

NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code/DBN:	27Q480
School Name:	John Adams High School
School Address:	101-01 Rockaway Boulevard Queens, NY 11417
Principal:	Grace Zwillenberg
Restructuring Phase/Category:	Persistently Lowest- Achieving (PLA)
a(s) of Identification:	Graduation Rate
Dates of On-site Diagnostic Review:	October 25-26, 2010

PART 1: INTRODUCTION

A. Community and School Background

John Adams High School enrolls 3,247 students in grades 9 through 12. It consists of a main campus and an annex about one mile away that houses approximately 400 general education grade 9 students. The school enrollment is 28 percent Black, 36 percent Hispanic, 26 percent Asian and four percent White. English Language Learners (ELLs) and students with disabilities each comprise 13 percent. Seventeen of the students with disabilities are in self-contained classes and 90 are in Integrated Team Teaching (ITT) classes. Approximately 405 ELLs are in English as a Second Language (ESL) programs and the balance are served in bilingual Spanish or Bengali classes.

The school is organized into Small Learning Communities (SLC), i.e., Jumpstart Newcomers; Media Communication Arts; Queens Business Institute; Justice, Law and International Studies; Environmental Science and Research; and Health and Sports. Assistant Principals (APs) supervise the academies along with teacher-directors.

The Principal has served at the school for eight years. There are 11 APs that include an AP for Pupil Personnel; AP for Security; AP for Accountability; two APs for Organization and six APs for Supervision.

There are 205 teachers on staff at John Adams High School, including approximately 18 teachers in the school fewer than three years. Of these teachers, 93 percent are highly qualified. Teacher turnover is three percent for the most recent year.

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	
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for 2007-08 and 2008-09 indicate the school has reduced the achievement gap between identified subgroups and the All Students subgroup in ALL identified subject/area(s) by ten percent or more.	✓
-	Negative trend data for one or more identified subject/areas and subgroups for the	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
	past two 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.	✓
-	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 All Students subgroup in one or more identified subject/area(s).	✓
-	For 2010-11, the school was identified as a Persistently Lowest- Achieving school.	✓
-	Total Cohort Graduation rate is below performance index (for high schools).	✓
	NYCDOE Quantitative and Qualitative Performance Measures	
-	2008-09 NYC Progress Report Grade of C	✓
+/-	NYC Quality Review Score of Proficient	✓

B. School Strengths

- There is a strong culture of respect throughout the school.
- The college office was accessible to all students. Students were working on college applications supported by two college counselors. There were two college nights scheduled.

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:

- There is a lack of ESL/ELA curriculum for ELLs. Teachers rely on the scope and sequence of detailed activities that are not aligned with New York State (NYS) standards. In addition, there is no evidence of mathematics, science, social studies and foreign language curricula that are rigorous and aligned with NYS standards.
- There is no evidence of a writing program, curriculum or uniform assessment to gauge writing progress.
- There was an inconsistent use of lesson plans that were aligned with the NYS standards.

Recommendations:

- The school should develop coherent curricula for ESL/ELA, mathematics, science, social studies, and foreign language based on NYS standards.

- The school should develop a writing program that includes strategies and assessments.
- Teachers should be provided with curriculum so they may effectively use planning time to develop lesson plans that are aligned with NYS standards.

II. Teaching and Learning

Findings:

- There is limited evidence that the NYS Standards inform the learning goals in classrooms; standards are not articulated among students and staff.
- There is limited evidence of differentiation of instruction as noted by the inconsistent use of appropriate grouping, individual tutoring, or direct instruction of small groups.
- There is no evidence of effective instructional strategies in ELL classes.
- The academic program lacked rigor as evidenced by the lack of questioning strategies. Learning tasks do not promote higher order thinking and problem solving skills.
- Classroom activities are not responsive to the needs of the various subgroups as evidenced by the homogeneity of programming in the annex that excludes ELLs and students with disabilities.
- Inconsistent and ineffective applications of rubrics were displayed throughout the building. Comments provided as feedback to students were vague and unrelated.

Recommendations:

- School administrators should monitor the use of learning goals based on NYS standards.
- The school should provide professional development (PD) for all staff in differentiation of instruction that includes inter-visitations to observe best practices in other schools and to develop a learning community.
- The school should provide PD opportunities in differentiation, modeling, scaffolding and instruction in content area literacy (reading/writing) for teachers of ELL students.
- Teachers should be provided PD opportunities in mapping curriculum that would assist them in developing higher order thinking and problem solving skills.
- The annex should be accessible to all student populations with a full complement of student support services available at both sites.
- Meaningful rubrics should be created to provide pertinent feedback on all student work.

III. School Leadership

Finding:

- There is a culture of low expectations from the school leadership as evidenced by the lack of rigor in the instructional strategies, the homogeneity of the programming, and the limited opportunities for ELLs to transition out of bilingual classes. Additionally, the school has 38 percent of its students with disabilities in self-contained classes.
- Although staff was able to provide substantial data, neither the Principal nor the staff can identify either causes for persistently low achievement or an action plan to address those issues.
- Teacher observation reports did not provide meaningful feedback to guide instructional improvement.
- There was no evidence of a curriculum in all content areas.
- The Principal has not developed a system for monitoring instruction.
- The Principal was unable to articulate a comprehensive PD plan or provide documentation indicating implementation or monitoring.
- Parents have a limited role in the school decision-making process, especially as it relates to the development of the Comprehensive Educational Plan (CEP).

Recommendation:

- The school should develop an assessment for all incoming grade 9 students in order for students to be programmed according to their individual needs. The school should implement a Language Allocation Policy (LAP) with specific plans and structures outlining transition opportunities for bilingual students to move into general education classrooms. The school should increase the number of students in ITT classes and reduce the number of students with disabilities in self-contained classes.
- The school leadership should develop a detailed analysis and action plan that will address student progress in all areas and subgroups identified.
- The APs should begin observing instruction through a common lens that reflects a shared understanding of quality instruction.
- The Principal and APs should develop curriculum aligned with NYS standards, provide PD to teachers, and monitor implementation.
- The Principal should work with the Children First Network (CFN) to develop a system for monitoring instructional improvement that will result in increased accountability of the AP assigned.
- In collaboration with the entire school community, the Principal should develop a comprehensive PD plan based on a needs assessment. Additionally, the Principal should develop a system to monitor the implementation and the effectiveness of the program.

- The school should request support from the CFN in providing PD to engage parents in the collaborative decision-making process.

IV. Infrastructure for Student Success

Finding:

- The physical structure of the school includes an annex that has served to separate the school population.
- Administration/school staff has low expectations for student success as evidenced by the lack of individualized programs for all students. Over ten percent of students enter the school without any ELA or mathematics scores.
- Students receive some support services and academic planning but they are neither systemic nor consistent.
- The library is accessible but underutilized. There is limited technology and quality material for student use.

Recommendation:

- The annex should be accessible to all student populations with a full complement of student support services available at both sites.
- The school should develop an assessment for those grade 9 students entering high school without ELA and mathematics scores so that students can be appropriately programmed based on individual needs.
- The AP for Pupil Personnel should develop a plan that will ensure all students receive the support services they are entitled to, as well as the academic counseling they need.
- The library should be supplied with quality materials and technology for student use and the librarian should have a schedule for providing instructional support.

V. Collection, Analysis, and Utilization of Data

Findings:

- The school leader is unable to articulate any strategy to improve instructional success. Data is not being effectively used to drive programming and planning.
- Teachers do not use data-driven decision making for instruction as evidenced by a lack of data protocols and formative assessments in classrooms. The school has failed to use student assessment data to provide effective individualized instructional programming.

Recommendations:

- The school leader should seek support from the CFN on the effective collection of a wide range of data. The school should provide PD for administrators in the use of NYS and New York City data systems to improve data-driven decision making.

- Teachers should be trained in the use of data to inform instruction.

VI. Professional Development

Findings:

- The Action Plan in the CEP indicated the need for a comprehensive PD plan; however, none was evident.
- While common planning was available for PD, there was no evidence of feedback mechanisms or monitoring for implementation.
- There is no evidence of PD designed to assist teachers to address the needs of the identified subgroups.

Recommendations:

- The school should develop a comprehensive PD plan that focuses on schoolwide priorities and addresses the individual needs of staff.
- The school should monitor, provide feedback within teacher observation reports, and hold teachers accountable for schoolwide initiatives. i.e., writing and differentiated instruction.
- The Principal should request support from the CFN in developing a PD plan that will meet the needs of teachers working with students with disabilities and ELLs.

VII. District Support

Finding:

The Network has not provided support in the areas the school has identified as priorities, i.e., writing and differentiated instruction.

Recommendation:

- The school should request Network support to assist them in building capacity in differentiation and writing.
- The Network should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

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 under the current structure and organization.	✓

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.

The Principal has not demonstrated instructional leadership and has not provided teachers with appropriate feedback or PD. The pervasive nature of this lack of leadership has led to systemic failure.