

# Quality Review Report

## 2014-2015

**Eagle Academy For Young Men III**

**Middle - High School Q327**

**171-10 Linden Blvd  
Queens  
NY 11434**

**Principal: Kenyatte Reid**

**Date of review: April 21, 2015  
Lead Reviewer: Beverly Mitchell**

## The School Context

Eagle Academy for Young Men III is a middle-high school with 427 students from grade 6 through grade 10. The school population comprises 90% Black, 5% Hispanic, 3% White, and 2% Asian students. The student body includes 0% English language learners and 7.73% special education students. Boys account for 100% of the students enrolled and girls account for 0%. The average attendance rate for the school year 2013-2014 was 92.1%.

## School Quality Criteria

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

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	---	----------------	-----------------------

### Findings

The vast majority of teachers consistently engage in inquiry-based professional collaboration. These teams work on all aspects of pedagogy including classroom practice, assessments, and the development of student work products.

### Impact

The work of teacher teams has expanded teacher instructional capacity and facilitated the implementation of Common Core Learning Standards resulting on school-wide instructional coherence and increases in student achievement for both individual and group goals.

### Supporting Evidence

- School leaders and teachers have built a culture of professional collaboration in which they share insights relative to the coherence of teacher pedagogy. Teachers expressed during a team meeting that they were empowered to share in decisions about the purchase and use of instructional materials that supported Common Core Learning Standards. Teachers on the high school grades were working to prepare students for Regents exams. On the middle school grades the goal was to have students perform on grade level across all core subjects. The instructional shifts included a move to reading and math fluency and increased student discussion.
- This school is involved in a Learning Partners initiative with two other schools in which teacher teams facilitate inter-visitations and lesson study. Teacher teams clearly articulated how they implement structured professional collaborations with other school communities using protocols to strengthen teacher capacity. Examples include the way they look at student work, their tuning protocols, noticings and wonderings. Teacher collaboration is one of the areas that central leadership found to be exemplary at this school. Paired with another grade 6-12 school in the district, both schools effectively monitor a variety of student data and classroom practices to inform their instruction. They meet weekly and visit their partner schools on a monthly basis.
- At team meetings, teachers review data from formative assessments, student work products and unit plans to develop a wide range of skills that they quickly apply in their classrooms. Teams were able to speak coherently about strong implementation of the Common Core Learning Standards in daily lessons and weekly planning. For example, teams talk about close reading of complex texts, evidenced-based student writing, and mathematical fluency. The teams meet informally up to five times a week in addition to their formal meetings using preparation and professional periods with no formal directives from the administration. English as a second language (ESL) and special education teachers are embraced in the team's structure.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Proficient**

### Findings

While teaching practices provide instructional supports, including questioning and discussion techniques, the utilization of strategic entry points and extensions that foster profound reasoning in student work products varies across the school.

### Impact

Across classrooms, curricula extensions enable students to produce meaningful work products. However, there are missed opportunities for all learners to take ownership of their learning.

### Supporting Evidence

- In all classrooms visited, conversations with students indicated that student groups were flexible and purposeful. Students worked regularly with technology including laptops and smart boards. In a social studies class, students worked in groups to investigate the effects of the Great Depression to determine if Franklin D. Roosevelt's plan was effective in lessening hardship. Students initially responded to a video-clip, which provided background information. However, English language learners and student with disabilities received so much support that they were not observed in productive struggle when critiquing their peers' tasks.
- A review of student notebooks in the vast majority of classrooms contained evidence of increased student writing as compared to earlier in the year. Student writing also showed systematic work in argumentative writing while stating a claim and counterclaim with text based evidence as support.
- In a seventh grade math class, students rotated among various stations while solving real-world math problems involving interest, discounts, and sales of common items. Students used hands-on materials such as calculators and measuring instruments. Students were required to work together as teams and explain their reasoning using academic math language. Students developed questions of their own that emerged while doing the task.
- In a sixth grade Integrated Co-Teaching class, students participated in class discussion by responding to higher-order questions by two teachers who facilitated the class simultaneously. Questions were open-ended and required additional thought. For example, "What do we want the audience to know and do after viewing our poster?" and "How can we influence our target audience in responding to our work?" The teachers worked together to coach the students in the creation of an informational poster. They reminded the students to utilize the online resources that were available on their laptops and provided the parameters of the project in the form of a rubric and checklist.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Well Developed</b>
---------------------------	-----------------------	----------------	-----------------------

### Findings

The entire school community ensures that all the curricula are aligned to the Common Core Learning Standards while fully integrating the instructional shifts. Curricula and tasks emphasize rigor and higher-order skills for all students including English language learners and special needs students.

### Impact

The school's strategic decisions build coherence across grades and subject areas while continuously promoting college and career readiness for all students. Rigorous habits, creative thinking, and challenging academic tasks push student thinking.

### Supporting Evidence

- The school conducts a summer bridge program for incoming middle school and high school students. During this training students learn an explicit path towards college and career. They develop their goals, refine their life-skills and work habits, and absorb the school's values of character, resiliency, and leadership. Guidance counselors work with students on college essay writing, aptitude testing, and building personal confidence. More than ninety-five percent of students are on track for college.
- Curriculum maps provide evidence that the school develops rigorous academic tasks through the resources available from Engage NY, the New York City Department of Education Common Core Library, the New York City social studies scope and sequence, Code X, and CMP3. Teachers have done a great deal of modification of the math material to provide entry points for English language learners and special needs students. Students receive daily coaching in evidenced-based writing, written and oral presentation skills, close reading of complex texts and facilitating discussions.
- Lesson plans were available in all classrooms visited. Each plan included some higher order essential questions and deliberate strategies for supporting English language learners, special education students, and struggling readers. Some examples of strategies included small group sizes, sentence starters, custom-tailored graphic organizers, visual cues, discussion prompts and academic word walls. Students are required to master note-taking skills, research on real world topics of interest, write papers that compare different points of view, and analyze complex non-fiction texts.
- Students benefit from digital text and web-based technologies such as Read 180, Code X tasks, and teacher designed quizzes. They are required to demonstrate their thinking in their written work, responses to assessments, discussions and share-outs and presentations.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	-----------------------	----------------	-------------------

### **Findings**

The school uses common assessments, rubrics and grading policies across classrooms that are aligned to their curricula that provide actionable feedback to students and teachers and are used to adjust curricula and instruction based on students' progress toward goals. The school's assessments provide a clear picture of student progress including English language learners and special needs students.

### **Impact**

Students and teachers gain meaningful feedback from data analysis that facilitates curricula and instructional adjustments.

### **Supporting Evidence**

- The school uses common assessments in all content areas to create a clear picture of student progress. All units of study contain formative mid-unit and end-of-unit assessments that identify students' strengths and areas of need. These include Eagle-wide benchmarks, presentations, projects, and teacher-created assessments that simulate standardized state tests. This data helps students to determine rates of progress towards their goals. These assessments have shown that seventh and tenth grade students need additional support in annotating complex texts and writing text-based arguments. The school uses standards-based rubrics to assess all written work.
- The entire school uses grade appropriate rubrics for all writing, research, and performance tasks. Teacher teams refine these rubrics and explain them to students who use them while they create their work. Students are able to explain their current level of performance and discuss their next steps for improvement. For example, a seventh grade student said that the work is challenging without being too difficult and he knows that he needs more details to support his main ideas when writing.
- Across English language arts classrooms, teachers use exit slips, writing-on-demand, peer feedback checklists and notebook reflections to make adjustments to lessons. Adjustments included extended time in small group reading for English language learners, leveled text and audio-visual aids for special education students, and project based learning across ability levels and explicit instruction in editing and revising written work.
- Teacher notes from informal observations of students indicated that formative assessments do in fact lead to instructional adjustments. These adjustments include re-teaching concepts, scaffolding, coaching and peer tutoring. Jupiter Grades is an online grade-book that tracks student progress, subject grades, homework, performance assessments and attendance. An example of a noted adjustment was additional instruction in writing to explain a selected point of view.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
---------------------------	------------------------------	----------------	-------------------

### Findings

School leaders communicate high expectations to staff through the Danielson Framework for Teaching with job-embedded training and multiple modes of messaging. Administrators and teachers keep families apprised of student progress towards college and career readiness.

### Impact

The communication and support structures that disseminate the school's high expectations build buy-in and accountability among staff, students, and their families. This provides a clear path toward increased student progress and college and career readiness.

### Supporting Evidence

- Jupiter Grades and parent links to educational technology on the school's website promote clear communication to families on school expectations, progress, and culture. These updates can be daily or less frequent based on parental preferences. Parent meetings and the School Leadership Team are generally held on Saturdays and are well attended. Parents feel that they have access to teachers and that alerts and urgent messages are transmitted in a timely manner. The school requires a commitment from parents with regard to a minimum level of participation in school activities. Parents have expressed satisfaction with the school's expectations and preparation for college and career.
- The school leaders engage in frequent formal and informal classroom observations and use the Danielson Framework for Teaching to define professionalism, high quality instruction, and accountability in classroom practice. The principal conducts individual and group discussions with teachers about the meaning and impact of the Danielson Framework on their daily practice. He speaks to school-wide contributions and releasing responsibility to the students. Teachers provide a clear path to college and career readiness by using real-world experiences and life-skills classes. An example is the participation of tenth grade students in a forum at the United Nations Headquarters where students had an opportunity to defend their position papers on actual problems posing possible solutions.
- The school has daily assembly programs called Town Halls where the values and character traits necessary for success are discussed. Current events and research-based information are introduced as needed to reinforce importance of building community. Students stated that these meetings have them focused on the possibilities for college and career upon graduation. These meetings summarized the Eagle values, which inculcate in young men a sense of confidence and a sense of mission.