

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

<b>BEDS Code/DBN:</b>	27Q410
<b>School Name:</b>	Beach Channel High School
<b>School Address:</b>	100-00 Beach Channel Drive, Rockaway Park NY 11694
<b>Principal:</b>	David Morris
<b>Restructuring Phase/Category:</b>	Persistently Lowest-Achieving
<b>Area(s) of Identification:</b>	Graduation Rate, English Language Arts and Mathematics
<b>Dates of On-site Diagnostic Review:</b>	November 16-17, 2010

**PART 1: INTRODUCTION**

**A. Community and School Background**

Beach Channel High School (BCHS) enrolls 1,082 students in grades 9 through 12. The school’s enrollment is 53 percent Black, 34 percent Hispanic, three percent Asian, nine percent White and one percent Native American. Seventy-two percent of the student body is eligible for free and reduced lunch.

The Principal and seven Assistant Principals (APs) serve as the administrative team. Several of the APs also have teaching duties. The Principal has led the school for seven years, and the APs range in service is from three to 15 years.

There are 75 staff members, including teachers, guidance counselors, related service providers, and Absent Teacher Reserve (ATR). There are a small number of teachers with less than a year of experience at the school. Three percent of the teaching staff is considered not highly qualified. The teacher turnover rate is a 58 percent for teachers with fewer than five years of experience. The school has had layoffs due to budget cuts over the course of the last three years, as over 30 of the least senior staff members were excessed.

**PART 2: ASSESSMENT OF THE SCHOOL’S EDUCATIONAL PROGRAM**

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

<b>Positive or Negative Indicator (+/-)</b>	<b>School Performance Indicators</b>	
	<b>NYSED Quantitative Performance Measures</b>	✓
-	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).	✓
-	For 2010-11, the school was identified as a <b><u>Persistently Lowest-Achieving school.</u></b>	✓
-	Total Cohort Graduation rate is below 60% (for high schools)	✓

<b>Positive or Negative Indicator (+/-)</b>	<b>School Performance Indicators</b>	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	
-	Grade of D or F (or C for 3 consecutive years) on the most recent NYC Progress Report	✓
+/	NYC Quality Review Score of Proficient	✓

## B. School Strengths

Many staff expressed concern about the well being of the student body.

## 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 lessons observed and the curricula provided were not consistently aligned with the New York State (NYS) Learning Standards.
- The review team observed a limited number of curricular resources available to students and teachers.
- Curriculum binders were provided to the review team but pacing calendars were not evident in every subject.
- There was limited access to or use of instructional technology. Students could access computers in the library during their lunch period. One of three computer labs was recently closed and the computers were relocated to classrooms, but student use was not evident. Laptop carts for English language arts (ELA) classrooms were mentioned in an interview with an AP, but none were evident or visible during the visit. The technology teacher has a classroom computer lab that was in use for drafting classes.

#### Recommendations:

- Instructional planning decisions should be based on the NYS Learning Standards rather than a continuation of past instructional practices that are retrofitted to the learning standards.
- BCHS should invest in print materials, technology, and multimedia materials to support the curriculum.
- Pacing calendars and guides should be developed and included in all curriculum binders. The school should provide pacing guides that are posted in classrooms and are aligned with the NYS Learning Standards.
- Significant funding should be provided to dramatically expand access to instructional technology in all curricular areas.

## II. Teaching and Learning

### Findings:

- Most lessons were teacher-directed, passive and lacked differentiation. Only students who raised their hands were called upon. The primary teaching method was whole group instruction. When group work occurred, students were divided into small groups based on proximity and self selection.
- In the co-teaching classes, the general education teachers took the lead in instruction while the instructional support teachers acted primarily as paraprofessionals.
- There were an excessive number of students late to class which directly lead to a loss of instructional time. The school safety officers provide limited patrol of the halls until after 10:00 am as they are manning two entrances to the school. Teachers and administrators are not providing sufficient hallway supervision during this time period, which led to significant levels of unchecked and inappropriate student behavior. There are blind spots with the present security system and no one is monitoring those areas. Although there are over 100 security cameras at BCHS, they are not monitored on a regular basis and were used primarily for evidence after an incident occurred.
- Most student-to-student interactions in classes were not instructionally focused.
- In some instances, students were openly mocked and made fun of by their peers if they were actively engaged in the lesson.
- Questions posed by most teachers were predominantly at the recall level.
- There was a lack of response to and consequences for inappropriate behavior such as vulgar language and disrespect for students and staff. There was no apparent adherence to the Department of Education (DOE) Code of Conduct.
- A large number of students, who arrived late to school, were denied immediate access to their classes and were held at the entry area by school safety officers for extended periods of time.
- There was limited use of well constructed rubrics. When they were posted in classrooms, they were mostly generic and not task specific.
- Most instruction for students with disabilities was provided in special class settings. Forty-three of the 61 special education teacher instructional assignments were to non-integrated settings.

### Recommendations:

- The school should provide professional development (PD) on differentiation, proper techniques in the grouping of students and other cooperative learning strategies. Teachers should ensure the active engagement of every student during the lesson. Teachers should be provided the opportunity to share research-based best practices during common planning time.

- The school should provide PD in the proper techniques of co-teaching and also provide common planning time for the instructional support staff and the general education teachers in order to incorporate research based co-teaching practices.
- The school should adopt and adhere to lateness procedures, consistent with the Code of Conduct. A well articulated plan for monitoring the hallways throughout the day is an essential element of re-establishing order and discipline.
- The school should provide PD in effective teaching strategies, incorporating word walls, rubric development, and differentiation to work towards engaging and focusing students on learning.
- The administrators should establish an expectation that teachers will respond to inappropriate behavior when they see it happening.
- The school should provide follow-up PD in higher order thinking skills in order to ensure that teachers are able to implement changes in instruction that increase rigor.
- The school should review and provide PD regarding the DOE Code of Conduct to ensure adherence to protocols.
- The school should review and streamline the process for the entry of students into the building after the beginning of first and second periods so that students will not be waiting in the front entrance and losing crucial instructional time.
- The school should use the resources that are available through their Network team to provide PD regarding rubrics and providing effective feedback to students.
- Services should be provided in the least restrictive environment (LRE). This will require greater use of integrated classes for instruction of students with disabilities.

### **III. School Leadership**

#### **Findings:**

- The school had an active School Leadership Team (SLT) committed to improving the school, but neither the Team nor the Principal could articulate specific progress monitoring of the Comprehensive Educational Plan (CEP).
- The Principal could not articulate a specific comprehensive plan to address student achievement issues. Apparently, it was “in development.”
- The Principal and administrators had a low level of awareness of the chaotic and disruptive environment in the hallways.
- The school safety officers tended to congregate at the entrances by the screening equipment instead of disbursing across the school to assist with the loitering students in the hallways and the cafeteria. There was no sense of urgency and no consequences when an incident occurred.
- There is an opportunity for common planning time within and across grade levels, but effectiveness varied.

- Reduced enrollment has resulted in reduced staff and programs, which ultimately has led to further reduced enrollment.
- The parents that are involved in the SLT appear active, but the Principal reported that only five parents attended the last PTA meeting.
- The Teacher Center is housed in BCHS but its director is assigned to teach three periods a day. There was no evidence of any scheduled research-based PD for staff this year.
- The Principal had completed nine observations this school year, and the AP's had completed 32. All 41 observations resulted in satisfactory ratings.
- Delivery of instruction to students with disabilities was outside of the required ratio of students, i.e., ten students in Resource Room and 16 students in 12:1+1 class.
- Access to Individual Education Plans (IEPs) was limited to viewing them in the ISS Office. Teachers did not have access to IEPs.

**Recommendations:**

- Each SLT agenda should include discussion of progress on CEP goals along with specific timelines for completion of the goals.
- The Principal should be fully versed in all aspects of the CEP. If the CEP is insufficient to address student achievement issues, the Principal should immediately lead all stakeholders through a process to revise and implement changes to address the issues.
- The Principal should establish guidelines and enforcement procedures for clearing the hallways of loitering students.
- The school safety officers should be deployed throughout the school to collaborate with school staff to enforce the Code of Conduct. Professional conduct should be evident at all times. Coordination with the school staff is essential to provide a consistent approach with students and to regain credibility with the students.
- The Principal should establish a system to ensure consistent effectiveness for common planning meetings.
- Current enrollment does not justify seven Assistant Principals. The school along with the Network Team should explore opportunities to reallocate resources to reinstitute some effective programs that were cut and develop a comprehensive instructional program. A comprehensive instructional program should include additions such as Career and Technical Education (CTE), Advanced Placement (AP), and science laboratory periods.
- The SLT should actively reach out to the community through athletic events and community centers to recruit parents.
- The effectiveness of the Teacher Center and the director's schedule should be evaluated to ensure an ample schedule of research-based PD for staff throughout the year.
- Satisfactory ratings in 41 out of 41 cases, does not match the significant need for the implementation of research based instructional practices.

- Instruction for students with disabilities should be in accordance with required ratios.
- The use of electronic IEP management software should be implemented to ensure consistent access to IEPs for all staff.

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

##### **Findings:**

- Of the two computer labs, only one is in use.
- The administration, school safety officers, and staff were not welcoming students who were entering the school. The school safety officers displayed inappropriate interactions with students.
- Student traffic in the hallway was pervasive during class time and often accompanied by inappropriate behavior. The administration was observed disregarding commotion. The DOE Code of Conduct was not implemented and there were no apparent consequences for inappropriate behavior. In addition, there was vulgar and inappropriate language used by students that was not addressed by teachers and administrators.
- No Advanced Placement (AP) or college courses were offered. There is limited infrastructure for students to be informed of individual performance and opportunities for credit recovery.
- Cohort meetings are the mechanism of informing staff of student support services; however, the AP for Instructional Support Services was not present at these meetings.
- Students were provided Academic Intervention Services (AIS) on a voluntary basis from 7:25 a.m. until 8:02 a.m.; however, attendance is low and not monitored. There is little evidence of progress monitoring for the AIS program. AIS documentation of eligible students consisted of a sheet of paper listing student names that failed three classes and the Regents in June. The list did not specify class failures or Regents exam performance.
- There is no formal monitoring of student progress except retaking the Regents exams.
- Although the school had a functioning PTA, parent involvement was limited.
- The review team observed a limited number of technology resources available to students and teachers.

##### **Recommendations:**

- Teachers should be encouraged to use the computer labs. A staff member should be designated to coordinate scheduling the use of the labs.
- The administration should arrange a rotating schedule for a member of the administrative team and a teacher to be present in the morning to welcome students. In addition, clear expectations and guidelines for the conduct of the school safety officers within the building should be developed and implemented.
- The school community including administration, staff and school safety officers should work together to ensure the DOE Code of Conduct is effectively implemented with appropriate

consequences for students who fail to observe rules. At a minimum, a policy should be implemented immediately to redirect students to their appropriate class or a contained supervised area where they could be provided instructional support.

- The school should explore the possibility of students at BCHS taking AP or college credit classes at one of the other high schools in the building. The DOE's virtual learning opportunities should be investigated.
- The AP for Instructional Support should be present at every cohort meeting.
- If there is a separate morning AIS class, attendance should be mandatory as part of a formalized class, and attendance by students should be expected and monitored. An overall school AIS description should be developed and implemented. This description should outline the specifics of implementing AIS at BCHS.
- A formal system should be implemented to monitor ongoing student progress during classes and for credit accumulation. Additionally, the AIS scope should be expanded to include skill building for mathematics and ELA in addition to Regents reviews.
- Strategies to engage parents should be developed such as visits to community centers, athletic or other school events to foster home-school connections and increase parent involvement.
- The school should develop and implement a plan to expand and integrate the use of technology for instruction and PD. Staff should be trained and expected to incorporate multimedia presentations using interactive whiteboards, class use of computer labs, and teacher modeling of the appropriate use of technology.

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

### **Findings:**

- While there is a data analyst on staff, there was no evidence of ongoing schoolwide and cohort data analysis to assess the effectiveness of current educational programs; to identify school wide priorities; and to inform the school's continuous improvement planning. There was also no evidence of student assessment data or locally administered assessments in mathematics and ELA, although the data specialist stated that each teacher had a data binder. Only the transition specialist was observed as having a data binder.
- Although the CEP is in place, there was little evidence available to support the development of long term and short term goals.
- The school is using State assessments but there was little evidence of formative and summative assessments other than teacher-made mid and end-of-marking period assessments.
- The Achievement Reporting Information System (ARIS) has a parent link that can provide information to parents about student progress. However, there is a lack of Internet connectivity in many homes. To date, the school has neither provided training for parents nor monitored how many parents have logged into the system.

### **Recommendations:**

- The school should explore the Network/District resources regarding data interpretation and analysis and implement common planning time for data discussion. This should be based on individual student, class, cohort, department, and school data presented by the data analyst.
- There should be a thorough review of the CEP with a revision that incorporates short term and long term goals.
- The school staff should participate in PD around Acuity to gain further knowledge on the use of formative assessments, summative assessments, progress monitoring and establishing interim benchmarks.
- The Principal should explore additional avenues through the use of the parent coordinator to share the information provided in the ARIS parent link.

## **VI. Professional Development**

### **Findings:**

- Teachers are provided opportunities for collaboration about inquiry and action research focused on improving student learning, but the quality is uneven.
- There was no evidence that staff members are held accountable for incorporating strategies that are learned in PD.
- ESL students and students with disabilities were not called upon in class and were placed in a separate location within the room.

### **Recommendations:**

- There should be specific targeted results that collaboration is intended to produce. Leaders of the Inquiry Team process need to be well versed in research based practices and in the process of leading adult learning communities.
- The formal observations of teachers should reflect the use of skills learned in PD.
- PD should be provided to all teachers on the effective integration of ESL and students with disabilities in their classrooms.

## **VII. District Support**

### **Findings:**

- For the fifth year of the High Schools That Work (HSTW) grant, the school was not provided with an on-site representative as they have been in the previous four years. The HSTW program directly supports implementing rigor in the instructional program to support college and career readiness.
- There are limited structures in place to effectively use data to support teaching and learning.
- The use and allocation of resources have not been effective.

### **Recommendations:**

- The Principal should contact HSTW to request reinstating a representative at the school. The Principal should review the contract language regarding services that are to be provided in the fifth year of the grant. A more proactive approach should be followed on behalf of the students to better equip them with college and career readiness skills.
- The data analyst should conduct thorough in-depth interpretation of patterns or trends in cohort data across time to support ongoing school improvement planning with the SLT.
- The Network should assist the Principal in the effective use of resources.
- The Network should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

### **PART 3: OVERALL FINDING AND RECOMMENDATION**

#### **A. Overall Finding**

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**

Phase-out or close the school.

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

All current students at BCHS should be provided the opportunity to enroll in schools that remain in this building or the Scholars High School that is in the same neighborhood. Incoming grade 9 students should be admitted to the remaining high schools as well. A percentage of slots should be established in each of the remaining schools (or any new school that opens) that are zoned and unscreened so that all students in the community have access to a high quality, comprehensive instructional program.