



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)

Modified School Review



BEDS Code	33-21-00-01-1620
School Name	William E Grady Career and Technical Education High School
School Address	25 Brighton 4th Road, Brooklyn, NY 11235
District Name	New York City Community School District 21
School Leader	Geraldine Maione
Dates of Review	October 29 – 30, 2013
School Accountability Status	Priority School
Type of Review	SED Integrated Intervention Team (IIT)

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	636	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	51	# SETSS	13	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	4	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	48
School Composition (2012-13)					
% Title I Population		74.5%	% Attendance Rate		81.0%
% Free Lunch		78.5%	% Reduced Lunch		7.8%
% Limited English Proficient		3.9%	% Students with Disabilities		24.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		0.6%	% Black or African American		73.2%
% Hispanic or Latino		15.8%	% Asian or Native Hawaiian/Pacific Islander		2.2%
% White		8.2%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		2.17	# of Assistant Principals		6
# of Deans		N/A	# of Counselors/Social Workers		5
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		20.7%
% Teaching with Fewer Than 3 Years of Experience		17.0%	Average Teacher Absences		6.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4		64.0%	Mathematics Performance at levels 3 & 4		34.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		60.5%
6 Year Graduation Rate		61.3%			
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School		X			

Accountability Status- High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DCIP, etc.):

1. Reduce the Total Cohort Graduation rate gap by a minimum of 30 percent between the school's Total Cohort Graduation rate and the State's 80 percent graduation rate standard, for a target of 66 percent.
2. To ensure that current increases in graduation rate are maintained and steadily continue to grow, we will aim to increase the credit accumulation in each cohort by at least 10 percent.
3. Increase all Regents progress report scores to over 1.0.
4. Increase the number of students who meet college and career readiness indicators by at least 10 percent.

Mark an "X" in the box below the appropriate designation for each tenet, and mark in the 'OVERALL RATING' row the final designation for the overall tenet.

#	Statement of Practice	H	E	D	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.			X	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.		X		
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	

School Review Narrative:

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Areas for Improvement:

2.3 The school has received a rating of *Developing* for this Statement of Practice: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

- The school leaders have a vision to build a collaborative and safe learning environment for all stakeholders. School leaders and staff shared with the Integrated Intervention Team (IIT) some of the various program, staffing, and financial decisions made as the school enrollment continues to decline. School leaders reported that decisions to establish a Career and Technical Education (CTE) nursing program and to reduce other CTE opportunities were based on student interest and an effort to increase student enrollment. However, the enrollment continues to decline at the school, which had nearly 1200 students during the 2010-2011 school year, and now has fewer than 700 students enrolled. Staff and students shared with the IIT that some CTE programs do not have the supplies needed to provide students with a quality learning experience. School leaders reported that the school has lost many teachers over the years because of the enrollment decline, however the school leader shared the school has been able to retain staff deemed vital to moving the school forward. The IIT learned through staff interviews and through a document review that not all school leaders held certification in their supervision area, and that some teachers were teaching out of their area of certification. While the school leaders have made efforts to halt the declining enrollment by adding new CTE programs, this has sometimes come at the expense of existing programs with low enrollment. Since the school continues to have difficulty drawing student applicants, it is not apparent that this strategy has been successful. As long as the school leader has to deal with cuts in funding and staffing due to declining enrollment, the school will have difficulty developing a long range vision that ensures that the school can provide the opportunities and supports needed for students to be successful.

2.5 The school has received a rating of *Developing* for this Statement of Practice: Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

- While the school leaders have developed goals and programs to support student achievement, the IIT found no evidence that the school had evaluated program outcomes to determine if the programs are increasing student success. During the IIT review, school leaders and staff shared various strategies developed to support students, such as providing students in need of assistance three semesters of mathematics. The school administered baseline assessments in mathematics, social studies, and English language arts (ELA), which teachers are evaluating to inform instruction and provide student feedback. At the time of the review, teachers reported that they were still scoring these assessments. School leaders and teachers reported that the school is developing a

system to identify student strengths and challenges. Teachers shared that after they were done scoring the assessments, they will then develop student goals, provide feedback to students, develop unit and lesson plans based on the data gathered, monitor student progress, revise plans, and re-assess students in May. The absence of fully developed systems and structures to examine and improve critical individual and school-wide practices limits progress toward the achievement of critical school-wide goals.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Areas for Improvement:

3.2 The school has received a rating of *Developing* for this Statement of Practice: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

- The school has not fully developed curricula supporting the CCLS and New York State Standards in all areas. In addition, the units of study used by the school do not consistently provide adaptations for students with disabilities. The school provided the review team with one unit of study each in earth science, algebra, history and government, and two units in global history. These units refer to specific CCLS for literacy but do not specify adaptations to meet the needs of diverse learners. School leaders interviewed by the IIT shared that they provide staff with 90 minutes every Friday for the purpose of developing curriculum and reviewing the Danielson Framework for Teaching. However, interviews and a review of documents by the IIT indicated that the 90 minutes were being used for a variety of other activities, such as scoring baseline assessments. The school has not completed the development and implementation of coherent curricula aligned to CCLS and designed to meet the needs of all students, thereby limiting students' access to learning opportunities that lead to college and career readiness.

3.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

- The unit and lesson plans that have been developed do not consistently reflect the CCLS instructional shifts, and the plans reviewed by the IIT were not differentiated to meet student needs. Some staff members reported that they met to collaborate on the development of unit and lesson plans during their planning periods. However, others reported that because of the loss of staff, many teachers teach classes during their planning periods, which teachers acknowledged made it difficult for teams to meet beyond the 90-minute Friday sessions. The IIT reviewed lesson plans during classroom visits and found that lesson plans were being used inconsistently. Some teachers planned lessons using the specially designed instruction (SDI) model with targeted goals for specific students, while other teachers did not have written lesson plans for the instruction of whole groups or subgroups of students. Interviews indicated that teachers did not consistently use

subgroup data in the data collection, analysis, and monitoring of student strengths and challenges. Document reviews indicated that teachers did not use Data Driven Inquiry (DDI) protocols to develop unit plans or incorporate differentiation to meet student needs in lesson plans. The absence across grades and subjects of unit and lesson plans supporting CCLS-aligned curricula tailored to meet student needs limits student exposure to rigorous and coherent instruction.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Areas for Improvement:

4.3 The school has received a rating of *Developing* for this Statement of Practice: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

- Teachers do not consistently use instructional techniques that reflect the CCLS and do not consistently provide multiple points of entry to engage all learners. The IIT found, from interviews and document reviews, that the school had a variety of data sources available to inform curricula, lessons, and long-term school-wide and student goals and to assist with differentiating instruction and providing multiple points of entry for all students. However, based on a document review and interviews, the school was in the beginning stages of developing a system to incorporate data in instructional decision-making. The 20 classes visited varied in the use of CCLS-based instructional strategies, including the use of differentiated content, data-driven grouping, multiple points of entry, complex materials, higher-order questioning techniques, and strategies promoting higher-order thinking skills. In classes established exclusively for small groups of students with disabilities, the team observed students doing homework. and the team also noted that the teachers of these classes did not provide lesson plans. In another class, specifically designed to support students with disabilities who receive instruction in a general education setting, the co-teachers were not certified in special education. The IIT noted that in Integrated Co-Teaching (ICT) classes whole group instruction was the dominant model. In some observed classes, teachers provided students with multiple points of access using technology, and teachers used rubrics that provided students feedback and next steps for improvement. Because the school has not developed and implemented CCLS-based instruction school-wide, students do not have multiple points of access to instruction across the curriculum that promote high levels of engagement and achievement.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Strengths:

5.4 The school has received a rating of *Effective* for this Statement of Practice: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school

community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

- The school has a vision for supporting the social and emotional health of students, and the school provides services to parents and students to support the vision. Parents and students interviewed stated that they believe the school is welcoming and responsive to their needs. Staff reported that the counseling department surveys students each year to determine students' awareness of their progress and to learn their future plans. The survey is followed by meetings between the students and their counselors. The IIT noted during a document review that the school offers grade-level parent workshops annually to discuss grade-level expectations. The parents interviewed by the IIT had a positive opinion of the school staff. Eleven students from grades nine to twelve met with the IIT team, and all of the students interviewed shared that they enjoy attending the school and appreciate the support they receive from school staff. Students reported that they can voice their concerns to school leaders, teachers, counselors, school support staff, and community-based partners. The school's vision for social and emotional developmental health programs and practices result in students fostering a sense of ownership, which leads to greater student outcomes.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Areas for Improvement:

6.5 The school has received a rating of *Developing* for this Statement of Practice: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

- The school is in the process of increasing outreach efforts to families; however, the school does not share data regarding student learning needs and successes in ways that all families can access and understand. According to stakeholders interviewed, the school communicates with families through a web-based student/parent communication and reporting system, emails, newsletters, phone calls, and text messages. During interviews and document reviews, however, the IIT noted that the school has not provided some parents of students with disabilities quarterly Individualized Education Program (IEP) progress reports. School leaders reported that staff members have not yet received training on how to input data into the student IEP database. Further, according to school leaders and parents, parents do not receive academic, social, and emotional developmental health information in their preferred language unless they specifically request it. Parents, students, staff, and school leadership shared that the school heavily depends on a web-based student management system to communicate academic data with families; however, only 250 of the 600 families are registered to access the system. Parents' limited access to their child's academic progress, including access to quarterly IEP progress reports, impedes their ability to understand and use data to advocate for appropriate support services for their children.