



**Department of
Education**
Carmen Fariña, Chancellor

**Office of School Quality
Division of Teaching and Learning**

Quality Review Report

2014-2015

Arts & Media Preparatory Academy

High School K589

**905 Winthrop St
Brooklyn
NY 11203**

Principal: Deborah Glauner

**Date of review: April 30, 2015
Lead Reviewer: Michael Prayor**

The School Context

K589 is a high school with 248 students from grade 9 through grade 12. The school population comprises 84% Black, 13% Hispanic 2% White, and 1% Asian students. The student body includes 4% English language learners and 16% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013-2014 was 82.2%.

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	Developing
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	Developing
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	Developing
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	Celebration	Proficient

Area of Celebration

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

The majority of teachers are engaged in structured inquiry based professional collaborations that promote the achievement of school goals. Structures are in place so that teachers contribute to key decisions that affect student learning.

Impact

The school has structures in place to support the development of teachers, and teacher leaders resulting in the sharing of instructional strategies to increase student achievement.

Supporting Evidence

- 9th grade teachers are engaged in structured professional inquiry collaborations to help develop strategies to assist their students to be more persistent through their struggle by asking clarifying questions. After a review of minutes and agendas for the 9th grade team they decided to post the following questions through all the classrooms: “Can you please clarify...? What do you mean by...? I am wondering...? How do I...?” The teachers all agreed to track how many students will begin to use this new strategy and not give up without trying to ask questions.
- During a teacher teams interview, teachers articulated that they have a key voice regarding professional development offerings at the school and autonomy to attend out-side professional development workshops and turnkey to their peers. For example, one teacher was excited when he requested and was approved to attend a workshop facilitated by Kim Marshall on data analysis and strategies to incorporating different questioning techniques throughout the lesson to check for understanding. He confirmed that his professional learning is helping his peers strengthen their pedagogical practice.
- Lead teachers are supported and support their peers in achieving school-wide goals and student achievement. For example, teacher leaders communicated how they meet regularly to discuss school-wide goals and have learned the technique of Socratic Seminar, an instructional strategy aligned to the Danielson Framework for Teaching to continue strengthening their instructional capacity.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Developing

Findings

Across classrooms, teaching strategies inconsistently provide multiple entry points into the curricula for all learners and student work products and discussions reflect uneven levels of participation and thinking.

Impact

Across some classrooms, missed opportunities to engage all learners with challenging tasks, and appropriate scaffolds, resulted in students not being able to demonstrate higher order thinking skills that would lead to high levels of thinking, extensions and meaningful work products.

Supporting Evidence

- During a visit to an English 10th grade class, students were seated in an U-shape. Some students were not seated next to a partner. The teacher attempted to engage all students in a peer-to-peer discussion using the Socratic Seminar technique, and provided students with the following sentence starters “I agree with...because...” “I’m not sure I agree with...”. Student engagement was compliant and participation was limited, as the teacher became the center of the lesson asking students questions and students responded. A few students used the sentence starters provided. The Socratic Seminar technique and protocol was at beginner levels of implementation resulting in a teacher-centered approach. The teacher attempted to get all learners to participate by cold calling on students who weren’t engaged, resulting in students demonstrating uneven levels of high-order thinking skills in student work products.

During a visit to a Chemistry class, students were asked to describe the flow of electrons in a lemon in terms of chemical reactions. Students sat in groups, although there were no clearly defined roles for the groupings and students divided the task amongst each other, resulting in some students within groups to be passive learners and compliant. Students went through the steps to complete the assignment. Students were expected to have a discussion in their notebooks following the accountable talk procedures and based on guided questions: How does the lemon battery produce electricity? Why is it important to use to different metals when constructing a battery? How does a reachable battery work? There were tasks and activities that promoted cognitive engagement; however the strategies used did not result in students demonstrating high-order thinking skills in student work products.

- During a visit to a Math Geometry lesson, students were seated in pairs. The teacher asked a series of rapid-fire questions and received responses from a limited number of students in an audience style format, resulting in uneven levels of thinking skills. Teacher practice continued throughout the lesson, limiting engagement and discussion for a diverse group of learners. Students remained compliant throughout the lesson. For example, when the teacher asked students questions, what is probability? What is the probability of rolling a 6 on a die or flipping a tails on a coin? Only a few students responded, with no reasoning and teacher gave very little opportunity for discussion resulting in students not engaging in higher order thinking skills.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Developing
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Findings

Curricula and academic tasks reflect planning to provide students access to tasks that emphasize rigorous habits and higher-order skills for a diversity of learners including English language learners (ELLs) and students with disabilities (SWDs).

Impact

Across grades and subjects curricula inconsistently reflect cognitive challenges for all learners.

Supporting Evidence

- A math lesson-learning target for a geometry class was, “I can define, illustrate, and connect foundational circles vocabulary.” The lesson objectives were to construct meaning between two or more vocabulary word of foundational circles and explain their relationship. The Depth of Knowledge indicators for this lesson are at DOK 1 and DOK 2 resulting in students not being engaged in conceptual understanding, application and higher levels of the instructional math shifts.
- Curricula and academic tasks reflect planning to cognitively engage a diversity of students. For example, school leaders and teacher teams are revising their Project Based Learning curricula to the Hess Cognitive Rigor Matrix aligned to Depth of Knowledge including scaffolds, and multiple entry points. This practice is a shift for the school into the building of rigorous curricula and tasks to engage all learners including ELLs & SWDs.
- Schools leaders communicated that they are in the process revising their social studies curricula and working to increase vertical alignments. They are receiving support from their network instructional coach. The school has partnered with a program called Advancement Via Individual Determination (AVID) to build coherence across their curricula so that all students have access to cognitively engaged curricula.

Quality Indicator:	2.2 Assessment	Rating:	Developing
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Findings

Across classrooms, teacher use of rubrics, inconsistently reflect student assessment and effective adjustments to meet student-learning needs.

Impact

Across classrooms, teacher assessment practices provide limited feedback, on-going checks for understanding, and opportunities for students to self-assess.

Supporting Evidence

- During a visit to a chemistry class, assessment practices were inconsistent. For example, students were asked to work in-groups to determine the flow of electrons in a lemon battery. Students were given the materials and procedures to follow. Although a rubric was provided to students for collaboration and communication, the rubric was not referred to self-reflect nor did it provide feedback to the teacher about student learning. Students were given an exit slip to write about key words they learned and summarize those key terms in a paragraph. While the lesson was closing, the teacher asked students to summarize key words displayed on the SMART board and learned during lesson. However, only a few students responded. The “write about” activity was not completed as the bell rang, resulting in students’ learning not being properly assessed.
- During a visit to a math class, there were limited ongoing checks for understanding and student self-assessments, resulting in students’ learning needs not being met. Monitoring of learning was limited as the teacher frequently remained at the front of the class asking rapid-fire questions as students took notes. During an exchange of rapid-fire questions from teacher, the majority of students were quiet, limiting the feedback to teacher
- A review of student work revealed limited actionable feedback regarding student performance. For example, a student received a proficient score on an informative essay rubric in the following elements: focus, development, audience, and cohesion. Although the student received an overall score of 3 (proficient) out 5 (exceptional) the teacher did not provide actionable next steps to move student performance to a level 4 (skilled) or a level 5 (exceptional).

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
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Findings

School leaders consistently communicate high expectations to staff and families that are aligned to the Danielson Framework for Teaching. Students and their families are offered on-going support connected to college and career readiness toward those expectations.

Impact

The school has effective structures to communicate high expectations to all members of the school community.

Supporting Evidence

- During the parent interview, they spoke highly of the principal and teachers. One parent said, “Her son’s guidance counselor sends notices home about pathways to college and careers and progress report letters home constantly and emphasized that his teachers are extremely helpful.” Another parent mentioned that her son is doing very well and he’s more focused on college than the other school he came from.” Another parent was quoted saying “Teachers help him and care about him. Anytime there is a problem here, teachers help him and he’s doing well. I feel comfortable knowing that he’s being prepared for college.” Parents collectively spoke of the Parent News letters sent by the principal to inform parents of monthly initiatives, and events supporting College Now courses held at local colleges, and Career Readiness programs.
- During the teacher team interview, teachers communicated that they feel supported from admin and peers around the school’s instructional foci: Questioning and Discussion. Teachers communicated that they have received written feedback in their observations to support their pedagogical techniques in questioning and discussion. Feedback with next steps is consistent throughout the observations, for example: continue developing your questioning and discussion technique to deepen student understanding and avoid recitation or verbal quizzes. Teach students how to formulate high level questions by using Webb’s Depth of Knowledge (DOK).
- Every Monday, the principal provided all staff with a Monday morning message. All messages articulate high expectations to all staff about the week in advance to keep everyone engaged and prepared for the best student outcomes. Additionally, school community members received student-and-staff handbooks that outline classroom teaching, classroom learning and school community expectations; professional learning and assessment calendars, marking period dates, and college information dates and deadlines.