

**NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>BEDS Code/DBN:</b>	21K540
<b>School Name:</b>	John Dewey High School
<b>School Address:</b>	50 Avenue X Brooklyn, NY 11223
<b>Principal:</b>	Barry Fried
<b>Restructuring Phase/Category:</b>	Persistently Lowest-Achieving
<b>Area(s) of Identification:</b>	Graduation Rate
<b>Dates of On-site Diagnostic Review:</b>	October 26-27, 2010

**PART 1: INTRODUCTION**

**A. Community and School Background**

John Dewey High School serves 2,670 students in grades 9 through 12. The enrollment is 34 percent Asian, 32 percent Black, 20 percent Hispanic, 13 percent White and less than one percent Native American or Alaska Native. There are 264 students with disabilities. Of this number, 111 are in self-contained classes and 76 are in Collaborative Team Teaching classes (CTT). There are 455 English Language Learners (ELLs). Included in this number are 181 students in Transitional Bilingual classes (Chinese) and 274 students who receive only English as a Second Language (ESL). There are 45 Students with Interrupted Formal Education (SIFE) and 40 newcomers (0-3 years). There are 37 ELLs with Individualized Education Plans (IEPs). A large majority of the students travel to the school from other sections of Brooklyn, and a few come from other boroughs.

The Principal and 12 Assistant Principals (APs) comprise the administrative team. Three APs are probationers, while the other APs have been in their position for five years or more. The Principal has led the school for ten years. There are 135 teachers on staff; one newly hired this year. This school does not have a high teacher turnover. Four percent of the teachers are not 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	
	<b>NYSED Quantitative Performance Measures</b>	
-	Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years (2007-08 and 2008-09), as indicated by a decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.	✓
-	The 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 (+/-)	<b>School Performance Indicators</b>	✓
-	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 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 <b><u>All Students</u></b> subgroup in one or more identified subject/area(s).	✓
-	For 2010-11, the school was identified as a <b><u>Persistently Lowest- Achieving school.</u></b>	✓
-	Total Cohort Graduation rate of 58% is below performance index (60%)	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	✓
-	2008-09 NYC Progress Report Grade of C	✓
+/-	NYC Quality Review Score of Proficient	✓

## B. School Strengths

- The library is well-stocked with reading materials, including a sufficient amount in multiple languages.
- The school is welcoming, and students reported that they feel safe.

## 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:

- Curriculum that was taught was aligned with maps and pacing calendars. However, there was a lack of rigor in the implementation of the curriculum to ensure all students progress through the required content areas.
- Instructional resources were insufficient. Textbooks were not observed in use in most classrooms visited, with the exception of the English as Second Language (ESL) classes, in which all students had textbooks.
- In classrooms observed, the stated aims of lessons often lacked alignment to the standards and pacing calendars.

**Recommendations:**

- Support for teachers in the development of effective lesson plans should be provided. During common planning periods, teachers should be encouraged to share and critique their lesson plans. Intervisitation both within Dewey and with other successful schools in the Network should be arranged. A workshop on the importance of effective planning should be scheduled by each department. Ongoing peer review as well as informal and formal observations should be provided to identify those teachers who need additional professional development (PD).
- The school should allocate resources and purchase instructional materials in all content areas, including leveled instructional materials and classroom textbooks and supplies.
- School administrators should monitor the alignment of lesson aims, outcomes, and pacing calendars during walkthroughs and informal/formal observations. Teachers should be provided with PD on effective lesson planning.

**II. Teaching and Learning****Findings:**

- In classrooms observed, there was no evidence of differentiation of instruction. Most lessons involved all students using the same materials and activities.
- The use of higher order thinking skills was not evident in most of the classrooms visited. Questioning techniques were not crafted to promote critical thinking.
- There is limited evidence of the use of technology to enhance instruction. No computers were observed in classrooms, with the exception of computer labs.
- Teaching was dominated by lecture-style format.
- There was limited use of varied instructional strategies in the classrooms visited. The use of effective instructional practices is limited to direct instruction. Some scaffolding was observed in classes for English Language Learners (ELLs) and students with disabilities.
- There was limited student work posted in classes. Although rubrics were displayed, there was limited evidence of connection to posted work. Student work did not include specific feedback, or what to do to go to the next level, e.g., most comments such as “excellent” or “good work” were used.

**Recommendations:**

- The school should provide sustained PD on the implementation of differentiated instruction. School walkthroughs and teacher observations (both formal and informal) should provide precise feedback to teachers on observed differentiated practices to improve instruction.
- The school should enlist the services of the school’s Teacher Center to provide ongoing support to teachers in the use of effective, higher-order thinking questions. All lessons

should include meaningful instructional activities that connect to students' lives. Lessons should incorporate structured interactions, activities such as collaborative learning, and other active strategies. Every lesson should promote accountable talk. The Network instructional specialists should provide weekly on-site coaching and PD for teachers as they plan instruction.

- The school should invest in classroom technology, including SMART Boards, computers, and other tools to support student learning. Students should have opportunities to use interactive software (such as Achieve 3000, Brain Pop, Discovery Streaming, and other educational software and websites) that supports differentiation of instruction and engagement of multiple learning styles to improve student outcomes and progress towards graduation.
- The school should provide PD on various instructional strategies and styles. Teachers should use common planning time to collaboratively develop project-based learning activities.
- The school should provide PD on the use of varied research-based instructional strategies. Observations should provide feedback to teachers on the use of the strategies. The strategies that were observed in classes for students with disabilities and ELLs, including scaffolding, should be shared with the entire school. Administrators should arrange intervisitations to facilitate the use of these strategies.
- School leaders should articulate expectations to all staff regarding the posting of quality academic student work. A policy regarding the use of rubrics in classrooms should be developed. Teachers should be provided with PD on the use of specific feedback to improve student work.

### **III. School Leadership**

#### **Findings:**

- There is little evidence that the Principal sets high expectations, especially for new arrivals with low literacy levels and transferred students.
- The school's underlying philosophy has not changed to accommodate the needs of the school population. While the school's overall enrollment has been declining over the past few years, the enrollment of ELLs and students with interrupted formal education (SIFE) has increased.
- There was little evidence that the leadership had created an effective learning environment to address underachieving subgroups. The percentage of students graduating in school year 2009-10 was 32 percent for students with disabilities and 47 percent for ELLs.
- Upon review of the school year 2009-10 data on credit accumulation, it was found that 376 students were enrolled in grade 9. Of that number, there were 223 who earned zero (0) to four credits at the end of school year and only 42 students who earned 11 or more credits. For grade 10, out of 674 students, only 361 earned 11-15 credits at the end of the school

year, and 190 earned 33 credits or more. It was also noted that grade 9 had the lowest attendance rate. There was no clear and systematic communication between the program and guidance offices regarding students not meeting credit accumulation and passing benchmarks.

- Observation reports lacked substantive lesson description and feedback to facilitate teacher growth and development. School administrators do not observe instruction with a common lens.
- Interviews revealed that the Principal does not independently conduct observations.
- Although the school had an Academic Intervention Services (AIS) Plan, services outlined in AIS Plan were either not implemented or ineffectively implemented.
- Students are not well served by the school's programming structure. Students lose instructional time due to the inadequacies and failure of the programming at the school. Students inaccurately programmed for a course can lose up to twenty percent of the seat time during a cycle.

**Recommendations:**

- The Principal should take a more active role in the instructional and supervisory process by conducting daily walkthroughs; scheduling formal observations of teachers based on scholarship reports; and participating in department meetings and professional development (PD) in the Professional Learning Communities. Through team meetings and observation reports, the school leader should communicate clear and high expectations regarding academic outcomes for all students, particularly for new arrivals with low literacy levels and transferred students.
- The Principal should take the lead and model the full inclusion of new students to the school community and provide support to enable them to meet graduation requirements. Orientation assemblies should be set up to welcome the new students. The Principal should meet with the AP, ESL to provide additional instructional resources and support to the department. The Principal should ensure that there is ongoing collaboration between the ESL and ELA departments. The APs of both departments should jointly plan ongoing PD for the ESL and ELA teachers.
- The Principal and APs should monitor classrooms for quality of instruction. There should be ongoing (PD) offered to all staff to increase the level of teacher expectations in order to improve overall student performance. PD offerings, focusing on successful strategies for working with low performing students in the identified subgroups, should be expanded. The effective implementation of the use of the PD in the classroom should be monitored. The Principal should ensure increased common planning time for students with disabilities staff and the ESL staff. This would include articulation across disciplines and subgroups to allow for the continuity and improvement of instruction.
- The school leader should review the data and develop an action plan to increase the number of credits grade 9 and grade 10 students accumulate after their first or second year.

The Principal and administrative team should devise a plan that addresses the monitoring of instruction; reviewing academic achievement from scholarship reports; providing teacher feedback; and focusing on daily attendance. The administrative team should look at instruction and document ineffective teaching observed. PD should be provided to those teachers who need to improve their teaching skills. The grade 9 students with disabilities have an attendance rate of 73 percent, and it should be noted that students with disabilities have the lowest attendance rate in the entire school. The AP of Instructional Support Services (ISS) should focus on that subgroup to improve their attendance by reviewing the instruction in those classes. The Principal should convene a meeting with the programmers and guidance staff to develop a system of communication that would lead to increased credit accumulation for these students.

- The Principal should work closely with all APs to develop a shared educational lens with which to evaluate instruction. Observation reports should be refined to include specific feedback designed to improve teacher performance. PD should be provided to all supervisory staff on writing effective evaluations.
- All administrators should regularly observe teachers to ensure the quality and consistency of the academic program. The Principal should take the lead and demonstrate effective observation writing for APs.
- The Principal and administrative team should evaluate the appropriate use of the Resource Centers and extended day programs, with careful consideration given to resource allocations; feedback from students, teachers, and parents; and student achievement data. A plan to monitor the effectiveness of these intervention programs for the targeted subgroups should be developed.
- The school leader should create a long-range plan to revise the program of the school. To facilitate the use of resources in a more effective manner, the responsibility of overseeing the programming of the school should be reduced to one AP. At present, there are two APs overseeing the programming, and redundancy occurs. The team suggests that the AP, Technology should return to his supervisory responsibilities of overseeing the technology department or be reassigned to other areas of supervision.

#### **IV. Infrastructure for Student Success**

##### **Findings:**

- Resource Centers, identified by the school as the foundation of their intervention program, are not staffed or adequately equipped to support at-risk students in meeting graduation requirements.
- Low level of questioning observed in the classroom showed little evidence of high expectations. Sample student work did not indicate high level expectations or substantive feedback.

- The school has not appropriately addressed low student attendance rates, particularly among students with disabilities.
- Based on team observations, there is no clear and systematic communication between the programming and guidance offices regarding students who are not making appropriate progress in accumulating credits and/or passing Regents examinations.

**Recommendations:**

- The school should evaluate the effectiveness of Resource Centers and articulate clear goals for students using the Centers. School leadership should increase monitoring to facilitate independent student learning and equip the Centers with appropriate technology, staff, and resources. An effective accountability system should be implemented. Expectations should be defined for students and teachers in the Resource Centers.
- On-going PD should be provided for teachers in the use of questioning strategies that promote higher order thinking, i.e., Bloom’s Taxonomy. A schoolwide system for teacher comments should be developed regarding student work that is appropriate for the level of the students.
- The school should provide additional staff time to support the work of the attendance team. Additional outreach should be conducted to families, particularly of those students who are at risk of not graduating. Alternative strategies and incentives should be considered to motivate students to attend school.
- The school should systematically provide opportunities for regular articulation between the guidance and programming office. Data on student progress to graduation should be made available to all personnel involved in programming or counseling students.

**V. Collection, Analysis, and Utilization of Data**

**Findings:**

- The school has not effectively used multiple data sources to identify and meet the needs of all students, especially at-risk students, ELLs and students with disabilities.
- Teachers did not use data to plan for grouping or differentiation of instruction, as evidenced through classroom observations.
- The school does not collect data on the effectiveness of Resource Centers as an intervention for at-risk students.

**Recommendations:**

- The school should develop a comprehensive plan to identify personnel who can support data use at the school. The school should also take advantage of PD offered by the district/Network. PD in the use of the DOE student data system, Achievement Reporting and Innovation System (ARIS), by all pedagogical staff and the detailed use of the

Instructionally Targeted Assessments (ITAs) should be provided to the staff. Teachers should engage in data use in lesson planning to differentiate instruction and target the needs of the identified subgroups.

- PD should be provided to teachers on the use of data in planning daily lessons. All observations should include feedback on the use of data to group students and differentiate by content, process, and product.
- The school should regularly collect data on the performance of at-risk students and their use of the Resource Centers. Based on the data collected, the school should consider how to restructure the Centers to best meet student needs.

## **VI. Professional Development**

### **Findings:**

- There was no evidence of a PD evaluation, including needs assessment or teacher feedback.
- There was no evidence of teachers being held accountable for infusing strategies learned in PD.

### **Recommendations:**

- A teacher survey should be conducted to identify teacher PD needs, especially in the areas of identification. Supervisors should meet and revise the current PD calendar based on areas of need as determined from teacher observations and survey results. An evaluative tool should be created for each PD that provides meaningful feedback.
- An accountability protocol for monitoring instruction should be developed to ensure that strategies learned in PD are being implemented in the classrooms. Protocols should be introduced to teachers and supervisory staff.

## **VII. District Support**

### **Findings:**

- There is no evidence that the district/Network has supported school improvement efforts.
- There is no evidence that the district/Network has supported the school in crafting high-impact goals with focused action plans to improve achievement and graduation rate.

### **Recommendations:**

- The district/Network should place this school as a priority and assign a team to meet with the school leadership to outline how the district/Network can provide instructional support and additional resources to the school.

- The Network leader should review the School’s Comprehensive Educational Plan (CEP), meet with the Principal, and develop an action plan to support the school in achieving its goals. The district/Network should provide targeted PD aligned to the CEP.
- The Network should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

**Other Concerns:**

**Finding:**

In previous years, John Dewey High School was the cornerstone of innovative programs and focused on empowering students to make decisions regarding their educational experience by enabling them to grow at their own rate. It has been found that the school has been slow to adapt their education program in response to changing demographics and patterns of achievement. For the last three years, the school has failed to achieve the 60 percent graduation standard.

The changing school population has resulted in a dual educational system that does not meet the needs of new arrivals, transfers, and over the counter admissions. Administrators, as well as staff expressed difficulties with creating a balanced educational philosophy and expectations regarding the “old Dewey and the new Dewey.” The school has not developed a plan of action to equitably serve the needs of all students.

**Recommendation:**

The school should align the vision, structures, programs, and instruction to meet the long-term and urgent needs of the changing school population. The school should engage all constituencies in planning for long-term success and sustainability.

**PART 3: OVERALL FINDING AND RECOMMENDATION**

**A. Overall Finding**

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.**

- Replace members of the administration who are relevant to the failure to make adequate yearly progress.
- Given the review team's overall findings and recommendations for significant changes in staff, organizational structure, leadership, and/or configuration of the school, the following information may be helpful in supporting the District in making a final determination:
  - The graduation rate for ELLs declined 20 percent in two years. In school year 2007-08, the graduation rate for ELLs was 67 percent. In school 2008-09, it fell to 54 percent and in school year 2009-10, it fell again to 47 percent.