

NYSED/LONG BEACH CITY SCHOOL DISTRICT JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS

BEDS Code:	280300010008
School Name:	Long Beach High School
School Address:	322 Lagoon Drive West, Long Beach, NY 11561
Principal:	Gaurav Passi
Restructuring Phase/Category:	Restructuring (year 1) Focused
Area(s) of Identification:	English Language Arts –Students with Disabilities Mathematics - Black Students
Dates of On-site Diagnostic Review:	February 7-10, 2011

PART 1: INTRODUCTION

A. Community and School Background

Long Beach High School serves 1,335 students in grades 9 through 12. The school enrollment is 14 percent Black, five percent Asian, 23 percent Hispanic, 58 percent White and less than 1 percent Native Indian or Alaskan students. Of these students, fewer than three percent are English language learners (ELLs) and 11 percent are students with disabilities. Most students at the school receive transportation services, and 415 students live close enough to walk to the high school.

The administrative team includes the Principal and three Vice-Principals. The Principal is in his first year as high school Principal. Of the three Vice Principals, two each have two years of experience and the other has six years of experience. There are two deans and nine District K-12 Directors. There are seven school counselors, three social workers, and two psychologists at the high school. One hundred and twenty teachers comprise the teaching staff. Ten percent are in their first year of teaching, and five percent are in their second or third year of teaching. All teachers in the high school are highly qualified teachers. The school does not have a high turnover rate for administrators or teachers, but three administrators recently retired.

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	
+	Positive trend data for all identified subject/areas and subgroups for the past two consecutive years, as demonstrated by an increase in the percentage of students performing at or above Level 3 and/or a Performance Index increase of five or more points.	✓

_Positive or Negative Indicator (+/-)	School Performance Indicators	✓
+	School is within five points of meeting its Effective Annual Measurable Objective (EAMO) for ALL identified subgroups in ALL subject/area(s) of identification.	✓
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years show a reduction in the number of subgroups that did not make Adequate Yearly Progress (AYP) in one or more identified subject/area(s).	✓
+	Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years indicate the school has reduced the achievement gap between identified subgroups and the <u>All Students</u> subgroup in ALL identified subject/area(s) by ten percent or more.	✓
+	The school's most recent Total Cohort graduation rate is above graduation rate in the previous year and the State's 80 percent graduation rate benchmark.	✓
-	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.	✓

B. School Strengths

- In September 2010, the grade 9 English curriculum was revised and implemented as an enriched and challenging curriculum for all grade 9 students. Previously, the grade 9 English curriculum was organized in several tracks. Since September 2010, all grade 9 English students, with the exception of Read 180 students (comprising 12 students), were grouped heterogeneously to ensure an enriched learning environment and mastery level expectations for all students. Read 180 students began the grade 9 English curriculum in semester two of 2011. The grade 10 English curriculum will be revised during summer 2011 for implementation in September 2011 and students will be grouped heterogeneously.
- District and school leaders have acknowledged a need to identify and address barriers to meeting Adequate Yearly Progress (AYP) for all student populations in the high school. The deletion of multiple tracks for mathematics and the focus on a strong curriculum and regular supervision of instruction and targeted interventions for children with special needs should reduce the disparity of performance among subgroups.
- The new in-school-suspension system, with counseling daily for students assigned to the in-school-suspension center and high levels of supervision, contributed to a 60 percent reduction in student suspensions between fall semester 2009 and fall semester 2010.

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 school leadership recognizes the need to revise curriculum across the grades 6-12 in accordance with Common Core Standards that New York State adopted in July 2010.
- For grade 9 and 10 Regents courses, students are tracked into one of several levels, such as honors Regents and general Regents classes. These distinct tracks contribute to less rigorous instruction and lower academic performance expectations for some students. The District plan to have a universal honors Regents curriculum for grades 6 through 10 requires that prerequisites be set in time for the current grade 6 students to advance in mathematics and science.
- The scope and sequence of the Honor Regents core curricula are under construction across grades 6-12. Grades 6 and 9 curricula have been drafted and piloted in English, social studies and in mathematics for grade 6. The science sequence for grade 9 has not been determined.
- The District and school leaders have not completed the development of the Common Core Curriculum in grades 6-10 and the accelerated mathematics sequence. The current curriculum and quarterly formative assessments are being revised to accommodate heterogeneous grouping and instruction.
- The accelerated and advanced placement or college credit programs in grades 11 and 12 have an open enrollment process; however, class enrollment does not reflect the proportional representation of subgroups within the school.

Recommendations:

- Continue to revise curriculum and expand the universal honors program for grades 6-10 according to the planned annual implementation schedule and in line with Common Core Standards.
- Continue the honors enriched Regents curriculum development and continue to implement the District plan to provide a single option for all students in the Core Curriculum of English, social studies and science. Use a unified curriculum for grades 6-10 to reduce disparities in student achievement by race and ethnicity.
- Finish the alignment of enriched curricula for grades 6-10 in English, mathematics, science and social studies. By June 2011, implement one of the proposed options to move the living environment curriculum to grade 8 and the earth science curriculum to grade 9 or vice versa.
- Continue the revisions of curriculum and quarterly and formative assessments at the high school and middle school. Continue to offer the accelerated mathematics curriculum in grades 8-12.

- Continue the self selection process for Regents, Advanced Placement, International Baccalaureate, and Syracuse University College course options for students in grades 11 and 12 to ensure the equitable participation of all student subgroups.

II. Teaching and Learning

Findings

- In some classes, group and cooperative learning practices are weak and students are distracted and not engaged in learning. Cooperative learning techniques were not employed for appropriate applications and were over used as primary instructive practices.
- The most frequent weaknesses were noted in mathematics classrooms and other core subjects where:
 - the objective for the lesson in terms of what students would be able to do was not clear;
 - the vast majority of the questions were simple recall requests that lacked wait time and open ended thought provoking questions;
 - only small numbers of students were required to participate;
 - individual student accountability was not evident;
 - teachers dominated the lessons and students were not highly involved in the lessons; and
 - teacher assigned group work was ineffectively managed.
- Teachers use a variety of strategies including SMART Boards and small group activities in some classes to effectively engage students in applications of concepts and information. In other classes, the teachers were not familiar with the options and best practices for use of SMART Boards.

Recommendations:

- Provide training in cooperative learning techniques and the appropriate conditions for the use of this instructional technique. The incorporation of effective cooperative learning strategies should be evaluated as part of formal and informal classroom observations and visitations. Administrators should identify model lessons for teachers to share with their peers.
- Provide extensive training in differentiated instruction for heterogeneous groups and monitor its implementation and outcomes.
- Provide teachers with comprehensive training in the use of SMART Boards to individualize and differentiate instruction in ways that encourage students to be active learners. School leaders should monitor the implementation of instructional technology to ensure that it contributes to student engagement in learning.

III. School Leadership

Findings:

- The school leader provides common planning time for teachers in the core subjects.

- The school leader sets high expectations for staff and students and clearly articulates the goals of the school, observes classes, and consults with teachers about student learning. The Principal has begun to confer with teachers whose students struggle to meet State standards and require an action plan that supervisors must monitor.
- Regular supervision of instruction has been assigned to nine District K-12 Directors, three Vice-Principals and the Principal.

Recommendation:

- In addition to common planning time for teachers in the core subjects, teachers of students with disabilities and those in co-teaching assignments for inclusion classes should have common planning time.
- The Principal should continue to supervise and provide guidance and PD for teachers whose students struggle to meet State standards.
- Supervisors should focus some of their inquiries about the performance of students on subgroups within classes during classroom observations and evaluate how differentiated instruction is implemented in the class. They should monitor the implementation of action plans for teachers whose students struggle to meet State standards.

IV. Infrastructure for Student Success

Findings:

- Co-teaching schedules are not organized so that teachers of students with disabilities can attend core subject department meetings and regularly meet with their subject co-teacher.
- The administrative team has been reorganized this year to ensure that each Vice-Principal, dean, guidance counselor, social worker, and psychologist is accountable for a specific case load of students.
- AIS for students are inconsistent throughout the year because teachers are assigned a maximum of 60 AIS assignments. The AIS Program does not meet State requirements for intensity, frequency and range of individual needs.
- Period by period attendance taking and reporting is inconsistent across classes.

Recommendations

- Co-teaching schedules should be reorganized so that teachers of students with disabilities can attend core subject department meetings and regularly meet with their subject co-teacher.
- Vice-Principals, deans, social workers and school psychologists should continue to be held accountable for a specific case load of students.
- The administrators, directors, counselors and teachers should work cooperatively to ensure that students in need of AIS receive them in a consistent manner from a highly qualified teacher

throughout the school year. AIS services should be reorganized to meet State requirements for intensity, frequency and range of individual needs. There needs to be a process for students to demonstrate proficiency in a subject and to exit AIS if they are no longer needed.

- Period by period class attendance using the electronic reporting system must be completed by the end of each period to comply with Commissioner Regulations for attendance reporting.

V. Collection, Analysis, and Utilization of Data

Findings:

- Data from student achievement and quarterly department examinations are not currently disaggregated by subject, cohort group and sub-groups in each grade level or class.
- Formative assessments of key themes have not been fully developed by teachers and administered in a regular scope and sequence so that teachers can examine student results collaboratively and make adjustments in their instructional practice.

Recommendations:

- The school leader should ensure that all student data regarding achievement, discipline, and co-curricular participation in school activities are disaggregated by subgroups to ensure comprehensive analysis of the data and the use of data to inform instruction and provide appropriate support and Academic Intervention Services (AIS) for students.
- Formative assessments devised by teams of teachers at each grade level and subject should be administered monthly and student performance data should be analyzed collectively to improve instruction and learning for all subgroups within the classes.

VI. Professional Development

Findings:

- PD is frequent and ongoing and is provided by the District based upon District goals. PD opportunities are not fully aligned with school goals and initiatives.
- Feedback from instructional staff indicated a desire to have PD opportunities to address specific departmental and grade level needs to improve student outcomes.

Recommendations:

- District provided PD should be aligned with school goals and initiatives.
- Teachers should work with administrators and directors to identify needs and appropriate goals for PD in subjects and grades. As derived from teachers and other sources, some future staff development options should address:
 - inquiry and student-teacher question response systems to promote high level thinking;

- the use of technology and SMART Boards to enhance and differentiate instruction; and
- the use of cooperative learning for appropriate tasks and exploration that should enhance individualized instruction and individual student responsibility for learning.

VII. District Support

Findings:

- The District has introduced, for the 2010-11 school year, more precise levels of supervisory leadership (three Vice Principals, two deans, a Director for Guidance, a Director of Special Education and Directors for the other academic programs) for each department to support quality instruction and evaluation appropriate to each subject area.
- District supervisors and school administrators do not have an effective digital reporting system to disaggregate student subgroup achievement data for the purpose contrasting results, especially for the subgroups for which the building has been identified.
- Collaborative formative assessments are not used frequently across all subjects.
- Scholastic Reading Inventories and quarterly departmental assessments are used in the core curriculum.

Recommendations:

- The District should continue its academic supervision of instruction at current levels so that all teachers receive appropriate, consistent and necessary evaluations of their instructional practices and appropriate feedback for improvement.
- District supervisors and school administrators should adopt an effective reporting system to disaggregate student subgroup achievement data for the purpose contrasting results, especially for the subgroups for which the building has been identified.
- The use and acquisition of additional formative computer adapted assessments should be explored. Teachers should be trained in the development and use of formative assessments so that they can more effectively differentiate instruction and provide AIS to meet the needs of the students.
- Software supportive of differentiated instruction and the identification of student strengths and weaknesses that is compatible with the SMART Boards and available technology in use at the school should be purchased and installed.
- The District should provide support in implementing the recommendations of the Joint Intervention Team (JIT).

PART 3: JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Finding

Reference	Review Team Finding for Restructuring (year 1) Schools	✓
(b)	The school has made some progress in identified areas, and may make AYP with the implementation of additional focused interventions to accelerate improved student achievement.	✓

B. Overall Recommendation

Reference	Review Team Recommendation	✓
(b)	Develop and implement a School Restructuring Plan that clearly identifies root causes and/or contributing factors for low student performance in identified areas, and incorporates focused interventions to address identified issues and accelerate improved student achievement. The School Restructuring Plan must include one of the restructuring options required under NCLB and further defined by the District.	✓

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

- Disaggregate all student performance data by subject area for each cohort group and the subgroups that comprise a cohort.
- Use this disaggregated data to identify root causes and successful interventions for all students to master the curriculum with particular attention to the identified subgroups.
- Reorganize all AIS to ensure that teachers in the core subjects can consistently intervene with their students for the entire school year. Align AIS assignments with course schedules and teachers wherever possible. Ensure that AIS is delivered in accordance with State requirements.
- Reorganize co-teaching schedules so that teachers of students with disabilities can attend core subject department meetings and meet regularly with their subject co-teacher.
- Improve the use of cooperative learning strategies and differentiated learning options within classes.
- Focus classroom supervision, observation and “walk-ins” on the engagement of all students in lessons and on the use of differentiated instructional practices and individual accountability methodologies that ensure all students are mastering lessons.