

**NYSED/NYCDOE JOINT INTERVENTION TEAM REPORT AND RECOMMENDATIONS**

<b>DBN:</b>	32K545
<b>School Name:</b>	EBC High School for Public Service
<b>School Address:</b>	1155 DeKalb Avenue Brooklyn, NY 11221
<b>Principal:</b>	Shawn Brown
<b>Restructuring Phase/Category:</b>	Restructuring (year 1) - Comprehensive English Language Arts - All Students; Hispanic Students ; Economically Disadvantaged Students
<b>Areas of Identification:</b>	Mathematics - Hispanic Students
<b>Dates of On-site Diagnostic Review:</b>	December 6 – 7, 2011

**PART 1: INTRODUCTION**

**Community and School Background**

EBC High School for Public Service serves 615 students in grades 9 through 12. The school enrollment is one percent Asian, 87 percent Hispanic, 11 percent Black and one percent White students. Of these students, 14 percent are English language learners (ELLs) and approximately 12 percent are students with disabilities.

The administrative team consists of the Principal and one Assistant Principal (AP). The Principal has served the school for three months and the AP has served five years. There are 35 teachers on staff; one percent has been at the school for less than one year and nine percent for fewer than three years. Seventy-nine percent of teachers are highly qualified. The rate of teacher turnover is six 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	✓
	<b>NYSED Quantitative Performance Measures</b>	
+	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).	✓
+	The school’s most recent Total Cohort 4 year graduation rate shows a 20 percent gap reduction from the school’s previous Total Cohort 4 year graduation rate and State’s 80 percent graduation rate benchmark.	✓
-	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.	✓
	<b>NYCDOE Quantitative and Qualitative Performance Measures</b>	
-	Most recent NYC Progress Report Grade of D or F (or C for 3 consecutive years)	✓
+	NYC Quality Review Score of Proficient	✓

## **B. School Strengths**

- The newly appointed Principal has created an environment that is conducive to teaching and learning. Parents, students and staff feel safe in the school.
- Students are respectful and well-behaved in classrooms, hallways and the cafeteria.
- The school has an active parents group that provides daily volunteers for the school.

## **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:**

- Although the school has a written English language arts (ELA) curriculum, it does not form the basis for classroom instruction. Teachers select lessons that they want to teach from the curriculum. This results in little consistency in the implementation of the curriculum's units. It also results in students completing a course with different information from different teachers. The Principal stated some teacher lesson plans are aligned with the curriculum and with pacing calendars but some are not. There was no evidence of scope and sequence documents provided.
- The school does not have sufficient materials and resources to meet the varied needs of the ELLs in push-in and self-contained ESL classes. As a result, the instructional needs of some ESL students are not being met. The school also has limited technology resources. This limits students' ability to learn the computer skills necessary to be competitive in college and the work place.

#### **Recommendations:**

- School leaders should carefully monitor lesson planning and instruction to ensure that all teachers teaching a specific course are teaching the same units from the curriculum so that all students are exposed to the same curriculum. Teachers should adhere to the pacing calendar, and school leaders should monitor its implementation. Teachers should be given the appropriate scope and sequence documents to assist them in planning instruction.
- The Principal should immediately examine the budget and reallocate funds to ensure that ELL students have access to a variety of learning resources that meet their instructional needs. The Principal should seek Network support in finding a way to purchase more SMART Boards, document readers and computers so that students use technology to advance their learning.

### **II. Teaching and Learning**

#### **Findings:**

- There was little evidence that teachers in general education classes were using a variety of instructional strategies or making adaptations for students in identified subgroups. Most of the

mini-lessons from the workshop model were dominated with teacher talk and little student engagement. There was no evidence of modifications for ELLs, except in one class. In Integrated Collaborative Teaching (ICT) classes and self-contained classes, most teachers group according to ability level with differentiated tasks and assignments, but this was not the case in most other classes. There is a lack of scaffolding strategies and limited content area instruction to support ELLs that result in students not receiving the instruction they need to improve their English literacy.

- Little evidence of higher order questioning was observed in most classes. Teachers asked low-level questions that students answered with facts. This type of questioning did not challenge students or extend their thinking. There was little assessment observed in most classes; as a result, most teachers did not know how many students understood the contents of the lesson. Exit slips were used to assess understanding in a few lessons.
- Many students, although well-behaved, were not focused on the lessons. In many lessons, students only became engaged during the group activities during the second part of the lesson.
- There is a limited use of technology in the school. Most classrooms do not have any desktop computers. A laptop cart was observed in one classroom where students were doing research in a social studies class. Only one document reader and no SMART Boards were observed. The lack of technology integration into the curriculum prevents teachers from providing many resources to students. The school does not have a librarian, which limits students' ability to work on research projects using computers or print matter.
- Not all teachers in ICT classes implemented effective co-teaching models. In some classes, one teacher dominated the instruction, while in others effective collaborative planning and co-teaching strategies were observed.
- Learning standards were not posted in most classrooms; teachers had an aim on the board as part of their workshop model lesson plan. A few teachers referenced the State Standards in their lesson plans. Most students spoken to were unable to articulate what they were learning and why it was important.
- The Principal stated that the school does not have a uniform grading policy even though there was a grade-by-grade policy from the previous Principal in the binder provided for the review team. The Principal stated teachers use their own rubrics; teachers in the same department do not use a uniform rubric. This inconsistent grading policy results in an uncertainty among students about what it takes to get a certain grade on a piece of writing. A review of the graded work and rubrics on bulletin boards revealed different standards for grades from teacher to teacher. In only one lesson plan was evidence of any modification of rubrics for students with disabilities present.

**Recommendations:**

- School leadership should review lessons plans to ensure that teachers include instructional strategies and tasks that are differentiated and meet the needs of students with disabilities and ELLs. School leaders should conduct frequent observations to ensure that students are receiving appropriate differentiated instruction. School leaders should provide professional development (PD) for teachers so that they understand and apply the different strategies and modifications to use with the identified subgroups. The Principal should work with the Network to provide this support.

- School leaders, with support from the Network, should provide PD so that teachers learn how to ask higher order questions that challenge students, extend their thinking and assess student learning. School leaders should require assessment information as part of the lesson plan for all teachers.
- School leaders should provide PD for teachers so that they develop strategies that actively engage students in learning, particularly during the mini-lesson and challenge them to extend their thinking by using questioning that promotes critical thinking.
- School leaders should seek support from the Network in reallocating funds to purchase more computers, document readers and SMART Boards so that teachers have the necessary tools to provide optimal instruction for students. School leaders should provide PD so that teachers are using the latest technology to enhance instruction.
- School leaders should observe all ICT classes and provide PD on co-teaching models for those teachers who are not implementing the components of the ICT model in order to provide improved instruction for all students in the classes.
- School leadership should require that teachers include the Standards in their lesson plan. School leaders, through classroom observations, should ensure that students understand lesson objectives.
- The school should develop rubrics to assess academic learning that are aligned with the school report cards and the Standards. The grading policy should be aligned with these rubrics, weighted appropriately and collaboratively developed. School leadership should monitor the implementation of the policy. Teachers should be trained in how to provide high quality feedback regarding student work and then quickly ensure that this becomes embedded in instructional practice. School leaders should regularly review student work that is displayed in hallways and classrooms to ensure that high quality feedback is the norm.

### III. School Leadership

#### Findings:

- The school leader has not developed a system to monitor and review student performance. The Principal stated he leaves it up to teachers during Common Planning Time (CPT) to analyze student data even though the teachers have had minimal training in using data to drive instruction. There is no data specialist in the school to assist teachers in analyzing data. Neither the Principal nor the AP attends the CPT meetings where teachers discuss data. Additionally, the goals of the Comprehensive Educational Plan (CEP) do not address the identified subgroups
- School leaders do not set high enough expectations for the performance of all students and staff. There is no strategic plan that clearly and specifically outlines the roles that key staff are to play or how progress towards challenging and achievable goals is to be measured. A culture of high achievement is not fully embraced by school leadership and all staff.
- The school does not have a librarian even though it is required for a high school. As a result, students are not allowed to take books out of the library to support their learning. The computers

in the library are rarely used by classroom teachers; this results in limited research performed by students in the school. Additionally, school leaders have not provided sufficient materials for the ELLs.

- Twenty-one percent of the school's teachers are not teaching in their certification areas. As a result, students are receiving instruction from teachers without the proper knowledge and experience in many curriculum areas. To date, the Principal has not made any changes to the staffing pattern he inherited three months ago.
- The Principal provided documentation that only one formal observation has been completed by him during the first three months of the school year. The AP has not conducted any formal observations this year. The lack of formal observations by school leaders does not allow teachers to receive written feedback so that they can improve their practice and provide higher quality instruction for students. The Principal stated he looks for the implementation of PD topics when observing teachers. All teachers attended recent PD on differentiated instruction; however, the Principal's formal observation report, performed two months after the PD occurred, did not reference differentiation. The school leaders indicated that they perform informal observations together; despite the school leaders being asked repeatedly for documentation, none was provided.
- There was little evidence that the school leader is using a teacher evaluation system that incorporates student data and teacher observations. Interviews indicated that teachers sometimes receive an email or engage in a brief conversation with the Principal following a short drop-in visit. No documentation of this was provided for the review team.
- Although the school leader provides opportunities for teachers to attend Network PD, many teachers do not avail themselves of these opportunities. The Principal stated many teachers do not want to leave the building. School leadership does not have a PD plan.
- Staff interviews indicated the school does not follow the requirement to place ELLs in classes with appropriate support plans.
- The Principal does not actively engage members of the school community through the School Leadership Team (SLT). The Principal wrote the CEP goals and showed the completed goals to the SLT at a recent meeting. The SLT did not have any input on these goals. The CEP ELA goal of infusing academic vocabulary into every lesson in every subject does not address the needs of the identified student subgroups. There was no information in the CEP as to how the school will monitor the progress of the CEP goals.

**Recommendations:**

- The Principal should designate a data specialist for the school. The two schools leaders and data specialist should request PD from the Network in disaggregating and using data to drive instruction. School leaders should attend CPT meetings to ensure that teachers are properly analyzing data to improve their practice and accelerate student progress. School leaders should seek Network assistance in setting CEP goals that address the needs of the identified subgroups.
- School leadership and the Network should modify CEP to create an effective schoolwide plan to improve achievement. The school leaders and staff should articulate a clear vision and strategic plan that drives the school towards high student achievement and clearly outlines the

responsibilities of staff and leaders. The plan should include goals, action plans, PD, and should use all resources available through the Network. The implementation of the plan should be monitored carefully and its impact on student achievement measured.

- The school leader should immediately seek Network support in finding a librarian so that students can work with the resources they need to improve their learning. In the interim, the Principal should develop a system that allows students to take out library books. The Principal should encourage more teachers to bring classes to the library and use the computers for research and writing. The Principal should seek Network assistance in obtaining the appropriate materials for the ELLs.
- The school leader should seek Network assistance in finding highly qualified teachers with the proper certification in all subjects to ensure that students receive instruction from certified teachers.
- School leadership, with Network support, should immediately make supervision of instruction a priority and develop an observation calendar with a focus on the identified subgroups in ELA and mathematics. Constructive feedback should be given to teachers so that they can continually improve their practice.
- School leadership should develop a system that uses student assessment data as part of the teacher evaluation process. School leaders should focus on how the teacher differentiates instruction and materials to meet the needs of the diverse learners and formatively assesses each student. Written feedback should be provided for all formal, informal and walkthrough observations, including clear targets for improvement. Follow-up observations should be included in the schedule to review progress. The outcomes of lesson observations should provide a focus for the school PD plan.
- School leadership and teachers should develop a PD plan that address their differentiated needs so that students receive quality instruction based on data. The school leadership should conduct follow-up observations after PD sessions to ensure that teachers implement the strategies learned into the classroom instruction. The school leaders should develop detailed recommendations based on the PD provided and specific next steps in their observation reports to focus their next observation.
- School leaders should seek Network assistance in placing ELLs in classes with proper support plans.
- School leadership should involve the members of the SLT in writing CEP goals so that teachers and parents are part of the decision-making process of the school. The CEP goals should be based on data that specifically address the needs of the identified subgroup students. The Principal should seek Network support in learning how to involve the school community in decision-making.

#### **IV. Infrastructure for Student Success**

##### **Findings:**

- Students are being made aware of credit accumulation and receiving information on colleges from the four guidance counselors. However, interviews indicated that students are not receiving career planning.

- Although most students with Individualized Educational Plans (IEP) are receiving all required services, there are 11 students who are not receiving services.

**Recommendations:**

- Guidance counselors should develop a career-planning curriculum to assist both the college and non-college bound students.
- The Principal should designate one of the two school leaders to oversee the special education department to ensure that all IEP requirements are met early in the school year. The Principal should seek Network support so that these students are receiving the services they are entitled to for the school year.

**V. Collection, Analysis and Utilization of Data**

**Findings:**

- The analysis of data is not consistently used as a tool for driving forward school improvement.
- Interim assessments were not conducted in the content areas.
- There was no evidence of data binders in classrooms. There were no student writing portfolios or on-going writing assessment. Some teachers kept student-writing samples but did not have any assessment data.
- Interviews with the Inquiry Team and the Principal indicate that none of these staff members has an understanding of the inquiry process. The lack of training in data analysis hinders their ability to disaggregate data and use the data to inform their practice. The school does not have a system to analyze interim assessments or develop action plans. This limits teachers' ability to properly address student deficits.
- Although teachers meet three times a week for CPT, there was little evidence that they have developed effective instructional strategies to meet the needs of the identified subgroups. Minutes of CPT meetings were not provided for the review team. Administrators, who do not attend these meetings, were unable to articulate the strategies teachers discuss at CPT meetings.
- There is no comprehensive data system in place to identify students' strengths, needs or next steps for improvement. Teachers have not set any academic goals with students in ELA or mathematics. There are no benchmarks for student progress, and progress reports do not include next steps for improvement; this limits the ability of students, parents and teachers to monitor student progress.
- There was no evidence that school leaders use data to gauge teacher effectiveness. Evidence was provided for one formal observation performed by the Principal; no written evidence of informal observations was provided.

**Recommendations:**

- The school should develop a system to use data to drive instruction. In developing this system, the school should consider the following:

- establishing and/or redefining inquiry focused teacher teams and the benchmarked deliverables for each team;
  - dedicating time in teacher schedules for regular team meetings; developing an interim assessment calendar;
  - creating and administering the new P-12 Common Core Learning Standards (CCLS) aligned interim assessments;
  - completing an interim assessment analysis worksheet delineating the error and distractor analyses of the assessment data; and
  - developing, implementing, and monitoring action plans to instructionally address learning deficits as indicated by the analysis of the assessment data.
- School leaders should ensure that interim assessments are conducted in each of the content areas. Consideration should be given to the creation of interim assessments that are aligned with the Standards and administered every six weeks.
  - School leaders should provide data binders for teachers and provide PD in maintaining records of student progress in writing so that there is an on-going record of student progress.
  - School leaders should attend all CPT sessions that address assessment results and work with teachers to develop action plans to adjust instruction based on data analysis. School leaders should provide PD so that teachers develop quality interim assessments.
  - School leaders should attend all CPT meetings that discuss the academic needs of individual students to assist teachers in developing instructional strategies, based on data, to meet the needs of the identified subgroups. School leaders should reorganize these meetings so that teachers meet by subject area in order to have a greater impact on improving instruction in each department.
  - School leaders should provide PD so that teachers learn how to work with students to set academic goals. School leaders should develop a system for monitoring student progress toward these goals that include certain checkpoints throughout the school year. Goals should be adjusted based on student progress. Progress reports should include next steps for improvement.
  - School leaders should conduct formal classroom observations to assess teacher effectiveness. School leaders should then develop a differentiated PD plan to meet the needs of the teaching staff. School leadership should seek Network support in developing the PD plan.

## **VI. Professional Development**

### **Findings:**

- The school has not developed and implemented a comprehensive PD plan. The Principal decided to focus on developing academic vocabulary as part of all lessons. The Principal introduced and modeled the workshop model at the September PD session; there is evidence this is being implemented in all lessons. The Principal stated that PD was adjusted based on a teacher survey

he conducted. Despite the Principal being asked to provide the survey and the results, this information was not given to the review team.

- Teachers are not held accountable for incorporating PD practices into their instruction. There is no mention in observation reports of whether teachers are implementing practices shared during PD in their classrooms.
- There was no evidence of PD to meet the needs of teachers of ELLs or students with disabilities. Although teachers meet three times a week by grade in CPT meetings, the special education teachers meet separately as a department and have no designated time to articulate with the other teachers in the school. This limits their ability to coordinate their instruction with other teachers who teach students with disabilities.

**Recommendations:**

- The school should develop and implement a PD plan designed to improve the quality of teaching and learning and to ensure that teachers participate in PD in order to remain current with their profession and meet the learning needs of their students. The PD plan should be aligned with the school's CEP goals and take into account the differentiated needs of staff and students. The school's PD plan should include a description of the PD activities for all professional staff and school personnel who work with students with disabilities and ELLs to ensure that they have the skills and knowledge necessary to meet the needs of these students.
- The school leaders should conduct follow-up observations after PD sessions to ensure that teachers incorporate the strategies learned in PD into classroom practice. The school leaders should develop detailed recommendations and specific next steps in their observation reports and focus on these during their next observation.
- School leaders should provide PD opportunities for teachers of ELLs and students with disabilities so that they can enhance their practice in providing strategies to improve student-learning outcomes.

## **VII. Network Support**

**Finding:**

The Network is providing appropriate support for the school and the new Principal. The Network Leader outlined planned support for the remainder of the school year.

**Recommendation:**

The Network should support the school 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	✓
(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 Network in determining how the above JIT recommendation should be implemented.**

- Provide a mentor for the newly appointed Principal to assist in implementing the recommendations contained in the JIT report.
- Develop a PD plan that targets the identified subgroups.
- Provide PD for school leaders in disaggregating data and using data to drive instruction.
- Assist the school leaders in designing and monitoring the implementation of the Restructuring Plan.
- Provide support for the Principal in developing an instructional program that meets the needs of the identified subgroups.
- Establish protocols for CPT meetings.
- Assist the Principal in reallocating funds so that an AP with an instructional background can be hired.