

NYSED/ BUFFALO CSD JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code:	140600010307
School Name:	East High School
School Address:	820 Northampton Street Buffalo, NY 14211
Principal:	Geraldine Horton
Restructuring Phase/Category:	Persistently Lowest-Achieving/ School Under Registration Review (PLA/SURR)
Area(s) of Identification:	Graduation Rate
Dates of On-site Diagnostic Review:	March 2-4, 2011

PART 1: INTRODUCTION

A. Community and School Background

East High School (HS) presently serves 610 students in grades 9 through 12. This reflects a decrease from 2008-09 when the school enrolled 714 students. The school enrollment is 93 percent Black, two percent Hispanic and three percent White students. Twenty-three percent of the students enrolled are students with disabilities. The school has five career pathway programs: Bioinformatics, Forensics, Health Occupations, Virtual Enterprise and Business Administration.

The Principal has been at the school since its opening six years ago. The number of Assistant Principals (APs) has been reduced from three to two. One AP has been at the school for six years, and one is newly appointed and serving in his first year. There are 56 fully certified teachers; three guidance counselors; one part-time attendance teacher; one social worker, one psychologist, one support team leader; and one library media specialist. A team leader supports each core content area. Their role is to provide leadership in the area of curriculum and data analysis. Ninety-six percent of the teachers are highly qualified. The latest data indicates a teacher turnover rate of 29 percent.

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 two consecutive years, as indicated by a 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 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).	✓

Positive or Negative Indicator (+/-)	School Performance Indicators	✓
-	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years indicate an increase in the achievement gap between identified subgroups and the <u>All Students</u> subgroup in one or more identified subject/area(s).	✓
-	For 2010-11, the school was identified as a <u>Persistently Lowest- Achieving school.</u>	✓

B. School Strengths

- The building is welcoming, clean and well-maintained. It was renovated six years ago with 29 million dollars in reconstruction being invested to make it a competitive 21st century academic facility. There are attractive bulletin boards throughout with visuals reflecting the various subject areas. Routines are established and the students are well-mannered and respectful. The staff is helpful and cooperative and there is a strong adult presence in the hallways.
- The school has a strong relationship with the 21st Century Program and Liberty Partnership. Both programs provide tutoring, remediation, credit recovery, etc. The after-school classes are well-attended.

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 7 JIT Indicator Categories .

I. Curriculum

Findings:

- Not all students have access to the most rigorous classes. Grade 9 students do not take English I but receive the Language Exclamation Program, an intervention program. This intervention program does not meet the English Standards in requiring higher level skills such as, interpreting and critiquing various forms of literature.
- The use and development of lesson plans/learning goals and essential questions are inconsistent and are not aligned with the District curriculum and New York State (NYS) Standards.
- The Bioinformatics and Forensic Programs need to be updated as evidenced by declining student enrollments and by the elimination of core courses in the program.

Recommendations:

- All students should have access to Regents level courses as prescribed by the State in addition to intervention programs in order to master NYS curriculum in ELA.
- All lessons should include well-defined essential questions and/or objectives that are reflective of the curriculum and grade level. The school should develop a format to create such essential questions and/or objectives that are then communicated to all students in each class.

- The Bioinformatics and Forensics Program and curriculum should be reviewed, including the status of all partnerships. Additionally, chemistry and physics classes should be restored if these programs are going to continue to be an option.

II. Teaching and Learning

Findings:

- Since 23 percent of the students at East HS are students with disabilities, the effective implementation of the co-teaching model is essential. However, the co-teaching model is not being properly implemented. There is little co-planning or co-teaching being provided.
- Instructional staff is not consistently using research-based instructional practices, such as group work, scaffolding, differentiation, etc. Students have limited engagement in meaningful classroom activities that promote learning.
- The school lacks a uniform, schoolwide grading policy. Teachers create their own individual grading policy.
- There is little use of rubrics to improve academic performance.

Recommendations:

- School leaders should implement all components of the co-teaching model and monitor their implementation. The school schedule should be designed so that there is better alignment between the teaching programs of co-teachers to enable them to plan lessons together. Additional PD should also be provided so that all teachers are prepared to deliver appropriate instruction.
- Staff should consistently implement research-based instructional practice in all content areas. Instructional practice should include, but not be limited to: problem solving, writing across the content areas, differentiated instruction, higher order thinking skills, inquiry based learning, cooperative learning, rubrics, and project based learning.
- A schoolwide grading policy should be developed that includes the weight that will be assigned to identified components each marking period. The components should include homework, classroom participation, formative and summative assessments, and projects. The grading policy should be consistently implemented across all content areas and grade levels.
- Teachers should use rubrics to review student work, and students should be taught how to use rubrics. Academic work with rubrics attached should be displayed throughout the school.

III. School Leadership

Findings:

- The school leadership team has not clearly articulated high expectations for student achievement to all stakeholders.

- The school master schedule does not effectively use staff as evidenced by the inherent problems in scheduling the co-teaching model, the inability to provide English 1 to all students, and the elimination of chemistry and physics.
- The new AP is not sharing the duty of teacher evaluations, thereby putting the entire responsibility of observing and providing feedback to teachers on the Principal and the other AP.

Recommendations:

- The Principal should develop with staff clear instructional goals for addressing expectations to improve academic achievement. Goals should be clearly articulated and monitored to ensure accountability.
- School leadership should receive training on creating a master schedule that includes a broader spectrum of courses. The District should provide additional support in this area.
- The new AP should be mentored in developing the skill set required to master the observation/evaluation process. The process should include, but not be limited to: learning the protocols for walkthroughs, pre- and post-observation requirements, techniques for recording what is being observed, and guidance and practice in writing observation reports. He should also attend professional learning opportunities for the subject areas he supervises in order to be able to articulate and model expectations for teachers as part of the observation process.

IV. Infrastructure for Student Success

Findings:

- Grade 9 and 10 students have little interaction with guidance counselors as evidenced by discussions with counselors and students. Guidance counselors are using one-on-one meetings with lower classmen as their sole method of providing contact time and information to these students.
- The school acquired a part-time attendance teacher in October; however, this does not provide adequate support for students with attendance issues.
- Although the school recognizes the importance of involving parents in the education of their children, parent involvement is limited.
- The school has been assigned a student support team that includes a psychologist, a social worker and a coordinator to address student behavioral matters, student evaluations for special education placements and student referrals to 21st Century or Liberty Programs for academic support. Interviews indicated a concern over the limited ability to provide appropriate levels of intervention due to the large number of students needing support. For example, since one social worker is to service the entire school enrollment of 610 students, the number of home visits that can be made each week is limited.

Recommendations:

- Guidance counselors should maximize their time by holding assemblies, going into classrooms to disseminate information, creating small group meetings, etc.

- The school should negotiate with central administration to determine a way to obtain increased attendance services.
- The school should develop a schoolwide plan to involve parents in decision making roles and other schoolwide activities.
- The school should work with the District to focus greater attention on acquiring sufficient resources to meet the needs of struggling students.

V. Collection, Analysis, and Utilization of Data

Findings:

In general, the administration and teachers comply with District mandates regarding formative and summative assessments, but many teachers do not use the data to prepare their lessons, as evidenced by the lack of differentiated instruction, particularly as it applies to subgroups.

Recommendations:

- The ongoing use of data should become part of the school culture and be used on a daily basis to drive instruction. PD should be provided to ensure that all teachers become adept in using data to improve instruction.
- The school should consider establishing a data analysis team that would meet on a regular basis. The team should:
 - identify areas impacting student achievement;
 - assist in creating a plan to address these issues; and
 - establish benchmarks and record progress toward the goals.

VI. Professional Development

Findings:

- Although there is a District PD plan with many opportunities for participation that is supported by the school administration, participation is voluntary. As a result, implementation at the school building level is uneven.
- The school does not have a PD Plan for the year that supplements District efforts.
- The co-teaching model, as it is practiced, does not adequately address the needs of all students and does not implement many of the basic tenets of the intended model.

Recommendations:

- The District may wish to consider a “train-the-trainer” model to improve the impact of District PD at the building level.
- Goals specific to the school should drive the preparation of a year-long school PD plan to maximize the use of time devoted to PD during teacher regularly scheduled work day, such as team meeting time, early release day, faculty meetings, etc.
- The District should provide PD to support the co-teaching model.

VII. District Support

Findings:

- There are not enough buses to transport students home from after-school tutoring and other activities.

- The District has provided the school with extensive curriculum materials, the design and implementation of five distinct programs, as well as ongoing PD aligned to District programs and initiatives. However, there is more to be done in order for the school to meet AYP in identified areas.

Recommendations:

- Additional buses should be provided later in the afternoon so that more students will participate in after-school tutoring and other activities.

- The District should:
 - design a schoolwide literacy program for implementation at all grade levels;
 - provide training for new and/or weak administrators in order to support them as they develop the subset of skills required to be strong instructional leaders; and
 - 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	✓
(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	Review Team Recommendation	✓
(c)	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.)

East High School, with the support of the District, should develop and implement a new plan that fosters high expectations and accelerates the learning of all students toward meeting and/or exceeding State standards. This plan may include significant staff and organizational changes, should involve the stakeholders of the school community and should address:

- **Teacher Expectations And Teacher Accountability**

The Principal, with the support of the District, should present to and review the schoolwide goals and objectives with the faculty on an ongoing basis to focus on continuous academic improvement. Meetings with individual faculty members and grade teams should follow, with a focus on establishing goals for each teacher, as well as for grade teams. The administrative team should conduct walkthroughs and evaluations to document how teachers and grade teams are responding to individual action plans and take decisive steps in cases where expectations are not being met. The team should:

- develop a system to hold teachers accountable in the area of explicit instruction methodology;
- review the co-teaching model to identify modifications, including addressing teacher scheduling issues;
- consider having grade teams create rubrics for all teachers to use when grading student work;
- create a schoolwide grading policy with input from teachers, students, and parents and ensure that teachers are held accountable for appropriately using it; and
- review all five programs with the goal of strengthening or eliminating a program in order to provide all students with equitable access to well-developed programs that include rigor and relevance in the curriculum of all course offerings.

- **Review CEP To Reflect Schoolwide Goals And Objectives**

Members of the schoolwide leadership team (school leaders, team leaders, union representatives, parent representatives, and community partner representatives) should meet monthly to ensure that the objectives and strategies outlined in the CEP are incorporated into ongoing action plans. Together, the team should routinely adjust action plans and identify specific tasks and activities that will need to take place in order to meet the schoolwide goals and objectives.

- **District Support And Professional Development**

The District should provide the necessary support to school leaders, teachers and parents toward meeting school goals. The District should:

- provide leadership training focused on instructional leadership strategies for all school administrators in order for instruction to reflect the rigor and relevance required to make and surpass AYP across all subjects, grade levels and student subgroups.;
- provide school leadership and teachers with coaching and training in using data for improving and accelerating academic achievement;
- consider adding a schoolwide literacy program to support struggling readers and to develop overall student reading and writing skills in order to move more students to levels 3 and 4.; and
- support the overall implementation of the Restructuring plan.