



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Mott Hall V

12X242

**1551 E 172nd Street
Bronx
NY 10472**

Principal: Peter Oroszlany

**Date of review: December 3, 2014
Lead Reviewer: Richard Cintron**

The School Context

Mott Hall V is a secondary school with 651 students from grades 6 through grade 12. The school population comprises 20% Black, 73% Hispanic, 1% White, and 4% Asian students. The student body includes 11% English language learners and 22% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014-2015 was 91.0%

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	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	Additional Findings	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	Focus	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	Celebration	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:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness.

Impact

The school has a culture of mutual accountability and staff takes ownership on improving their own practice and creating true partnerships with parents that result in increased student achievement.

Supporting Evidence

- School leaders and teachers explained that in addition to regularly scheduled teacher team meetings, the vast majority of teachers regularly meet in small groups and engage in intervisitations to share best strategies to improve their practice. Several teachers spoke about how these unscheduled meetings and classroom visits from school leaders have helped them to not only improve their practice but have empowered them to establish a strong culture where improving teaching and learning for students is the norm across the school and the expectations for all staff members.
- Parents spoke about how teachers not only communicate with them on a daily basis using the school's website Pupil Path, but that they also regularly provide them with strategies to support their children when they are working at home. Several parents specifically spoke of how workshops such as "Math Night" and "Study Skills and Organization" have been extremely helpful in providing support at home. The school's parent coordinator works collaboratively with the parent association to ensure that all parent workshops are dual language to serve the large number of bilingual speaking parents in the community.
- The principal provided evidence of additional parent workshops on topics such as transitioning to middle school and reading skills. Parents can implement reading strategies at home with their children. Furthermore, the school is scheduled to have additional workshops based on parent interest.
- Professional development is aligned to 3b, 3c and 3d of the Danielson Framework for Teaching identified collaboratively by the administration and department leaders. Several teachers explained how they regularly reflect on their practice after professional development and discuss with department leaders and the administration specific ways they plan to implement new learning into the classroom. For example, the social studies and English teachers have students not only cite specific evidence to defend their claims in their writing and speaking but have also implemented a practice that all students must cite evidence when answering multiple choice questions.
- A review of the school's detailed faculty handbook, which was collaboratively created by department leaders and the administration, clearly outlines all staff professional responsibilities and expectations and is regularly reviewed throughout the school year to ensure familiarity and relevance.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Proficient

Findings

Across the school teachers use common assessments to track student progress and make adjustments to curricula. Although teachers regularly check for understanding and students self assess, the practice of making effective adjustments to meet all students learning needs varies across the school.

Impact

The monitoring of student progress at the teacher team and classroom level as well as the regular use of checks for understanding have not yet resulted in increased mastery for all students and all learners are not fully aware of their next learning steps.

Supporting Evidence

- NYC Performance Based Assessments were administered in all classrooms and data was used to help determine focus areas for departments. English and social studies teachers are focusing on improving students' ability to cite relevant evidence and write argumentative essays. Science teachers are focusing on developing students' ability to analyze tables, charts and graphs and use this information to draw conclusions and develop logical arguments.
- Teachers use common end of the unit assessments in all content areas that are aligned to school-wide areas of focus, and use the data to track student performance. Teachers provide targeted support such as one on one tutoring before and after school and Response to Intervention student groupings. However, targeted supports for all students, including English Language Learners (ELLs) and students with disabilities are not yet resulting in increased mastery across all content areas.
- In classrooms observed, teachers used exit slips, white boards, and rubrics specific to the task, one on one conferencing with students, and peer and self-assessment to check for understanding. Although the school uses a variety of assessment practices on ongoing checks for understanding, some students need further support in their academic skills to increase mastery of standards.

Additional Findings

Quality Indicator:

1.1 Curriculum

Rating:

Well Developed

Findings

Higher order skills are emphasized in curricula and tasks in a coherent way so that all learners must demonstrate their thinking. Curricula and tasks are planned and refined using student work ensuring that all students, including lowest and highest achieving learners, have access and are cognitively engaged.

Impact

All students, including ELLs, students with disabilities and highest achieving learners, are consistently exposed to higher level tasks across classrooms and provided with the necessary supports to access those tasks leading to college and career readiness for all students.

Supporting Evidence

- Lesson plans across all content areas revealed that in-class tasks consistently emphasize higher order thinking skills such as citing evidence, developing logical arguments, analyze information from multiple sources, and applying concepts in real world situations.
- All departments have clearly defined criteria for what students need to know and what skills they need to master to move to the next grade ensuring coherency across grades and subject areas. A review of the English department's expectations alignment document showed the reading, writing and necessary skills by grade that students are required to master.
- During a teacher team meeting observed, teachers used their knowledge of student's preferred learning styles as well as samples of recent student work to modify a literacy unit by purposefully grouping students and ensuring leveled texts would be available.
- The principal provided examples of units in math and social studies that also showed modifications based on student work and teacher team discussions. A review of a geometry unit focusing on angle relationships, parallel lines and volume revealed adjustments to re-teach solving equations.
- Unit plans across all content areas provide numerous scaffolds and entry points such as limiting the amount of problems required for certain students to solve yet keeping the level of rigor the same, purposeful grouping, leveled texts, graphic organizers, and text already partially annotated.

Quality Indicator:	1.2 Pedagogy	Rating:	Well Developed
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Findings

Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for all learners. Student discussion and work products reflect high levels of student thinking, participation and ownership.

Impact

In the vast majority of classrooms, all students, including ELLs and students with disabilities, are motivated and actively engaged in classroom activities and discussions resulting in them producing meaningful work products that prepare them for college and career.

Supporting Evidence

- Purposeful grouping of students was seen in the vast majority of classrooms. In a ninth math class, certain groups of students were given fewer problems of the same rigor to ensure they had enough time to discuss their answers within their group. In an English class, students were grouped based on their ability to offer targeted feedback using a rubric.
- In the vast majority of classrooms observed, students used academic vocabulary and evidenced based accountable talk while working within their groups. In all English and social studies classes visited, students cited specific evidence from the texts they were reading when answering questions or defending their arguments.
- When asked, the vast majority of students could articulate what they were learning and why it was important. In a sixth grade math class where students were learning about unit rate, students explained how to solve unit rate problems and then how they could use this information in a real world application such as shopping for food in a grocery store. In an eighth grade history class, students explained how they were analyzing documents related to Chinese immigrant during the 1880's and that they had recently analyzed other documents related to other immigrant groups. Students used the information to develop an argumentative essay about why immigration was beneficial or detrimental to Americans during the 1800's.
- Teachers used a variety of strategies to ensure all students could access the material. In an eleventh grade history class, certain students were provided with key vocabulary so that they could more easily access the text. In a ninth grade history class, certain students were provided with a graphic organizer so that they could more easily organize their ideas. In a science class, all students, including ELLs and students with disabilities were allowed to select a student who had volunteered to support their classmates as an "expert" to help them with specific concepts that they were struggling with during the lesson.

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

All teachers are engaged in consistency examining teacher practice and student data within inquiry-based structured professional collaborations. Distributed teacher leadership is embedded across all areas of the school.

Impact

School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school resulting in increased student achievement.

Supporting Evidence

- Instructional strategies associated with the school-wide belief that teachers must meet students where they are and that student collaboration is essential to increasing student achievement were discussed at department team meetings, and observed in all classrooms. For example, in all English and social studies classrooms students were citing evidence to defend their arguments during whole class and small group discussions. In a teacher team meeting, teachers were discussing how to purposely group students to ensure high levels of student engagement and how to incorporate leveled texts into their unit to ensure all students could access the material.
- All teachers meet twice a week during grade and department team meetings to analyze student data, review student work products, and share student academic as well as social emotional progress. In addition to these regularly scheduled meetings, the vast majority of teachers work in smaller informal learning group meetings during prep periods or communicate through emails to discuss best practices and individual supports for specific students who may need additional support.
- Department and grade team leaders meet once a week with the administration to review teacher and student scholarship data as well as discuss all other aspects of the school. Professional development, school learning walks, articulation events, parent-teachers workshops and all other school-wide events are collaboratively planned and facilitated. During two teacher team meetings observed, teachers spoke about how they have a strong voice in school-wide instructional decisions and their leadership is valued. For example, teachers collaboratively worked with the administration to identify and align professional development to 3b, 3c and 3d of the Danielson Framework for Teaching. Teacher leaders regularly identify best practices across classrooms and collaboratively work with the administration to dedicate time during professional development to share these practices.