

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	02M625
School Name:	High School of Graphic Communications Arts
School Address:	438 West 49 th Street New York, NY 10019
Principal:	Jerod Resnick
Restructuring Phase/Category:	Persistently Lowest-Achieving (PLA)
Area(s) of Identification:	Graduation Rate
Dates of On-site Diagnostic Review:	October 19-20, 2010

PART 1: INTRODUCTION

A. Community and School Background

The High School of Graphic Communication Arts is a Career and Technical Education (CTE) School that serves 1,752 students in grades 9 through 12. It is divided into four Small Learning Communities (SLCs). The school enrollment is 32 percent Black and 63 percent Hispanic. The remaining five percent are identified as Native American, Asian, White and Multiracial. Approximately 11 percent of the students are English language learners (ELLs). Sixteen percent are students with disabilities, and 24 percent of these students are assigned to self-contained classes. The students are residents from across the city, having attended schools in 31 out of the 32 school districts.

The school's administrative team consists of the Principal with eight years experience and eight Assistant Principals (APs). Each AP is responsible for one of the following areas: Organization, Pupil Personnel Services (PPS), Security, Special Education, English/ English as a Second Language (ESL)/ Spanish, Social Studies/ Physical Education, Mathematics/ Science and Career Technical Education (CTE)/ Art/ Music. In addition, the four content area APs each supervise an SLC. The turnover rate for administrators is low, with the least senior APs having three to four years experience, and the senior APs having ten to 20 years experience.

There are 105 teachers in the school, including 16 teachers who are new to the school. Five teachers are in their second year, and a total of 26 are untenured. Forty-five percent of the teachers have fewer than five years experience, indicating a high rate of teacher turnover. Almost 98 percent of the teachers are highly qualified.

PART 2: ASSESSMENT OF THE SCHOOL'S EDUCATIONAL PROGRAM

A. Performance on Key Indicators of Student Achievement Trends and School Progress

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	NYSED Quantitative Performance Measures	
-	School is ten or more points away from meeting its Effective Annual Measurable Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s).	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 indicate an increase in the achievement gap between identified subgroups and the <u>All Students</u> subgroup in ELA in 08-09.	✓
-	For 2010-11, the school was identified as a <u>Persistently Lowest-Achieving school</u> .	✓
-	Total Cohort Graduation rate is below 60 percent.	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
-	2008-09 NYC Progress Report Grade of C	✓
+/-	NYC Quality Review Score of Proficient	✓

B. School Strengths

- The school environment is safe. Although previously designated “high priority” by the NYC Department of Education (DOE), the school has been able to restore order and maintain an environment where students, teachers and parents feel secure.
- External organizations are meeting the needs of some student populations. Students are involved in Junior Reserve Officer Training (JROTC), Advanced Placement classes, John Jay College Prep and the Sports and Arts Foundation program and seem invested in the school.

C. Key Findings and Recommendations

Summary of the key issues (causal factors), and other areas of concern identified during the on-site diagnostic review that are negatively impacting student achievement in identified areas, as well as recommendations, as related to the seven JIT Indicator Categories:

I. Curriculum

Findings:

- The Principal and APs neither closely supervise teachers nor provide targeted professional development (PD). As a result, comprehensive implementation of the written content curricula was not observed.

- The Principal and APs have not developed a systematic procedure to analyze schoolwide and grade-level student performance trend data on State assessments and across the core areas of mathematics, science, English language arts (ELA) and social studies. Therefore, curricula and pacing calendars are not adjusted to include student skill needs.
- Mathematics and science curricula do not delineate important concepts from grade to grade.
- There was no written evidence of curriculum standards for Native Language Arts (NLA) and English as a Second Language (ESL) classes.
- In self-contained classes for students with disabilities, ESL, NLA and bilingual classes, the Principal has not provided the necessary instructional resources that are needed for content classes. In addition, these classes are lacking supplemental materials such as glossaries.

Recommendations:

- The Principal and APs should be directly accountable for implementation of content curricula across academies for all content teachers by providing ongoing supervision and PD. Designated APs should supervise content instruction for all students, including students with disabilities and those in bilingual classes.
- The Principal and APs should structure content area meetings to ensure that all teachers of bilingual classes and students with disabilities are included.
- Lead teachers identified for each mathematics and science course should be given time to work with those assigned to teach the courses to monitor and adjust the curricula and pacing calendars. In addition, lead teachers for each English and social studies course should be identified.
- The Principal should obtain course guidelines for NLA and ESL classes, and the AP should closely supervise implementation to ensure that instruction reflects current NYS Standards.
- The Principal should provide the same instructional resources for self-contained classes for students with disabilities, ESL, NLA and bilingual classes as are provided for other content classes.

II. Teaching and Learning

Findings:

- There was a lack of effective instructional practice throughout the building. Instructional strategies were neither research-based nor based on individual student need. Most classroom instruction was teacher directed and provided little time for the teacher to determine students' understanding of the lesson. This lack of attention to individual student instructional needs has contributed to poor performance on State assessments. Specifically, the 2008-2009 NYS School Report Card indicates that 51 percent of students in the cohort were not able to demonstrate proficiency in English and 48 percent of students in the cohort were not able to demonstrate proficiency in mathematics.

There is no evidence that teachers employ strategies that meet the individual learning needs of the students in subgroups. This lack of attention to individual student instructional needs has contributed to the poor performance of subgroups on State assessments.

Based on observations and interviews, the Principal has neither developed nor promulgated a schoolwide, coherent philosophy of teaching and learning that would drive teachers to design and implement lessons that are student centered and differentiated based on student needs.

- Classroom observations revealed that most lessons were teacher dominated. As a result, teachers failed to provide opportunities for regular student-to-student interaction, failed to monitor individual student learning, or adjust instruction during the lessons based on individual student needs.
- Questions and tasks that promote higher order thinking skills and are necessary for students to be successful on state assessments were not observed during classroom visits.
- Co-teaching models were observed in Collaborative Team Teaching (CTT) and Special Education Teacher Support Services (SETTS) classes. However, these were limited to a reciprocal one-teach-one-assist model. The use of this model has not changed the instructional practice of the teachers involved. The classes were predominantly teacher directed and failed to address the unique needs of individual students. Additionally, this model did not maximize the expertise of either of the two teachers.
- Teachers did not demonstrate a deliberate use of resources, including technology, to deliver differentiated and responsive instruction to meet the needs of various types of learners. Teachers did not consistently and effectively use instructional resources and technology that would allow equity and access for all students, especially students with disabilities and ELLs.
- Although there is a written schoolwide grading policy, teachers did not consistently implement the policy, and the Principal and APs failed to supervise consistent implementation.
- Most teachers failed to develop and employ rubrics that use the language of the Standards. As a result, expectations for student academic performance were not clear.
- In a number of instances during class observations, teachers committed grammatical and spelling errors that provided poor modeling for students.

Recommendations:

- Administrators should develop a schoolwide, coherent philosophy of teaching and learning that will drive PD and enable teachers to design and implement student-centered lessons that are differentiated based on student needs.
- Time should be allotted during class for student-to-student interaction and discussion. Teachers should use this time to monitor and observe student performance, thus enabling teachers to plan for differentiation based on observed students' needs.
- Implementation of lesson plans should include thoughtful questioning and related tasks that promote higher order thinking skills that result in student success on assessments.

- School leaders should provide assistance and support through PD to ensure that all co-teaching situations maximize the expertise of both teachers, reduce teacher-directed instruction time, and provide differentiation to meet individual students' needs.
- Effective and consistent use of the technology and classroom resources should be implemented to provide equitable access to all students.
- School leadership should monitor the implementation of the school grading policy to ensure consistency and provide clear expectations for student academic performance. Teachers should be responsible for using the grading policy and communicating it to their students.
- Teachers should develop and use rubrics that employ the language of the Standards and provide clear expectations for student academic performance.
- Teachers should be diligent in using correct grammar and spelling when preparing and teaching lessons.

III. School Leadership

Findings:

- The Principal has not developed a long range, comprehensive instructional plan for the school that addresses individual student academic needs and removes barriers to success for all students. This has contributed to student graduation rates that fall far below the State standard.

In addition, a long range instructional plan that addresses the unique academic and social/emotional needs of students in subgroups has not been developed. This has contributed to subgroup proficiency rates that fall below the All Students subgroup. The 2008-2009 NYS Report Card indicates that for the students with disabilities subgroup, 18 percent of the cohort demonstrated proficiency in mathematics and 19 percent demonstrated proficiency in ELA. For the ELL subgroup, 38 percent of the student cohort demonstrated proficiency in mathematics and 19 percent demonstrated proficiency in ELA.

- The Principal has not provided leadership in implementing a clearly defined plan of action to address core attendance issues. As a result, attendance has ranged from between 72 percent to 75 percent over the last five years.
- When attempting to improve the graduation rate, the administration does not target all students but rather only students who are regularly attending. The school procedures and culture do not reflect plans or strategies to use with students who attend sporadically and are Long Term Absentees (LTAs).
- The delineation of roles and responsibilities is not clearly outlined. Many necessary and important school activities/functions are performed in isolation, duplicated or left undone. These activities include: attendance improvement and dropout prevention; timely, targeted PD for struggling teachers; guidance counselor supervision; oversight of community-based organizations; and content integrity for students with disabilities and ELL classes.

- Instructional leadership provided by the Principal and the AP for ELLs is insufficient. There was no ESL curriculum. Teachers do not employ targeted strategies for individual student achievement in bilingual classes. There was no evidence that teachers of ELLs employed instructional strategies to meet the unique needs of these learners.
- Although Academic Intervention Services (AIS) services were provided afterschool, attendance was sparse.
- There was no evidence that the Principal and the administrative team had developed a comprehensive plan for the use of resources based on student goals and needs. There was no monitoring to determine whether or not resources were effectively used. Resources are allocated on an “as need” basis with little consideration for addressing the special needs of various subgroups. For example, required items for the ELLs, such as glossaries, were not available.
- There is no effective outreach to the citywide parent population. Interviews revealed that parent outreach is predominantly by mail and automatic phone calls via “Global Connect.” This approach is impersonal and does not result in increased parental participation.
- The Principal did not indicate that the schoolwide teacher observation process was to be implemented in a timely manner. There was no indication of the relationship between the observation process, PD and school goals. As a result, recommendations to teachers were not related to student achievement or PD strategies and were often given too late in the term to make a meaningful impact on instruction.
- The assignments of the content APs were not related to their areas of certification. As a result, the AP assigned provided little support for the content area in which they had no content expertise.

Recommendations:

- The Principal should develop and articulate a clear vision and mission that promotes high academic expectations for all students and staff.
- The Principal, AP’s, and all members of the leadership team should immediately address student attendance and lateness. Efforts should take place to determine the root causes for poor attendance. Guidance counselors and teachers must be part of an effective process.
- The Principal should develop written job descriptions for all APs and all non-teaching staff. These must include supervisory responsibilities in all areas, including CBO partners and external programs. All content area AP’s should be assigned according to their teaching certifications to ensure support to teachers in these areas.
- School leadership should reach out to the Network/district for support from individuals or partners who can address the deficiencies noted in the ESL and bilingual programs.
- School leadership should identify students in need of AIS, program them appropriately, promulgate information to appropriate staff, and develop an articulation plan between subject teachers and AIS providers. Attendance concerns in the afterschool AIS program should be addressed by the entire leadership team.

- A clearly defined long-term attendance plan should be formulated as part of a whole-school effort that includes the SLT, parent community, CBOs and students.
- The school vision and mission should be revisited to improve school culture and promulgate procedures that place value on school life and student participation in the varied offerings available. Graduation from Graphics Communication Arts should be seen as a value by students and parents.
- School leadership should complete a needs assessment and develop a comprehensive plan for use of resources based on school goals and student needs.
- School leadership should personalize outreach to parents by developing a system and integrating the system into the SLCs.
- Previously successful retired APs might be hired to provide content area support for those areas where there are no APs with content area certification.
- School leadership should develop a set of expectations for observation reports and informal walkthroughs that includes specific feedback that is related to:
 - school goals;
 - data use;
 - differentiation; and
 - instructional approaches taught through internal and external PD.

IV. Infrastructure for Student Success

Findings:

- The school has not developed an academy structure that provides for optimal personalization through a system that assigns a designated adult to small groups of students. In addition, guidance counselors are not an integral part of the academy structure. The school has also failed to designate roles and responsibilities for the other members of the PPS department in this new structure. Thus, all adults involved in supporting student academic and social-emotional growth are not working together.
- The Principal, APs, teachers and staff do not have high expectations for all students and instead set the bar as passing the Regents.
- Although each counselor was expected to keep a graduation certification form for each student, there was no evidence of a formal, ongoing process for addressing graduation and promotion information with students.
- Parents are not regularly informed of their child's progress in academic areas and in the academies.
- The school leadership did not adequately plan when designing the academies, resulting in some of the teachers teaching in more than one academy. As a result, these teachers are not full participants in academy activities and are not providing valuable information about their students to the team.

- The school leadership did not create a formal structure within the school for supervising the guidance counselors and other members of the PPS team. In addition, the school has not set up internal supervisory structures. As a result, there was no monitored, comprehensive, grade 9-12 plan to support students earning a diploma.
- The school has not developed a system for identifying at-risk students. Although supplemental services are offered after school and on Saturdays, the focus for identifying at-risk students is reactive and limited to problems involving attendance/lateness, missing credits and failure on Regents exams. There is no preventive plan to identify and target entering students that might be at-risk.
- The Principal has not given explicit direction to his APs as to the supervision of the staff of the current CBOs and support programs in the school. As a result, these organizations and programs have been unsuccessful at addressing the multitude of problems faced by the students.
- Students who are ELLs are placed only in the journalism academy to accommodate programming for the mandated ESL services, thus denying ELLs an opportunity to pursue other areas of interest.
- The school does not have working and up-to date equipment for all CTE classes. Some computer equipment in CTE classes is broken and/or outdated, making it difficult for students to use current, industry-level software in their classes.
- There was no evidence of a thorough citywide outreach for recruitment to the school's CTE programs.

Recommendations:

- Academies should be restructured to include the establishment of a formalized student support mechanism or "advisory" that ensures each student is part of a small group assigned to a designated adult. Guidance counselors assigned to specific academies should be located in that academy area of the building.
- School leadership, teachers, counselors and support staff should verbalize and support high expectations for achievement for all students.
- Teachers should provide accurate information to their students regarding graduation requirements related to their subject areas. The NYS Learning Standards should be posted in each classroom. Teachers should delineate learning goals that are related to the Standards, as well as check that students understand the goals and how the goals relate to academic proficiency.
- Interim progress reports should be systemically provided to parents.
- Academy interactions with all PPS staff and CBO personnel should be delineated and the implementation supervised.
- School leadership should develop a comprehensive, grade 9-12 plan to support student growth toward earning a diploma, with guidelines for monitoring the implementation. A progressive

set of topics and lesson plans for counselor class visits to ninth grade classes should be developed to ease the transition to high school. A comprehensive, post secondary/college readiness plan for all students, beginning with grade nine, should be developed.

- School leadership should develop a system that identifies students in need of academic support and that informs teachers regarding these services. Articulation time and procedures for teachers should be delineated to ensure consistency of services and review of ongoing academic progress.
- Job descriptions for all PPS personnel, including duties, responsibilities and lines of supervision should be developed. CBOs and other outside services should be included.
- Equal access for ELLs and all students with disabilities should be a part of the academy restructuring.
- A long range plan for keeping CTE equipment current with industry standards should be developed and implemented.
- A recruitment program should be developed that advertises the opportunities within the CTE majors and includes specific outreach to middle schools.

V. Collection, Analysis, and Utilization of Data

Findings:

- The school leadership has not set interim benchmarks to monitor progress toward goals and to adjust strategies as warranted.
- The school leadership has not developed a system to assess and address the academic issues that are impacting student achievement and graduation. Currently, the Principal expects each academy to assess these academic issues with no consistent schoolwide guidelines or procedures.
- The school leadership has not developed a system to assess and address the attendance issues that are impacting student achievement and graduation rates. The Principal expects each academy to address attendance issues and develop guidelines or procedures that could be integrated into schoolwide attendance services.
- There was no evidence that teachers use data binders, or a similar tool, to collect, record, and analyze formative and summative assessment data for each student.
- Based on observations of classes and teacher meetings, teachers do not use the inquiry process to uncover root causes, and develop differentiated learning activities.
- Interviews and documents indicated that the school leadership does not regularly analyze schoolwide and grade-level student performance trend data to assess the effectiveness of the school's current educational programs, identify schoolwide priorities for improving student achievement and inform the school's continuous improvement planning. Any data review is non-systemic and is done in the academies or by individual teachers.

- There was no evidence that teachers use Acuity to monitor formative and summative student achievement.
- The school leadership does not use data to inform purchasing decisions or the allocation of resources.

Recommendations:

- Interim benchmarks should be defined to evaluate progress against measurable targets and to make appropriate adjustments throughout the school year.
- Schoolwide guidelines for assessing academic issues that are impacting student achievement should be developed. Procedures for sharing this information across academies and departments should be included.
- School leadership should develop schoolwide guidelines for assessing attendance issues that are impacting student achievement and implement a plan to address these issues. Attendance services should be integrated to ensure that a schoolwide policy is implemented for all students, regardless of academy affiliation.
- Teachers should systemically collect, record and analyze formative and summative data for each student to identify student strengths and needs and to inform instructional planning. Teachers, informed by student data, should conduct peer reviews, evaluate student work and share best practices during common planning time.
- School leadership should provide ongoing PD for academy teams to ensure all members understand the inquiry process and use it to inform instructional planning and differentiation.
- The school leadership should establish procedures and guidelines to ensure regular analysis of schoolwide and grade-level student performance trend data, assess the effectiveness of the school's current educational programs, identify schoolwide priorities for improving student achievement and inform the school's continuous improvement planning. Detailed item analysis data for individual students on Regents and final exams should be available for teachers. Teachers should use this information to supplement their own class data, provide differentiated instruction and recommend academic intervention services.
- Teachers should use data tools and training provided by the school and Network to inform their instructional practice and incorporate strategies that will improve student achievement.
- A systematic process should be developed among all administrators to use data to make informed decisions about purchasing and allocating resources, and to review decisions periodically to determine the impact. The AP Organization should be a full participant in this process.

VI. Professional Development

Findings:

- The school leadership has not defined a comprehensive, cohesive, long term program of PD that addresses the identified student needs and is differentiated by teacher abilities. PD is activity-based and is not part of a long range plan that aligns with a data driven CEP.

- The Principal and APs do not model lessons that demonstrate instructional strategies that are student-centered and aligned with the PD plan.
- Written observations reviewed indicated that the Principal and APs do not hold teachers accountable for incorporating strategies learned in PD into their daily teaching.
- The Principal requires teachers to write their own personal goals. However, these goals were not necessarily related to pedagogical skills that the teachers need to improve student achievement.
- The school leadership has failed to provide ongoing PD that would enable all teachers to identify and meet the individual needs of ELLs, former ELLs, students with disabilities and at-risk students. Content teachers who teach ELLs did not receive any PD as required by CR part 154.
- There is no evidence of the evaluation of PD efforts in terms of change in teacher practice or increased student achievement.
- Teachers did not demonstrate that they were taking ownership over their own PD. Although the CEP indicates that teachers select and join a cooperative study group, there is no evidence that this work is focused on or relates to the identified academic needs of their students.

Recommendations:

- School leadership should develop a comprehensive PD plan that will support all teachers and provide the skills they need to address individual student academic needs. The Teachers' Center that has been on site for six years should be an integral part of this defined plan.
- School leadership should teach model lessons, demonstrating instructional strategies addressed at PD, which includes differentiation. All members of school leadership should attend the schoolwide PD. Suggestions for challenge and extension activities to promote differentiation and to raise expectations for student performance should be included in pacing calendar and model lesson plans and be part of the PD in the content areas.
- Formal and informal observations should include specific feedback that is related to instructional approaches taught through internal and external PD. The observation process, including written observation reports, should document the alignment of the content curriculum horizontally across academies, as well as the implementation of strategies introduced during PD sessions.
- The comprehensive PD plan should include identified support and mentoring for all teachers and administrators.
- Ongoing PD should provide support for all teachers to identify and meet the individual needs of ELLs, former ELLs, students with disabilities and at-risk students. School leadership should ensure that PD as required by CR Part 154 is provided.
- The schoolwide PD plan should include a system that evaluates PD efforts in terms of change in teacher practice and increased student achievement.

- The schoolwide PD plan should include professional learning communities that provide opportunities for faculty to engage in their own differentiated learning, based on the identified academic needs of their students. Common planning time should be used effectively, and school leadership should develop specific plans for use of contractual, after school time to supplement PD offered during common planning time.

VII. District Support

Finding:

The school leadership does not effectively reach out to or use the Network support structure.

Recommendations:

- The school should reach out to the Network and use the Network resources. The Network should provide guidance and support to the school at various stages of the CEP process.
- The Network should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

PART 3: OVERALL FINDING AND RECOMMENDATION

Reference	Review Team Finding	✓
(a)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP without further significant change.	✓

B. Overall Recommendation

Reference	Review Team Recommendation	✓
(a)	Develop and implement a new plan that could include <u>significant changes in staff, organizational structure, leadership and/or configuration</u> , to address issues that continue to negatively impact student academic performance in identified areas.	✓

C. In the space below, include specific information to support the District in determining how the above recommendation should be accomplished.

A new administrative team and selected faculty should be appointed. Only then can the current students achieve academic success. In addition to addressing the recommendations listed previously, this plan should include:

- **A complete, comprehensive review of the current CTE programs.** Although certified by NYS, these programs should continue only if they provide a clear path to employment or prepare the students for post-secondary study.
- **A Business Advisory Board.** The Board should be established to:
 - advise the school in maintaining and upgrading its CTE programs so that the programs meet current industry standards; and
 - assist the school in procuring additional resources and job placements.

- **A Redesign of the SLCS.** Based on the review of the CTE programs above, a new plan for SLCs can be based on majors. However, these new SLCs must address the deficiencies cited in the JIT findings. In particular:
 - Some type of advisory i.e., 10-15 students assigned to one adult, should be a key component.
 - All guidance and student services should be delivered through the Advisory and/or SLC.
 - All SLC positions need job descriptions and all pedagogical and non-pedagogical responsibilities must be delineated.