

NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability

Differentiated Accountability

SCHOOL QUALITY REVIEW REPORT

<b>BEDS Code/DBN:</b>	580224030008
<b>School District:</b>	Patchogue-Medford UFSD
<b>School Name:</b>	Patchogue-Medford High School
<b>School Address:</b>	181 Buffalo Avenue, Medford, NY 11763
<b>Principal:</b>	Randy E. Rusielewicz
<b>Accountability Phase/Category:</b>	Improvement (year 1) Focused
<b>Areas of Identification:</b>	Hispanic subgroup in English Language Arts, Mathematics and Graduation Rate Economically Disadvantaged for Graduation Rate
<b>Dates of On-site Review:</b>	March 28 – 30, 2011

**PART 1: MISSION STATEMENT**

The school does not have a Mission Statement.

**PART 2: FINDINGS AND RECOMMENDATIONS**

**I. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA**

**FINDINGS:**

- There is limited evidence of data analysis by subgroups to address the academic needs of targeted students.
- Data from unit and/or quarterly examination results is neither disaggregated by the subgroups that are identified as not making annual yearly progress (AYP) nor used to evaluate and drive instruction. Student progress is regularly monitored through the administration of departmental and classroom assessments; however the progress of specific subgroups is not addressed.
- Data is used to inform instructional decisions, but is limited in scope.

**RECOMMENDATIONS:**

- Create a systemic approach to data review that involves data analysis by subgroups and identifies the needs of targeted students.

- Plan and implement the use of exams for benchmarking purposes to analyze and make appropriate instructional decisions, especially for at-risk students. Create a process to incorporate data analysis from multiple sources in the evaluation of student progress and inform instructional decision-making among faculty.
- Use both formative and summative assessments to identify and meet student needs, particularly for students at risk.

## **II. TEACHING AND LEARNING**

### **FINDINGS:**

- The percentage of English Language Learners (ELLs) achieving at proficient levels and transitioning to general education classes is low. A Sheltered Program/SIOP was introduced on a trial basis earlier this year and received positive feedback. The school has identified a need to have multiple sources of data for more effective transitioning of students from sheltered to non-sheltered programs.
- The school has identified a need to increase literacy across the curriculum, especially for students at risk. There is no current initiative to assist students with literacy across various content areas.
- High expectations, rigor, and relevance for the educational program are communicated as priorities for all students. These priorities have not been incorporated into teacher evaluation to ensure accountability.
- Afterschool interventions for students at risk are not targeted to address individual areas of student academic weaknesses (ELA and mathematics) and are not tailored to meet needs of specific subgroups, including Hispanic or economically disadvantaged students.
- There is no targeted tutoring for students who have not passed the ELA and/or Integrated Algebra Regents examinations, although these examinations are the basis for which the school has been identified as not making AYP.
- Grading policies exist for all courses, but there are no consistent schoolwide grading policies.
- Monthly faculty and departmental meetings do not maintain a consistent focus on instruction and do not provide opportunities for teacher collaboration.
- The school's Site-Based Team/School Leadership Team (S-B-T/SLT) is established; however there is not a uniform understanding, direction, or expectation with regard to instruction, potential initiatives, and the development and implementation of the school Comprehensive Educational Plan (CEP).

- The alternative high school program does not provide extensive opportunities for students to “catch up” or achieve “credit recovery.”
- The school has a robust catalogue of offerings, including honors, Advanced Placement and college level courses. Enrollment in upper level courses does not reflect representation by all student subgroups.
- There is little focus on the evaluation of instruction provided to students in identified subgroups (ELLs and students with disabilities) and by program (ESL and special education).
- The current attendance policy does not provide sufficient opportunities for credit recovery. The District attendance policy denies academic credit once a specific number of student absences are attained. Additionally, this policy denies the students the opportunity of attendance at summer school if student absences continue five days after the academic denial of credit is reached.

### **RECOMMENDATIONS:**

- Evaluate the current sheltered program and transition criteria for the purpose of improving student transition from the sheltered program to the general education program. Expand the co-teaching model where ESL teachers push-in with students in the sheltered program.
- Have school administrators work with academic directors to introduce initiatives to address literacy across the content areas.
- Develop and implement processes for greater and more consistent accountability for incorporation of high expectations, rigor and relevance into daily instruction. Require academic directors to review student quarterly performance and failure percentage by teacher and by department. Require teachers to devote more time in faculty, departmental and professional development periods to increase their ability to implement these priorities.
- Include the use of multiple sources of disaggregated data in instructional decision making for after school programs to ensure a more focused and effective after school extra help program for students at risk. Implement the proposed afterschool Regents review for ELA and mathematics as well as tutoring during the day for students at risk of failing.
- Implement the proposed tutorial program whereby teachers can opt to provide targeted assistance to students rather than report to their duty assignment during the day.
- Form a committee with representation from each content area to create a uniform grading policy.
- Focus on instructional issues at monthly faculty and departmental meetings and increase opportunities for structured teacher collaboration.
- Provide formalized training for S-B-T/SLT members to increase their understanding of and focus on instructional issues. Ensure that the S-B-T/SLT members understand their roles and

Investigate ways to expand/modify the Alternative High School program to increase opportunities for students to recover credits and graduate with their cohort.

- Continue to expand and increase access to upper level courses while ensuring they are rigorous. Increase participation in upper level courses by those subgroups that are currently underrepresented.
- Evaluate the District attendance policy for possible revisions to maximize opportunities for credit recovery and reduce the number of students who are at risk due to high absenteeism.

### **III. SCHOOL LEADERSHIP**

#### **FINDINGS:**

- The Principal identified effective classroom instruction that meets the needs of all students as his top priority.
- A CEP was not completed at the time of the SQR site visit. The school has identified the S-B-T/SLT to develop the CEP. The team did not yet engage in the CEP planning process to identify root causes or to set performance goals, benchmarks and timelines for inclusion in the CEP.
- The majority of teachers are assigned to courses based on expertise. All of the teachers are highly qualified in the subject areas they teach. However, not all teachers assigned to ESL, sheltered and inclusion programs have the greatest experience with students at risk or experience teaching these courses.
- Walkthroughs with the Principal and directors to review teaching, learning and instructional delivery of lessons have been conducted, but not on a frequent basis.
- There are virtually no peer observations taking place among teachers to discuss and critically evaluate instruction for improvement.

#### **RECOMMENDATIONS:**

- Have the Principal and academic directors dedicate time to effectively monitor, revise and provide for PD on effective classroom instruction on an ongoing basis to ensure quality instruction.
- Implement the CEP process with the SLT using recommendations from the SQR report. Establish measurable student performance goals, benchmarks and timelines for inclusion in the CEP. Conduct periodic reviews of CEP implementation for effectiveness and success in meeting benchmarked goals. Revise the CEP as warranted.

- Ensure that teachers assigned to the ESL, sheltered, and the inclusion programs are the most experienced and effective at delivering instruction, especially for students at risk. Provide teachers assigned to courses with students at-risk for academic failure with PD opportunities to maximize their success both in instructional strategies and classroom management.
- Implement a system of frequent classroom walkthroughs with both the Principal and academic directors. The process should be expanded to include Assistant Principals and district office personnel.
- Expand opportunities for peer observations to enhance the sharing of instructional practices across departments and grade levels.

#### **IV. INFRASTRUCTURE FOR STUDENT SUCCESS**

##### **FINDINGS:**

- Technology is being introduced and made available to teachers. This initiative is in its early stages, and all teachers neither have access to the same technology nor have completed the training on how to use the technology in support of instruction.
- There is a lack of coordination and direction regarding guidance and counseling services, which building leadership attributes to the lack of an administrator to provide oversight and coordination. This lack of coordination has resulted in disjointed processes and a lack of consistent vertical articulation.
- There is no tracking of students after they leave high school to determine student success in postsecondary education.
- Not all students are able to leave high school ready for careers that require certification because some local post high school certificate programs require students to meet citizenship requirements for scholarship and minimum academic performance requirements of external high school CTE certificate programs.
- Some families are not fully aware of opportunities with regard to both school and community services available to them. Not all parent communications are available in both English and Spanish.
- Transition programs for students from middle to high school do not provide on-going support to at-risk students.
- A Senior Academy has been instituted to provide teacher mentors for at risk twelfth graders. This program is currently available only to seniors.

**RECOMMENDATIONS:**

- Continue to implement the current District technology initiative to install interactive electronic white boards in all classrooms and provide by content area professional development and ongoing training for teachers on instructional uses of these boards.
- Either hire a Guidance Department Supervisor or implement a process whereby school and district administrators along with the guidance lead teacher collaborate and provide a clear vision for the counseling/guidance program.
- Track student success in postsecondary education programs to inform improvement in student preparation for college and careers.
- Create in-house technical/certificate courses or expand the Corporate Raiders Program to offer at-risk students the opportunity to enroll in career readiness courses. Expand partnerships between community organizations and school programs to sponsor opportunities for students to receive career or trade school training.
- At the beginning of the school year, provide information regarding school programs to parents in their native language, with a focus on the resources available to assist families throughout the school year. Ensure that all communications with parents are transmitted in both English and Spanish.
- Improve the transition program from middle school to high school, including the expansion of the ESL pen pal partnerships between high school and middle school students.
- Expand the Senior Academy concept to lower grades to provide teacher mentors to at-risk students earlier in their high school careers.

**V. PROFESSIONAL DEVELOPMENT****FINDINGS:**

- The Professional Development Period (PDP) is not structured to focus on school improvement initiatives or teacher collaboration.
- The process for the identification of PD priorities, as well as their design and delivery, is not based on student performance data, and the implementation and analysis of CEP activities. Site-based joint teacher and administrator recommendations do not form the basis for PD opportunities.
- PD does not specifically focus on appropriate instructional strategies for ELLs.

**RECOMMENDATIONS:**

- Structure the PDP to support teacher collaboration by course and grade level in alignment with the CEP.

- Plan PD activities based on frequent analysis of student performance data and input from teachers and administrators.
- Ensure that PD informs all teachers of best practices to promote achievement of all ELLs.

## **VI. FACILITIES AND RESOURCES**

### **FINDINGS:**

- There are inadequate numbers of textbooks and other resource materials in languages other than English to support the needs of English language learners.
- The school has identified a desire to increase the number of computer lab classrooms available for teachers and students.
- Classroom environments do not universally celebrate student learning. Students' work or accomplishments were not highlighted in several classrooms that were visited.

### **RECOMMENDATIONS:**

- Order sufficient textbooks and resource materials (including electronic textbooks) in languages other than English.
- Explore opportunities to secure funding and add more computer labs for teacher and student use.
- Explore opportunities to recognize student work (i.e., students of the month etc.).

## **PART 3: CONCLUDING STATEMENT**

The administration and staff of Patchogue-Medford High School and the Patchogue-Medford Union Free School District are to be commended for their assistance and cooperation during the School Quality Review (SQR). Despite challenges presented by changes and reductions in staff and limited funding, district and building leadership view the on-site review as an opportunity to make changes to improve student performance.

The findings and recommendations in this report are intended to guide the school's development, implementation and evaluation of the Patchogue- Medford High School Comprehensive Educational Plan (CEP). The District should provide sufficient resources to enact the CEP.