



**Department of
Education**
Carmen Fariña, Chancellor

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

Quality Review Report

2015-2016

P.S. K753 - School for Career Development

High School K753

**510 Clermont Avenue
Brooklyn
NY 11238**

Principal: Yvrose Pierre

**Dates of review: January 20-21, 2016
Lead Reviewer: Tracie Benjamin-Van Lierop**

The School Context

P.S. K753 - School for Career Development is a high school with 218 students from grade 9 through grade 12. In 2015-2016, the school population comprises 0% Asian, 76% Black, 20% Hispanic, and 2% White students. The student body includes 7% English Language Learners and 98% students with disabilities. Boys account for 72% of the students enrolled and girls account for 28%. The average attendance rate for the school year 2014-2015 was 62.7%.

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 <i>Framework for Teaching</i> , aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Focus	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	Celebration	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:

2.2 Assessment

Rating:

Well Developed

Findings

Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery. The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions.

Impact

Actionable and meaningful feedback is provided to students and teachers regarding student achievement resulting in all students demonstrating increased mastery.

Supporting Evidence

- In reading and math, there are Scantron online assessments three times a year from which teachers review data and make adjustments to instruction to improve student performance and track progress toward graduation. Assessment practices also include the use of rubrics aligned to curricula, Regents exam level tasks and alternate assessment performance tasks to evaluate and provide feedback on students' work. Scantron, Regents, and Regents Competency Test results drive conversations amongst staff and students during teacher-student conferences.
- Using a variety of tracking tools and charts, teachers outline students' strengths and needs by grade levels, admission date, credits earned and historical testing data from grades six, seven, and eight. The standardized student history tracker identifies needed exams for local and Regents diplomas, students who are ready for inclusion programs and internships. Additionally, students NYSESLAT proficiency status is included. Work folders maintained by each student contain credit accumulation logs with goals set for the student, tracking of the student's progress from one cycle to the next, and grade point average for each of the four school cycles. Work samples displayed by students showed teachers' use of task-specific rubrics to provide feedback on student performance in all disciplines. A student work sample on a topographic and profile maps unit for a Regents class showed feedback via a score of 83, comments and next steps for the student to consider when calculating the gradient between point X and Y.
- Students across grades and ability levels reported that feedback, checklists, and rubrics helps them to focus on what they need to work on to improve in both their academics and behavior. Students utilize their transcripts, report cards, Individualized Education Plan goals, specifically, post-secondary transition goals, and conferences with teachers to assist them with progressing.
- The school's use of data and tracking progress has allowed them to target and support students as they increase their mastery levels across content areas for alternate and standardized assessed students. Students' instructional frustration levels vary from grade one to grade twelve which informs the decisions to use specific English Language Arts curricula focused on decoding, comprehension, and writing.

Area of Focus

Quality Indicator:	1.2 Pedagogy	Rating:	Proficient
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Findings

Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts. Teaching strategies including questioning and scaffolds consistently provide multiple entry points into the curricula.

Impact

Students are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products. However, the levels of questioning and extensions into the curricula vary so that not all learners are able to engage in appropriately challenging tasks where they can demonstrate higher-order thinking.

Supporting Evidence

- Students on the local diploma and Regents diploma path are engaged in writing evidence based arguments and are encouraged to respond to and generate text based questions across content areas. Teachers address the needs of their English Language Learners through integrated English as New Language (ENL) instruction across content areas in addition to stand alone ENL instruction. Students on a path to the Career Development and Occupational Studies (CDOS) credential are included in content area courses in addition to Barbering, Cosmetology, and Architectural Drafting and Blueprinting. In a cosmetology class focused on safety when rendering services, the learning target was students being able to follow procedural safety steps in a salon and analyzing the importance of following safety procedures while rendering services. All lessons are held in a salon setting on school premises. Students were divided into groups of two with one student taking the role of client and the other as cosmetologist.
- The use of extensions of tasks to deepen student engagement was evident in some classrooms, including a global history class where the teacher engaged the students in a unit on Imperialism in Latin America. Students were in groups and completed activities of varying levels including answering questions and analysis of political cartoons using a cause and effect graphic organizer. During a fine arts lesson, students were given the choice to read one of seven Latin American artist biographies to gather pertinent information about the artist's life and works of art. Some students were provided with an extension activity to look at two to three artists and compare and contrast their works of art and make notes about their drawings to refer to later for further exploration. Conversely, in an English Language Arts class, all students worked on the same activity that remained at one level and did not vary in degree of difficulty.
- In classrooms visited, teachers utilized technology visual supports and scaffolds for students at varied levels. In a worksite classroom focused on interview and presentation skills, students recorded themselves being interviewed using iPads and then shared their recording in a whole group of students including their peers to be critiqued. There was limited opportunity provided for extension work for students who were ready for more challenging tasks.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

School leaders and faculty ensure that curricula are aligned to Common Core Learning Standards and content standards and strategically integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work and data.

Impact

Coherence across grades and subject areas promotes college and career readiness for all students. Individual and groups of students including standardized and alternately assessed have access to the curricula and are cognitively engaged.

Supporting Evidence

- Across the school, teachers meet regularly to discuss and make curricular adjustments. The school uses Common Core Learning Standards aligned curricula that they modify as appropriate for their population who are all students with disabilities. Additionally, students receive syllabi every ten weeks at the beginning of each instructional cycle. Improving reading and writing stamina is at the core of all lessons across content areas and literacy is included in all planning. For example, in the earth science syllabus, students are expected to problem solve, use precise language and domain-specific vocabulary to manage a topic, and write informative texts to examine and convey scientific ideas, concepts, and information clearly and accurately. Additionally, the cosmetology syllabi include hands-on approaches, activities involving business models, communication, salon management, health and safety, and chemical applications. The curricula promote access for students to achieve and progress into a professional career into cosmetology and ultimately obtain their license.
- Teachers refined the global history curricula after reviewing student Regents performance data and the frequency of questions being asked on the exam. Teachers were spending too much time on topics which did not produce increased student outcomes and wanted to create more coherence across grades, specifically for the students taking standardized assessments. For example, the amount of time being spent on the Neolithic and African slave trade unit was decreased which led to the revision of their pacing calendar. The faculty has also incorporated more graphic organizers into the curricula to support students with their writing stamina and organize their thoughts in a structured manner
- Driven by a school-wide instructional focus on promoting college and career readiness for all students, teachers and school leadership looked at Individualized Education Plan's (IEP's) and student data to determine the appropriate curricula to use for their school population, some of whom are significantly below grade level. For example, Wilson Reading System and Failure Free Reading are used for their students who are currently reading below a second grade level. As reported by the principal, "Our students are being met where they are and are being appropriately challenged."

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders consistently communicate high expectations to the entire staff. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance.

Impact

There is a culture of mutual accountability that ensures all students own their educational experience and are prepared for their individual and appropriate next level.

Supporting Evidence

- During the teacher team meetings several teachers stated that the principal sets clear and high expectations for teaching and learning through an explicit school-wide instructional focus on college and career readiness. Using electronic newsletters, weekly email notifications, and professional development sessions, school leaders provide all staff with information and supports, identifying learning targets and expectations. Teachers reported that they are held accountable for delivering high quality instruction incorporating Universal Design for Learning guidelines and principles to the use of academic vocabulary and high level discussions.
- Given the diverse needs of the school's students, all are provided with supports to meet their needs. The school has a population of students who are frequently incarcerated and also homeless. To ensure students are owning their educational experiences and prepared for their next level, the school instituted a four-term school year so that students who may not be in school for various reasons have the opportunity to earn credit. All students have a college and career readiness coach and counselor who meets with them during each term to assess their credits, Regents or Regents Competency Test (RCT) exams passed, and any necessary requirements for graduation for both alternately assessed and standardized students. In an effort to support additional transition services for students, the school partners with Cooperative Technical High School.
- All students have a graduate college planner which includes their expected graduation date, school counselor, historical academic data, transcript review date, college application date, ACCES-VR Linkage application date, and financial aid application date. The planner also includes a write-up about the student, for example, "Student is expected to graduate in June 2016. In January 2016, he is scheduled to take the RCT's in reading, writing, global studies, and U.S. history, along with the Common Core Regents in English Language Arts. Student is a member of the Student Council and is looked upon by his peers as a leader."

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

The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of Common Core Learning Standards. Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused.

Impact

Shared improvements in teacher practice has resulted in school-wide instructional coherence, increased student achievement for all learners, and mastery of goals for groups of students.

Supporting Evidence

- Teachers are engaged in inquiry work across content areas in English Language Arts, math, science, social studies, and vocational. Teams study and discuss student outcomes and adjust instruction. Teachers commented on the school’s commitment to incorporating more rigorous questioning and exposing students to higher-level questioning which has resulted in increased numbers of students graduating with Regents and local high school diplomas.
- During the Quality Review, a teacher team analyzed a writing sample of a grade ten student who is struggling with his writing. As reported by his teachers across the grade, the student does not take his time to express his thoughts and needs to add more details and increase his writing stamina, which is one of the focus areas for the school. His teachers noted the Cornell Notetaking Method is supporting his thinking and writing process however, he is still in need of additional support in science.
- A review of teacher team meeting agendas and minutes included protocols, instructional foci for the year for writing, reading, and math stamina. In addition, teachers participate in intervisitations to support school-wide goals including incorporating technology and visuals into lessons, utilization of paraprofessionals and team-teaching. Additionally, teacher teams have participated in professional learning on using data to drive their instruction, in specific Regents exams, giving effective feedback, and effective questioning.