

NEW YORK STATE EDUCATION DEPARTMENT
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

BEDS Code/DBN	280215030007
District Name:	Lawrence UFSD
School Name:	Lawrence High School
School Address:	2 Reilly Road Cedarhurst, NY
Principal:	Jennifer Lagnado
Accountability Phase/Category:	Improvement (year 1) Focused
Area(s) of Identification:	Mathematics, Students with Disabilities
Dates of On-site Review:	February 14-16, 2011

PART 1: MISSION STATEMENT

“Lawrence High School is committed to excellence in education by promoting growth academically, socially, emotionally and culturally.

Our school is committed to teach all students to be advocates for their individual academic needs, attitudes and beliefs.

We provide students the necessary skills to succeed in their future endeavors.”

PART 2: FINDINGS AND RECOMMENDATIONS

I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

FINDINGS:

- Data is not disaggregated by subgroup to inform instructional decision-making.
- Data analysis of academic performance and of attendance are conducted; however, this data is not correlated to inform instructional planning.

RECOMMENDATIONS:

- The school should 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 data analysis process to correlate academic performance and attendance to inform instructional decision-making. Instructional staff should be provided with information and/or professional development (PD) on how to effectively use data to improve student performance.

II. TEACHING AND LEARNING

FINDINGS:

- Not all special education teachers participate in content specific departmental meetings.
- Students in inclusion classes do not have access to a full range of rigorous courses, i.e., chemistry.
- The academic rigor and expectation for the writing program is not the same for all students; only certain students are scheduled for “College Writing.”
- An internal analysis of student success in the Integrated Algebra class indicated a need to provide some students at risk with an expanded two year Integrated Algebra course.
- All students at risk are not provided with a mathematics lab to receive academic intervention or additional time on task.
- Not all students at risk in ELA are provided additional instructional time or Academic Intervention Services (AIS).
- AIS are not delivered in a form that meets all requirements, including frequency, intensity and differentiation based on student need.

RECOMMENDATIONS:

- Provide opportunities for special education teachers to participate in content specific departmental meetings where possible.
- Provide inclusion students a full range of rigorous courses, i.e., chemistry.
- Broaden the academic rigor and expectation for the writing program by phasing in the proposed “College Writing for All.”
- Expand the Integrated Algebra course to a two-year course, to provide at risk students increased time on task to succeed in passing the course.
- Introduce the mathematics lab for students at risk, where appropriate.
- Provide additional instructional time for at-risk students in the area of ELA.
- Have the Principal ensure that the delivery of AIS meets all requirements, including frequency, intensity and differentiation based on student needs.

III. SCHOOL LEADERSHIP

FINDINGS:

- At the time of the SQR site visit, the school did not have a duly constituted School Leadership Team (SLT) to develop the required Comprehensive Educational Plan (CEP).
- School leadership is seeking to promote a common vision and direction for the 2010-11 school year based upon the newly created mission statement.
- Supervision and provision of professional development is provided by departmental leadership (District Directors) who are responsible for more than one content area (mathematics/science and English/social studies) and not by subject-specific specialists.

RECOMMENDATIONS:

- Establish a School Leadership Team (SLT) and develop the CEP with input from key stakeholders.
- The development and implementation of the CEP should be used to promote a common vision and direction.
- At the district level, provide supervision and PD by content specific specialists to address instructional goals and initiatives to improve student outcomes (especially in mathematics and ELA).

IV. INFRASTRUCTURE FOR STUDENT SUCCESS

FINDINGS:

- At the time of the visit, the school was unclear of its Title I status due to conflicting information. However, subsequent to the onsite visit, it has been confirmed that the school's status is non-Title I.
- Not all students have access to programs/activities to aid them in the accumulation and recovery of credits to stay with their cohort on a trajectory to graduate in four years.
- Not all students take advantage of school-based opportunities to acquire/recover credits and access remediation.
- The school has identified a need to improve school/family communications. The use of the mass calling system is not effectively implemented.

RECOMMENDATIONS:

- Ensure that the entire school is aware of the school's status. The principal should ensure that the CEP and other school documents make clear that this is a non-Title I school.

- Provide all students with opportunities for credit recovery as identified by the school, i.e., implement computer-assisted programs, Aventa Learning and other approved activities to enable students to accumulate and recover credits.
- Diversify outreach efforts and seek access to non-traditional venues, i.e., the 5 Towns Community Center to increase opportunities for students to acquire/recover credits and access remediation.
- Fully utilize the mass calling system to promote communication between school and families. The effectiveness of the system should be assessed periodically and appropriate adjustments should be made.

V. PROFESSIONAL DEVELOPMENT

FINDINGS:

- Two Curriculum Directors who are each responsible for two departments (mathematics/science and ELA/social studies) provide professional development (PD). These directors oversee their departments in both the high school and middle school. They are not necessarily content specialists in the areas for which they provide supervision and professional development.
- Departmental meetings and staff development days do not effectively maximize the time used for PD to introduce, implement and evaluate best practices and teaching strategies to address gaps in student achievement.

RECOMMENDATIONS:

- Ensure that PD, especially in mathematics and ELA is provided by content-specific specialists.
- Use departmental meetings and staff development days to introduce, implement and evaluate best practices and teaching strategies to address gaps in student achievement and inform instructional decision-making.

VI. FACILITIES AND RESOURCES

FINDINGS:

- The school has recently purchased textbooks. Supplemental reading materials were not purchased but are needed to enhance and maximize the use of the textbooks.
- The school is integrating the use of SMART Boards in most classrooms. The maximization of their use would be enhanced by the integration of student work (through the use of scanners, document cameras, etc.) in classroom instruction.

RECOMMENDATIONS:

- Consideration should be given to the purchase of supplemental reading materials.

- To the extent possible, integrate the use of student work with SMART Board technology to validate and maximize student motivation.

PART 3: CONCLUDING STATEMENT

School and Central Office staff, as well as students and parents were friendly and cooperative throughout the SQR on-site visit. Those involved in the review conveyed that the SQR process was valuable and the information gleaned from the review would be used to improve the education program and student performance.

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. Recommendations include the maintenance or introduction of activities/interventions in the following areas:

- Establish the required School Leadership Team and convene meetings on a regular basis. The Principal should ensure that the entire school community is aware of the school's status.
- Ensure the delivery of Academic Intervention Services in a form that meets all requirements including frequency, intensity and differentiation based on student need. The provision of additional time and support for students at risk in mathematics and ELA must be provided. The expansion of the educational program to afford access to a full range of rigorous courses for inclusion students and a broadening of academic rigor and expectation for all students must be offered.
- The inclusion of scheduled access for special education teachers to participate in content-specific departmental meetings should be provided.
- The expansion of data analysis should be conducted to include data that is disaggregated by subgroup and area of identification, as well as the correlation of data from multiple sources to inform instructional decision-making.
- The provision of instructional leadership and professional development should be undertaken by content specific specialists to address instructional goals and initiatives to improve student outcomes (especially in mathematics and ELA). Departmental meetings and staff development days should be used to introduce, implement and evaluate best practices and teaching strategies to address gaps in student achievement and inform instructional decision-making as outlined in the CEP.
- Appropriate resources should be acquired to support the use of new textbooks and technology.

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).

School Quality Review Quality Indicators that have not been commented upon in this report have been found to be satisfactory and should be maintained at their current levels.