

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN:	580512030018
School District:	Brentwood UFSD
School Name:	Brentwood High School
School Address:	2 Sixth Avenue Brentwood, NY 11717
Principal:	Richard Loeschner
Accountability Phase/Category:	Improvement (year 1) Focused
Areas of Identification:	English Language Arts (ELA) - Hispanic/Latino, White, Limited English Proficient (LEP) Mathematics- White, LEP Graduation - All Students, Hispanic/Latino/LEP Students.
Dates of On-site Review:	March 14-16, 2011

PART 1: MISSION STATEMENT

“The mission of the Brentwood High School is to provide an educational environment characterized by high expectations, and staffed by individuals who are compassionate, supportive, creative, and effective. Recognizing the uniqueness of all students, we will assist each to achieve his or her potential in a safe and secure atmosphere. Our actions will reflect our commitment to the belief that it is essential that all students achieve a positive self-image and graduate as young men and women academically and personally prepared to enter a multi-culturally high tech world.”

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- The school has not established measurable goals to evaluate student performance and graduation outcomes, and timelines to analyze the data have not been articulated. A mechanism to integrate data analysis results into an action plan to drive instruction is not evident.

- School data is not disaggregated by subgroup and subject area to identify trends, root causes, priorities, best strategies, and actions to address identified areas of need.
- Ongoing formative assessments and progress monitoring are not consistently used as elements of instruction.
- The student management system that was introduced to improve access to data collection, student monitoring and recordkeeping, has presented technological challenges that have impacted overall school efficiency. These challenges may have led to an incorrect determination regarding whether the white subgroup made Adequate Yearly Progress (AYP). Performance data recorded on the building level is not consistent with Eastern Suffolk BOCES ReportNet Level 0 information. The school is in communication with the District and other agencies that support data systems to resolve these issues.

RECOMMENDATIONS:

- Measurable goals should be established to evaluate student performance and graduation outcomes. A process should be developed to integrate the data analysis results into an action plan to drive instruction. A timeline should be established for the implementation of a data analysis process.
- The school should develop, implement and maintain a mechanism for the disaggregation and dissemination of data by subgroup and subject area. This data should be used to focus instruction and address identified areas of need.
- The school should expand the development and use of ongoing formative assessments and progress monitoring as essential elements of instruction. A process for incorporating assessment data to inform instructional decision-making on an on-going basis should be developed and implemented.
- Data reporting and manipulation issues within the student management system and data inconsistencies should be resolved. The school should continue consultation with the District's Informational Technology Office, School Data Company, Eastern Suffolk BOCES, and other supportive agencies to verify data and to improve the efficiency and effectiveness of daily functions of the student management system to inform instruction to improve student success.

II. TEACHING AND LEARNING

FINDINGS:

- Scientifically based research and evidence-based strategies are not consistently used within and across departments and are not in alignment with Understanding by Design (UbD) strategies to address targeted areas. In classes that were visited, differentiated instruction was used infrequently and inconsistently.

- The use of questioning techniques to promote higher order thinking skills was not consistently evident in classes that were visited. Teacher questions were low level and required mere factual recall.
- Student language as evidenced in the majority of classrooms visited was limited to one word responses and did not reflect the use of complex language.

RECOMMENDATIONS:

- The school should develop, implement and maintain a mechanism for the provision of on-going professional development to ensure the consistent implementation of research-based strategies such as Understanding by Design (UbD) and differentiated instruction to address targeted areas across and within departments. The school leadership should use formal and informal observations to assess the utilization and impact of research-based strategies and differentiated instruction and pair this with frequent conferencing with and among staff.
- Professional development should be provided in the use of effective strategies to promote critical thinking skills.
- The standard for teacher expectations of student language should include student responses in complex language.

III. SCHOOL LEADERSHIP

FINDINGS:

- There is no formal process to allow for greater coordination and collaboration among instructional staff and school administrators to address instructional goals.
- School administrators have limited opportunities to participate in professional development and turnkey training with staff.
- During the SQR site visit, school administrators participated in cross-curricular, collaborative observations. The team determined that it would be valuable to create a consistent rubric for the evaluation process to impact instruction.

RECOMMENDATIONS:

- A formal process to allow for greater coordination and collaboration between instructional staff and the school administrative team to address instructional goals should be established. This process (“suspense calendar” as referred to within the school) should ensure that professional development and the implementation of school improvement initiatives is formally coordinated and collaborative, and provides common planning/collegial circles among instructional and administrative staff to address instructional goals that are in alignment with the Comprehensive Educational Plan (CEP).
- The District should arrange more opportunities for school leaders to engage in professional development and provide turnkey training to staff.

- School leadership should continue to expand cross-curricular collaborative observations and create a consistent evaluation rubric.

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- Six department heads and seven school administrators provide supervision for the instructional program. School management, especially discipline, has been the priority of the school administrators. Instructional leadership has not been a focus. The SQR site visit has highlighted the need to make instructional leadership a higher priority in the school.
- There is limited parent participation in the Parent-Teacher-Student Association (PTSA).

RECOMMENDATIONS:

- School administrators should make instructional leadership to improve student achievement a top priority of the school. The District should provide professional development and support to the Principal and other administrators to build capacity for the effective supervision of the instructional program.
- Consideration should be given to the inclusion of more student-based activities, such as recognition awards and student presentations at PTSA meetings, to increase parent participation.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Professional development has been limited to monthly building and departmental meetings.
- Limited formal opportunities exist for teacher collaboration, common planning, and the development of learning communities.
- Communication between and among the high school, the Freshman Center (Grade 9) and the middle schools is not structured to promote articulation of the educational program or coordination of districtwide and schoolwide initiatives.

RECOMMENDATIONS:

- A “Suspense Calendar” should be developed to provide ongoing professional development that is consistent with the CEP and focused on the improvement of instruction and student outcomes. Schoolwide initiatives for professional development should be coordinated within individual departments. The calendar should:
 - provide a framework to implement professional development opportunities in alignment with the CEP;

- allow for turn- key instruction;
 - include collaborative/reflective evaluation of the implementation of school initiatives; and
 - include the evaluation of the impact of PD initiatives on student instruction and student outcomes.
- Additional opportunities to foster teacher collaboration, common planning, and the development of learning communities should be formally scheduled.
 - The District should ensure that embedded collaborative opportunities should be scheduled to improve communication and articulation between and among the high school, the Freshman Center (Grade 9) and middle school staff and administrators.

VI. FACILITIES AND RESOURCES

FINDINGS:

- Teachers and students have limited and inequitable access to computers and SMART Boards in classrooms.
- Limited information is disseminated to students and the school community.

RECOMMENDATIONS:

- Access to computers and SMART Boards in classrooms should be increased to provide equitable access to teachers and students.
- The Principal should explore and implement ways to increase the dissemination of information to students and the community via technology, i.e., through a school website and teleprompters and/or television monitors.

PART 3: CONCLUDING STATEMENT

The SQR Team reached consensus on findings and recommendations based upon a review of documents, including the Quality Indicator Document; classroom visitations, and interviews with teachers, students, parents and other members of the high school educational community. The SQR Team recommendations include the maintenance or introduction of activities/ interventions in the following areas:

- Ongoing, professional development that reflects best teaching practices and high expectations for all students is necessary to improve instruction and student outcomes.
- A variety of data exist; however, it is necessary to devote additional time to analyze and use the findings to impact instruction.

- Improved collaboration among with stakeholders, staff and school leaders and more efficient use of resources and time can contribute to improved student learning and achievement.

The findings and recommendations noted in this report are intended to guide the school's inquiry, planning and discussion. School staff should use the findings and recommendations as input for the continuous review, revision and evaluation of the Comprehensive Educational Plan (CEP).