

**NEW YORK STATE EDUCATION DEPARTMENT  
Office of Accountability**

**Differentiated Accountability - School Quality Review (SQR)**

**SCHOOL QUALITY REVIEW REPORT**

<b>DBN:</b>	15K529
<b>District Name:</b>	District 15
<b>School Name:</b>	West Brooklyn Community High School
<b>School Address:</b>	1053 41 <sup>st</sup> Avenue, Brooklyn, NY 11219
<b>Principal:</b>	Gloria Rosario
<b>Accountability Phase/Category:</b>	Improvement (year-1) - Comprehensive
<b>Areas of Identification:</b>	English Language Arts - All Students; Hispanic Students; and Economically Disadvantaged Students Mathematics - All Students; Hispanic Students; and Economically Disadvantaged Students Graduation - All Students
<b>Dates of On-site Review:</b>	March 13-14, 2012

**PART 1: MISSION STATEMENT**

“West Brooklyn Community High School (WBCHS) is a small transfer school serving young people living within the West Brooklyn catchment area, who after initial enrollment in 9<sup>th</sup> grade at a high school, have been excessively truant or dropped out of school. Jointly operated by the Department of Education and Good Shepherd Services, WBCHS is designed to provide considerable support and services to students to ensure continued attendance in school. The school is ungraded and committed to heterogeneous grouping that integrates a literacy and standards-based instructional model with the best practices in youth development. With an accelerated credit program, students have the opportunity to earn a minimum of 18 credits per year.”

**PART 2: SCHOOL STRENGTHS**

- The school provides a non-traditional, safe and nurturing environment for over-aged and under-credited students.
- The school and Good Shepherd Services have a collaborative relationship supporting the social and emotional needs of the students at WBCHS.

### **PART 3: FINDINGS AND RECOMMENDATIONS**

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

##### **FINDING:**

The school collects and analyzes a wide variety of data; however, during classroom visits, the review team noted that most teachers did not use data to differentiate instruction in the areas of mathematics and English language arts (ELA).

##### **RECOMMENDATION:**

The school leader, with the assistance of the Network, should offer systematic and comprehensive professional development (PD) for teachers on the use of data to differentiate instruction. The impact of the offered PD on classroom instruction should be regularly evaluated.

#### **II. TEACHING AND LEARNING**

##### **FINDINGS:**

- The school leader indicated that differentiated instruction would be seen in the classrooms, however, classrooms observations and a review of documentation revealed little evidence that differentiated instruction was planned for or delivered in mathematics and ELA.
- Relevance and rigor were observed by the review team in mathematics classes that were visited; however, in many ELA classes the expectations for students were not always challenging.
- In classes visited by the review team, students were seated in groups; however the groupings were not always purposeful, and students mainly work independently.
- Questioning used by teachers was mainly low-level factual and recall questions. No provisions were made for the more advanced students.
- Most classes observed by the review team did not have student work displayed with assessment rubrics, standards, or feedback with next steps to increase student understanding and assist students to move to the next level.
- Although the school has established a schoolwide grading policy; interviews with teachers and students indicate that it is not consistently implemented.

## **RECOMMENDATIONS:**

- The school leader, with the support of the Network, should provide PD on data driven instruction and planning for differentiated instruction aligned to student entry levels. PD should include monitoring and adjusting instructional strategies based on frequent formative and interim assessments. The school leader should monitor this process through classroom observation and provide additional support for teachers as needed.
- The school leader should identify teachers who model rigor and relevance in their lessons and organize inter-visitations and/or lesson studies to increase high expectations and performance for all students; especially in the area of ELA.
- The school leader should develop PD opportunities for teachers to learn how to create groupings in classrooms that are both flexible and based on individual student needs. The integration of the PD strategies should be monitored through informal and formal classroom observations.
- The school leader, with the support of the Network, should provide teachers with PD on how to effectively use higher order questioning techniques and skills. The school leader should ensure that teachers are held accountable for the integration of these skills into their instructional practice.
- The school leader should check student work to evaluate the quality of feedback that is provided to ensure that it helps students improve and move to the next level. Student work that demonstrates rigor should be exhibited and celebrated throughout the school.
- The school leader should re-examine the current grading policy and clearly communicate the grading policy to all stakeholders and post it in the classrooms. This practice should be monitored through classroom observations and walkthroughs by the school leader.

## **III. SCHOOL LEADERSHIP**

### **FINDINGS:**

- Based on document review and interviews, all teachers have developed teacher performance goals; however, in many cases they were not SMART goals.
- The School Leadership Team (SLT) meets monthly. The SLT also indicated that they were exclusively engaged in the formal hiring process of the Principal for the last several months; therefore, they did not develop or review the Comprehensive Educational Plan (CEP). Additionally, SLT members interviewed stated that the Principal does not regularly attend the monthly meetings.

### **RECOMMENDATIONS:**

- The school leader and teachers, with the support of the Network, should develop teacher goals that are measurable, rigorous, and directly linked to student achievement.

- The school leader should request assistance from the Network to develop PD for the SLT. The PD should include strategies on how to establish consistent formal and regular two-way communication, shared leadership and collaborative decision-making with stakeholders, as well as the roles of all SLT members. The school leader should monitor the progress of SLT through regular attendance at the scheduled meetings.

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

##### **FINDINGS:**

- The school offers a Saturday Academy and credit recovery opportunities; however, there was little evidence that data driven instruction was provided to meet the needs of the identified subgroups in ELA and mathematics.
- The school has developed a strong partnership with the community based organization (CBO), Good Shepard Services; however, there is limited evidence that the support provided by the CBO has been evaluated to determine the impact this partnership has on student achievement in mathematics and ELA.
- Although the school's year-to-date attendance rate (76 percent) is below the citywide average, various incentives have been established to encourage student attendance. Student attendance increased four percent higher than the previous year.

##### **RECOMMENDATIONS:**

- The school leader should ensure that teachers are provided PD in the collection, analysis and use of data to ensure that all intervention strategies are data driven, student-centered, and differentiated.
- The school leader and CBO staff, with the support of the Network, should evaluate the current programs in place and create instructional, prevention and intervention strategies based on data. The CBOs programs and activities should be monitored to ensure that the prevention and interventions activities directly impact academic success.
- The school leader should continue to work with all stakeholders to develop and implement strategies to improve attendance. The school leader should seek guidance from the Network and the CBO for strategies to improve attendance that has proven successful in similar schools.

#### **V. PROFESSIONAL DEVELOPMENT**

At the time of the visit, there were no concerns noted.

#### **VI. FACILITIES AND RESOURCES**

##### **FINDINGS:**

- Although the mathematics classrooms have classroom libraries, the resources available for students are primarily workbooks. The textbooks that are available are reference materials for teachers or for first year mathematics students.
- In many of the classes that were visited by the review team laptops were being used by students and a few SMART Boards were in use; however, these technologies are not being fully integrated into instruction and used to differentiate content for student learning.
- The school does not have an adequate library or a librarian/library media specialist, as required in secondary schools. The library collection revealed minimal resources available for general education students, as well as student with disabilities and English language learners (ELLs).

#### **RECOMMENDATIONS:**

- The school leader and teachers, with the support of the Network, should provide a classroom set of content area textbooks for student use.
- The school leader should seek the assistance of the Network to provide teachers with on-going PD to fully integrate technology into their lesson plans to support interactive and hands on differentiated learning. The school leader should monitor technology usage through observations.
- The school leader should seek to allocate space for a library/multimedia center and hire a certified librarian/library media specialist to encourage and reinforce reading and research for all students. In addition, the school leader should seek the support of the Network and CBO in securing grants and supplemental funding to evaluate and upgrade the collection of resources, including technology to better support the learning needs of all students in the library/multimedia center. Access to computers should be available to all students. Open access periods should be provided before, during, and after school. Grade level literature should be available to meet the needs for all students. Inventories should be kept and the school leader should oversee and monitor library resources through observations.

#### **PART 4: CONCLUDING STATEMENT**

The findings and recommendations noted in the report are intended to guide the school's inquiry, planning, and the development of the Comprehensive Educational Plan (CEP) for school year 2012-13. The school should also continue its efforts in the implementation of the following Regents Reform Agenda initiatives: P-12 CCLS, Data Driven Instruction and the Annual Professional Performance Reviews for teacher effectiveness.