NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	03M054
School Name:	JHS 54 Booker T. Washington
School Address:	103 West 107 Street Manhattan, NY 10025
School Leader:	Elana Elster
Restructuring Phase/Category:	Restructuring Advanced Focused
Area(s) of Identification:	English Language Arts- Students with Disabilities and English Language Learners
Dates of On-site Diagnostic Review:	March 8-9, 2011

PART 1: INTRODUCTION

A. Community and School Background

Booker T. Washington is a middle school serving 850 students in grades 6 through 8. The student enrollment is 21 percent Black, 22 percent Hispanic, 10 percent Asian, and 47 percent White students. Of these students, seven percent are English language learners (ELLs) and nine percent are students with disabilities. Students who reside in the District 3 neighborhood attend the school. The school has an honors focus and sixty percent of the students are attending the school for this component. The Honors program is referred to as Delta and the non-honors program is referred to as Core.

The school leader has worked at the school for 18 years and has served as Principal for six years. There are no Assistant Principals (APs) at the school. There is one Dean and 62 teachers. Three teachers have been working at the school for fewer than three years, and two teachers are new to the school this year. The percent of teachers who are highly qualified is 86 percent. The school has a low teacher turnover rate

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	
-	Negative trend data for one or more identified subject/areas and subgroups for the past 2 consecutive years (2007-08 and 2008-09), as indicated by an decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓
-	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.	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 show an increase in the number of subgroups that did not make 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 ***All Students*** subgroup in one or more identified subject/area(s).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
+/	2008-09 NYC Progress Report Grade of B	✓
+/	NYC Quality Review Score of Proficient	✓

B. School Strengths

- Booker T. Washington is a clean and well-maintained building that reflects community pride and an academic and arts focus.

- The majority of the students in the school (in the honors Delta program) are provided with engaging, challenging and enriching curriculum and high quality instruction.

- Over 75 percent of students score at Levels 3 and 4 in English language arts (ELA) and mathematics. A significant number of students score at Level 4.

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 written curriculum for Core (non-honors program) and the written curriculum for the Delta (honors program) are not developed with the same level of specificity and detail. For example, the written English Language Arts (ELA) English language learners (ELL) curriculum for Core specifies incoming skills and outgoing skills only and does not incorporate pacing guides. It is a short, two-page document. One outgoing skill in the ELL curriculum is 'Students will learn to paraphrase and not plagiarize.' The Delta curriculum contains key elements, including objectives, instructional activities, materials, and pacing, and is a detailed, multi-page document. New York State (NYS) Standards are not referenced in any written curriculum produced by the school. Grade to grade alignments are underdeveloped.

- Lesson plans are inconsistently developed and do not reference State Standards.

Recommendations:

- The Network should work with the school on the development of a written ELA curriculum to ensure that it is clearly aligned with the current NYS Learning Standards. The curriculum should be aligned to the new New York State P-12 Common Core Learning Standards in ELA and literacy to prepare for implementation in school year 2012-13. All curriculum should be developed by knowledgeable and trained individuals (national, state, or local) who understand the key elements of curriculum development and the needs of ELLs and students with disabilities in ELA. The written curriculum should include a grade-to-grade alignment.

  All teachers and administrators should participate in professional development (PD) on how to plan and implement a curriculum with rigor, as well as delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing the individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subjects being taught.

- School leaders should establish clear expectations for the inclusion of State Standards and other key elements in lesson plans and monitor for the incorporation of State standards into instruction.

II. Teaching and Learning

Findings:

- Not all teachers use a variety of instructional strategies. Most students are presented with whole class instruction for most of the time. A wider variety of instructional strategies are used in Delta classes than in Core classes. The academic achievement of students in Core classes is negatively impacted by a lack of differentiated instruction and fewer opportunities to engage in interactive learning.

- Co-teachers are not fully and equally participating in the instructional process, and students do not benefit fully from the presence of two teachers in some classrooms.

- Learning time is not maximized in all classes. Students experience downtime in some classes, while in other classes students are challenged to make productive use of all available time by completing additional related academic tasks. Not all classes were effectively concluded as the bell abruptly ended the lesson, and students exited from classes without opportunities to reflect or record homework assignments.

- The book selection specified in the ELA curriculum for use in ELA classes does not adequately reflect the cultural heritages of the students in the school. Some groups of students are not validated, as they are not exposed to the contributions of a wide representation of culturally diverse authors.

- Most student work displayed in classrooms and hallways is not accompanied by posted rubrics. The posting of student work without accompanying rubrics limits students' exposure to teacher expectations and the standards for quality work.

- There is no clear or consistently applied grading policy. Each grade and subject area establishes its own grading standards.

Recommendations:

- Develop and implement a PD plan that addresses the range of instructional strategies that are to be used in all classes, based on students' identified needs. The strategies should include techniques that require all students to interact, engage in accountable talk, and work on differentiated tasks. School leaders should regularly and thoroughly monitor for implementation of these strategies through their formal and informal observation processes.

- Train co-teachers to jointly plan instruction, group students for targeted instruction and provide for differentiation of teacher tasks so that students benefit from the presence of two teachers either through increased individual teacher attention or increased targeted small group instruction. Co-teachers should have common planning time with teachers who teach the same subjects in general education classes.

- Provide additional activities and materials for students who finish their work early. Develop learning centers for these students that they can independently access. Ensure that all teachers develop lesson structures and pacing that ensures effective lesson closure. Effective closure includes student reflection, time to record homework, and an opportunity for the teacher to check for mastery of the lesson.

- Form a committee of teachers that includes the school librarian to review and select books to be used in ELA that reflect the diversity of the student body and the contributions of multilingual and multicultural authors.

- Create an intervisitation schedule that allows Core program teachers to observe the Delta program and vice versa to increase whole school understanding of the needs of all students and instructional practice throughout the school. Use common planning time for Core and Delta teachers to jointly plan ELA lessons that promote higher order thinking and have all students engaged in interactive activities, including technology.

- Display rubrics along with annotated student work to ensure that students have a clear understanding of the purposes of assignments, the quality of the work, and strategies for how to improve to reach the next level.

- Develop and implement a schoolwide grading policy that is collaboratively developed by Core and Delta teachers that will be equally applied to all students. Ensure that weights assigned to grading categories appropriately reflect the educational importance of the learning experience. Ensure that grading polices are consistent across grades and content areas. Communicate the policy to students and parents.

III. School Leadership

Findings:

- The school leadership team (SLT) has not set ambitious Comprehensive Educational Plan (CEP) ELA goals for identified subgroups, despite multiple years of failing to achieve Annual

Yearly Progress (AYP) in ELA. There is no goal for students with disabilities. The CEP contains three goals and does not address the needs of underperforming student subgroups.

- There is an inequitable distribution of services between students in Delta and Core programs; thus Core students do not increase their knowledge of the arts or other special interests. The school leader has appointed a student coordinator who solely focuses on the programming of Delta students who test into the school. There is no such allocation of support for the Core program that includes students who are the most at-risk or members of the identified subgroups. Core students are not provided with equal access to the full range of enrichment courses available to Delta students and do not develop personal interests or engage in a wide variety of enriching opportunities.

- Classroom observations reveal a disparity in the quality and rigor of instruction between the Delta and Core classes. A review of teacher observations did not reveal a strong supervisory or evaluative focus on improving instruction for the identified subgroups. The absence of urgency to address the literacy needs of identified subgroups continues to negatively impact AYP status.

Recommendations:

- Ensure that the CEP goals are specific, measurable, achievable, realistic and time-bound (SMART) and address both identified subgroups.

- Ensure that Core students have equal access to the full complement of the Delta program offerings by providing a dedicated Core student coordinator solely focused on Core student advocacy and the quality of the Core program.

- Increase the supervision of teachers who teach ELA to Core students to improve their effectiveness to ensure that all Core students score at Levels 3 and 4. Restructure teacher programs so that highly effective teachers work with the lowest performing students.

IV. Infrastructure for Student Success

Findings:

- Expectations are too low for all students in the Core program. Teachers and the school leader express concerns about the ability of ELLs and students with disabilities to score at Levels 3 and 4. Teachers and the school leader are unable to talk about the performance data of ELLs and students with disabilities.

- The school does not regularly survey parents to canvass their views about the education of their children.

Recommendations:

- Seek out and use the professional expertise of the NYC Department of Education's Division of Students with Disabilities and English Language Learners to move ELLs and students with disabilities to Levels 3 and 4. Build an annual PD plan that incorporates the support and expertise from these experts. Maximize the free PD resources available from the City.

- Request assistance from the Network to develop and distribute parent surveys. These will enable all parents to provide regular feedback on their experiences with Core and Delta programs. Design and administer regular surveys to ensure that all parents from Core and Delta programs have multiple opportunities to comment on all aspects of both programs. Use the survey results to improve programs as appropriate.

V. Collection, Analysis, and Utilization of Data

Findings:

- Teachers report that they use the results from State tests to place students in ability groups. The school is not effectively conducting item analyses to understand fully the performance of ELLs and students with disabilities. Teachers and the school leader are unable to speak in detail about the performance of identified subgroups or the patterns and trends in performance of all other students.

- There is no plan in place to address the underperformance of students with disabilities.

Recommendations:

- Identify and train a data specialist to ensure onsite, expert support in the collection, analysis, and use of data so that teachers can improve instruction and formulate long and short-term goals to increase student achievement for all students, with a focus on identified subgroups in ELA.

- Amend the CEP to include S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Timely) goals for all students with disabilities. Convene the SLT and involve the members in setting goals for students with disabilities and constructing an appropriate instructional action plan. Involve the Network and the School Improvement Liaison from the Office of School Development in reviewing and approving the CEP. Implement the action plan with urgency and fidelity, monitoring progress towards the goals set robustly and regularly.

VI. Professional Development

Finding:

The school has no PD plan and does not offer ongoing, focused PD to staff. A variety of opportunities are not available, and teachers are not acquiring the skills and expertise to increase the academic achievement of ELL and students with disabilities.

Recommendations:

Conduct a needs assessment to determine teacher strengths and areas for development in the area of effective literacy instruction for ELLs and students with disabilities. Continue to use common planning time (CPT) for PD. Create a PD plan for CPT focused on effective instructional strategies to address the needs of ELLs and students with disabilities in partnership with the Network, the Office of English Language Learners and Students with Disabilities. Align CPT agendas to the PD plan. Monitor the agendas to ensure alignment and regularly monitor for application of PD initiatives in the classrooms.

VII. District Support

Findings

- There is no evidence that the Network has provided appropriate academic leadership in ELA for ELLs and students with disabilities.

- The school leader reports that the Network has not provided the school with middle school focused PD to address the needs of ELLs and students with disabilities.

- The Network has not provided the school with needed support to analyze and use data to understand and address the needs of ELLs and students with disabilities.

- The Network has not provided the school with the needed support to effectively train teachers in curriculum development.

- The Network has not successfully influenced the allocation of funds to ensure equity of programming in the Delta and Core programs.

- The CEP is not well constructed and does not provide a clear plan for school improvement. The Network approved the school's CEP and provided no meaningful feedback to the school. Two of the action plans within the CEP are identical**.**

Recommendations

- The Network should establish weekly visits to the school that include supports such as the monitoring of standards-based ELA instruction to ELLs and students with disabilities and focused walkthroughs with accompanying formative feedback to teachers. The school leader should be proactive in informing the Network when they are not meeting the academic needs of the school.

- The Network should provide customized PD that is appropriate for high performing middle schools with underperforming subgroups. This should include training on differentiation and the implementation of modifications to meet the needs of all students.

- The Network should provide assistance in the disaggregation of student performance data to increase school understanding of student performance trends.

- The Network should collaboratively work with the school leader to conduct an analysis of the budgetary allocations to the Delta and Core programs to ensure equity and effective allocation of funds.

- The Network should work with curriculum development experts to assist the school in the refinement of the written curriculum to ensure that all students benefit from a rigorous standards-based ELA curriculum.

- The Network should provide the school leader and the SLT with support and guidance in the creation of CEP goals and action plans that will produce high academic achievement for all students.

- The Network should support the school in the implementation of the Joint Intervention Team (JIT) recommendations.

Other Concern:
There is a significant disparity in program offerings and expectations between the Core program (general education, ELL and students with disabilities) and Delta (honors) programs. The school leader reports that Network support is not sought on academic or budgetary matters. The students in the Core Program are homogeneously grouped and there is no action research being conducted to examine the effectiveness of student grouping by ability.

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Findings

Reference	JIT Finding for Restructuring Advanced Schools	✓
(c)	The school has not made sufficient progress in identified areas, and is unlikely to make AYP under the current structure and organization.	✓

B. Overall Recommendation

Reference	Recommendation by the JIT for Restructuring Advanced Schools	✓
(c)	Develop and implement a new Restructuring Plan that includes significant changes in staff, organizational structure, leadership and/or configuration, 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 JIT recommendation should be implemented.

There are two educational programs in Booker T. Washington. There is an honors program and a general education program. Honors students are tested and interviewed to gain acceptance to the school. The full spectrum of courses and enrichment opportunities offered to honors students is not offered to general education students. This inequality between program offerings impacts the achievement levels of identified subgroups and other Core students. The NYCDOE Office of School Development and the Network should provide the school with the parallel level of support. The Restructuring Plan should include the JIT recommendations and the following:

- The school leader, in partnership with the Network, should identify and appoint a Core Student Coordinator so that the general education students, ELLs and students with disabilities in the Core program have the same level of focused support and advocacy as the honor students in the Delta program. The qualifications for this position should include expertise in meeting the needs of ELLs and students with disabilities in ELA.

- The school leader, in partnership with the Network, should develop a comprehensive PD plan that explicitly prepares all teachers to address the academic needs of ELLs and students with disabilities in ELA through English as a second language (ESL) and special education strategies and methodologies. The plan should include sessions that are sustained, ongoing and led by the

newly appointed Core Student Coordinator and Delta Student Coordinator in collaboration with the Network ELL Specialist and the Office of English Language Learners. The school leader should closely monitor for implementation in classrooms and provide formative feedback on the effectiveness of the strategies and methods.

- The school leader should establish and publish a schedule for intervisitations so that teachers can observe Core and Delta classes and learn from each other.

- The school's ESL teachers and Core Student Coordinator should attend and complete Quality Teaching for English Learners (QTEL) training to ensure that all students are provided with effective instruction.

- The school leader should closely monitor and ensure the academic progress of all students in the Core program, the quality of instruction in all classes, and equal access to enrichment classes to all students.

- The school leader, with support with the Network, should conduct regular focused walkthroughs to support the increased academic achievement of ELLs and students with disabilities in ELA. The school should assign the most effective teachers to teach in the Core program.

- The school leader, in partnership with the Network, should identify, designate and train a data specialist to analyze the data and direct the inquiry process to ensure that Core programs are as effective as the Delta program and that students with disabilities and ELLs perform at acceptable levels. The school leader should closely monitor the effectiveness of the data specialist.

- The Network should help the school to identify model programs for ELLs and students with disabilities. ESL teachers, teachers of students with disabilities, school leaders and parent members of the SLT should visit successful schools to assist the school in its vision and design for effective programming for ELLs and students with disabilities.