Teachers collaborate in building common assessments across grades in all subject areas, frequently monitor student progress, and consistently check for understanding during class time.

Impact

Common assessment results and ongoing checks for understanding are improving student outcomes, and assisting with instructional and curricula adjustments.

Supporting Evidence

- The school uses common assessments called Mastery Work across grades and in all disciplines. Results of the Mastery Work assessment are analyzed and determine student growth, which is then shared with teachers and students. The school has a unique system of administering the Mastery Work assessments that they call 1.2.1. They administer the assessments once marking period 1, twice in marking period 2, and once again in marking period 3. Grade and content teams analyze the data where gaps are identified to assist students and make instructional decisions. For example, a major instructional adjustment include students being able to write drafts before the final Mastery Work is submitted. School leaders and teachers decided this would assist students in deepening their understanding of the skills and concepts taught and increase student outcomes.
- During an observation of a 9th English class; students were working on their assignments, while the English teacher held individual student conferences based on a previous assignment. Students who finished early were asked to review their drafts and self-assess based on the rubric attached to their draft.
- Across classrooms, teachers use do now's to check for understanding from the previous day's lesson. Additionally, exit slips, student self-reflection time, and peer-to-peer feedback before the end of the lesson while checking for understanding and making adjustments are also a part of the school's practice.

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders and staff established a culture for learning that consistently communicates high expectations for all students and help parents understand their child’s progress towards those expectations.

Impact

Systems and structures are in place to effectively communicate high expectations and give feedback towards college and career.

Supporting Evidence

- Students have to complete Mastery work assignments in every subject. Mastery projects are standard based writing assignments given at the end of every marking period. During the student interview, several 9th grade students expressed the mastery work assignments are challenging and a lot of writing, however seniors mentioned that because of completing the mastery assignments since the beginning of 9th grade they feel very prepared and confident about succeeding in college. One student’s mastery work was based on the bibliography of Johnny Paul Penry, another student’s mastery assignment was based on the Myth called Narcissus and another student’s master work was brought together by the anti-Black racism of the 1930’s American South with anti-Black racism today using, To Kill a Mocking Bird, The Evolution of Calpurnia Tate compared the racism of the novels with the police shooting and killing of Black teenager Michael Brown.
- The school uses SKEDULA. The parent group I interviewed all stated that they are very informed of their child’s progress. During the parents meeting, they all articulated that they are able to log into the skedula and check on their child’s progress and teachers and guidance counselor constantly offer guidance and send updates via emails, report cards, phone messages. One 9th grade parent and student both commended the principal for having a conference with every 9th grade student about their report and academic status.
- The principal sends out monthly HSPS news to staff, students and parents. One edition of his monthly principal’s message was the November edition highlighting news articles from the NY Daily News, US News and World Reports listing HSPS as one the best schools in NYC and State for 2014, and showcasing how the class of 2015 is working closely with guidance and teachers to ensure acceptances to some of the top colleges and NYC Department of Education has approved several HSPS courses as College and Career preparatory courses, including ELA, Science, and Mathematics.