Department of Education
Carmen Fariña, Chancellor

Citywide Instructional Expectations Case Study
Guiding Questions

Overview

The 2014-15 Citywide Instructional Expectations help schools reflect upon and refine their practice in order to prepare all students to graduate college and career ready. One strategy for reflecting on practice is to examine how other schools have approached their work. These case studies offer insights on how teachers, school leaders and field support staff make decisions and engage stakeholders to develop school-wide practices to strengthen student achievement.

Case study schools have strong practices in building coherence among their culture, structures, and instructional core. The school communities voluntarily and generously shared their work in order to develop case studies that:

- Reflect authentic practice in a New York City school
- Include resources or artifacts from the school
- Connect to one or more of the 2014-15 Citywide Instructional Expectations components: Knowledge of Students, Instructional Focus, Collaborative Professional Learning

Guiding Questions: Collaborative Professional Learning

From the 2014-15 Citywide Instructional Expectations: As a key element of professional learning, collaboration supports both teacher and student growth. It is the collective responsibility of all school members to engage in professional collaboration that serves the needs of their students. The culture of reflecting on and refining practice to drive the work within schools builds upon previous years' Expectations and New York City's focus on inquiry. Collaborative professional learning between school leaders, staff, families and communities increases the impact of strong instruction. Schools will develop systems and structures that foster collaborative professional learning in support of their instructional foci and identified areas for teacher and student growth

1. What information in this case study suggests how collaborative professional learning is embedded in the life of the school?

2. What decisions did this school leader make to develop structures for collaboration?

3. How is the school's collaborative professional learning based on knowledge of students?

4. What questions does this study raise? What data or evidence would you like to add?

5. After reading the case study, what have you learned about what works that can inform your school's practices around professional collaboration?

6. How will your school develop or refine practices to ensure meaningful and effective professional collaboration?
    a. What is one practice that you and your team already do well that can be built upon in the upcoming school year?
    b. What is one next step you can take to help support this work in your school?

Potential Next Steps: Review activities and resources to support collaboration

- Leadership Library
- National School Reform Faculty

Minute by Minute

School Strategies for Optimizing Time

Department of Education
Carmen Fariña, Chancellor

Case Studies of Promising Practices

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Sincerely,
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EXECUTIVE SUMMARY

In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.

The Office of Postsecondary Readiness (OPSR) established a set of benchmarks to define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college or other postsecondary training, and gain entry into meaningful careers. These College and Career Readiness Benchmarks fall into four domains: Common Core Learning Standards, Academic and Personal Behaviors, Academic Programming , and College and Career Access. The focus of this report is on configuring academic programs that not only enable more students to meet the state graduation requirements but that also lead to college and career readiness. To maximize access to courses and opportunities that are predictive of college and career readiness, schools must optimize a fundamental resource – time during the regular school day.

School Time Lab (STL) is a two-year New York City initiative funded by the Michael & Susan Dell Foundation, implemented by OPSR, and evaluated by the Research and Policy Support Group (RPSG) to study and bolster how school leaders use this fundamental asset to provide opportunities for all students to enroll in the higher-level coursework and developmental experiences necessary for college and career.

STL consists of two complementary projects:

PROJECT 1 **Case Studies of Promising Practices.** The purpose of this project is to identify and document effective scheduling models and strategies from schools that are successfully graduating students prepared for college and career. Ten model high schools were selected for study. Key programming and scheduling strategies were identified across the schools and are described in detail through case studies.

PROJECT 2 **School Reprogramming Pilot.** Ten high schools looking to improve how they use time to increase postsecondary readiness were selected to participate in one and a half years of professional learning and on-site coaching from the STL team. Resources, materials and findings from Project 2 will be released in Fall 2014.

The following report describes findings from Project 1. Ten model schools were selected based on demographic characteristics and indicators of college and career preparedness. These schools were also strategically chosen to reflect the city's diverse school system and vary by size, focus, age, and demographics. The STL team conducted interviews with these schools via site visits and follow-up phone meetings to understand their scheduling structures and processes and how programming contributes to their students' postsecondary readiness.

While every school operates under a different schedule with distinct priorities, common themes and strategies emerged across the ten schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. The following is a list of **FIVE KEY THEMES** that surfaced related to Academic Programming for college and career readiness:

Academic Programming: Designing Course Offerings and Sequences

Schools provide rigorous and differentiated sequences in core courses based on proficiency and/or the school's philosophy, require supplemental courses in core academic areas, and use strategies like parallel scheduling to meet students' needs across all subjects. These strategies enable students to both meet and exceed graduation requirements.

Staff Learning and Collaboration Time

Model schools prioritize adult learning and allocate time during the day for teachers to meet regularly and collaborate. Principals often use School-Based Option (SBO) votes to restructure the day and create additional time for teacher collaboration.

Extra Time for Student Learning

All schools acknowledge that there is not enough time during the regular school day to meet the needs of their students. Schools use time before and after the school day as well as on weekends to provide extra courses, tutoring, and support for both struggling and on-track students. Schools devote their own resources to pay for teachers to work outside the regular school day or take advantage of partner organizations to supply staff and activities.

Allocating Time for Youth Development

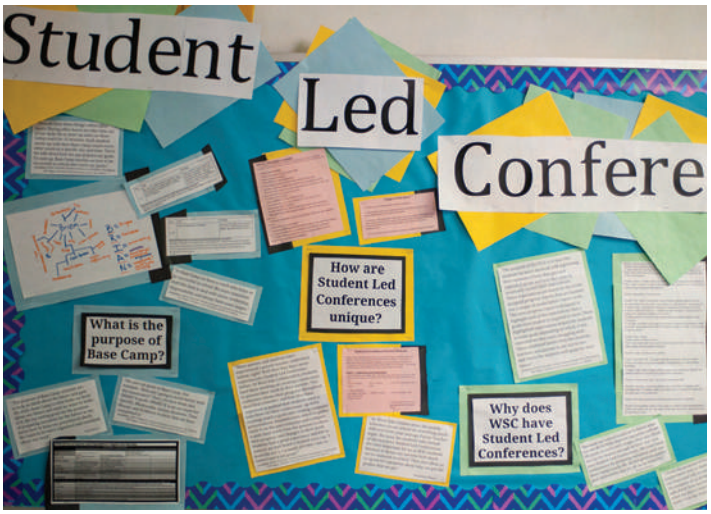
Finding time during the school day for advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness at model schools. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a strong college-going school culture.

Allocating Time for College and Career Learning Opportunities

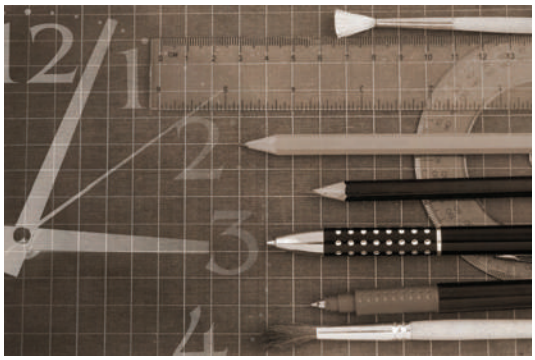
All schools offer opportunities for students to take advanced courses and some help students earn college credits while still in high school. Students also learn career skills through internship opportunities.

All ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for their college and career-readiness philosophy.

The following report summarizes findings from across the ten model schools, highlights key themes and strategies, and provides individual case studies on each school. The Guide to Key Themes and Case studies presents overall lessons learned as well as background information about model schools. Within this chapter, Table 2. Model School Program Structures and Priorities and Table 3. Balancing Priorities and Tradeoffs offer easy reference of model school priorities and tradeoffs. Table 4. Road Map to Case Studies provides a helpful guide to navigating the case studies. The case studies that follow provide detailed descriptions of how schools make decisions about time. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.



GUIDE TO KEY THEMES AND CASE STUDIES



In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.

One critical piece in this equation is understanding how schools use time, a fundamental asset, to prepare students for life beyond high school. Effective programming and use of school time translate into actionable strategies that create access to key academic courses and experiences that are predictive of postsecondary readiness.

The purpose of this report is to highlight effective scheduling models and strategies from schools that are successfully preparing students for college and career. Ten model New York City public high schools were selected for study. The findings provide insight into how successful schools leverage time to focus on their priorities. Additionally, it describes the difficult choices school leaders must make when balancing the tradeoffs inherent in allocating this precious resource.

This chapter provides information on how model schools were selected and background information about their context, schedule, and priorities; describes key tradeoffs; and highlights common themes and strategies. Following this chapter, detailed case studies on the ten model schools showcase their key programming strategies and describe the tradeoffs they have made to effectively prepare their students. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.

IDENTIFYING MODEL SCHOOLS

In order to find schools that were both high performing and representative of New York City, the STL team conducted a thorough and strategic school selection process. To begin, the STL team generated a list of all high schools in the city. After removing specialized, screened, and selective high schools, the pool was limited to schools that reflect the demographic makeup of the city (see Demographic Criteria below). Next, 2011-12 college and career readiness data were used to narrow the sample to high-performing high schools (see College and Career Readiness Indicators below). Using these quantitative measures, the evaluation team generated rankings for each College and Career Readiness indicator. Schools that fell into the top ten in at least two categories were considered for inclusion. In order to create the final set of schools, the STL team reviewed the list of schools to ensure diversity of focus, size, age, and student population. In a couple instances, demographic criteria were expanded to ensure a representative sample of schools.

DEMOGRAPHIC CRITERIA

- At least 40% Black and Latino Students
- At least 60% Students Receiving Free or Reduced Price Lunch
- Average Incoming 8th Grade ELA and Math Proficiency Levels of 3.0 or Below

COLLEGE AND CAREER READINESS INDICATORS

- Four-Year Graduation Rate
- Postsecondary Enrollment Rate
- Percent of Students taking Algebra 2/Trigonometry, Chemistry, Physics, and Language Other Than English (LOTE) Regents Exams
- Percent of Students Passing Global History and US History Regents Exams
- Percent of Students Scoring College Ready (75+) on English Regents Exams
- Percent of Students Taking College and Career Preparatory Courses

Ten schools were selected to be included in the project. The STL team conducted interviews with these schools via site visits and follow-up phone meetings over the course of six months. The goal of the interviews was to understand the structure of the schedule, course sequences, scheduling process, and how programming contributes to postsecondary readiness. Evaluators interviewed the principal, programmer, and other staff involved in scheduling, as well as collected copies of master and sample schedules. Not all case studies focus on the initial area of strength identified through the school selection process; rather, case studies were written based on the content of these interviews.

WHO ARE THE MODEL SCHOOLS?

The model schools are representative of the city's diverse school system and vary by size, age, focus, and demographics. Discussions with the selected schools revealed the unique strengths and challenges associated with programming a large vs. small or new vs. established school. Career and Technical Education (CTE) schools and themed schools face additional tradeoffs in order to bring unique offerings to their students. The following table summarizes key demographic and performance information about each school.

TABLE 1. MODEL SCHOOL KEY DEMOGRAPHIC AND PERFORMANCE INFORMATION, SCHOOL YEAR 2012-13

	Areas of Strength from Selection Process	Year Founded	Borough and District	Total Students	Admissions Policy	Co-located	% Black or Hispanic
Academy for Careers in Television & Film	Grad Rate, US History	2008	Queens District 30	437	Limited Unscreened	Yes	74%
Channel View School for Research	Grad Rate, Global History	2004	Queens District 27	436	Limited Unscreened	Yes	80%
Edward R. Murrow High School	College Enrollment, Golbal History	1974	Brooklyn District 21	4,031	Educational Option with screened programs	No	42%
High School of Telecommunication Arts and Technology	Algebra 2, LOTE, English	1985	Brooklyn District 20	1,292	Educational Option	No	63%
Manhattan Bridges High School	Algebra 2, Chemistry, Physics, LOTE	2003	Manhattan District 2	561	Screened: Language and Academics	Yes	100%
PACE High School	Algebra 2, College Enrollment, English, US History	2004	Manhattan District 2	426	Limited Unscreened	Yes	76%
Pelham Preparatory Academy	Grad Rate, LOTE, College Enrollment, English	2002	Bronx District 11	504	Limited Unscreened	Yes	90%
The Urban Assembly School for Applied Math and Science	Grad Rate, College Enrollment, English, US History	2004	Bronx District 9	339	Limited Unscreened	Yes	95%
The Urban Assembly School for Law and Justice	Grad Rate, College Enrollment, English, Global History	2004	Brooklyn District 13	440	Limited Unscreened	Yes	96%
Williamsburg Preparatory High School	Chemistry, LOTE, College Enrollment	2004	Brooklyn District 14	636	Limited Unscreened	Yes	86%

TABLE 1. MODEL SCHOOL KEY DEMOGRAPHIC AND PERFORMANCE INFORMATION, SCHOOL YEAR 2012-13 *(continued)*

	% Receiving Free or Reduced-Price Lunch	% English Language Learners	% Special Education	Average Incoming 8th Grade ELA & Math Proficiency Level	Four-Year Grad Rate	% College and Career Ready*	Post-secondary Enrollment Rate
Academy for Careers in Television & Film	67%	3%	20%	2.93	97%	NA**	80%
Channel View School for Research	73%	1%	15%	2.99	86%	65%	61%
Edward R. Murrow High School	50%	9%	17%	3.12	78%	69%	76%
High School of Telecommunication Arts and Technology	80%	6%	24%	3.00	83%	68%	79%
Manhattan Bridges High School	100%	68%	4%	2.57	82%	50%	70%
PACE High School	73%	2%	16%	3.01	89%	73%	69%
Pelham Preparatory Academy	72%	2%	21%	2.90	95%	81%	83%
The Urban Assembly School for Applied Math and Science	90%***	7%	22%	2.90	89%	79%	92%
The Urban Assembly School for Law and Justice	73%	1%	15%	2.94	89%	69%	82%
Williamsburg Preparatory High School	82%	3%	15%	2.93	89%	62%	67%

* College Readiness Index is defined as the percentage of students in the school's four-year cohort who have graduated with a Regents Diploma and met CUNY's standards for college readiness in English and math. This measure also includes three semesters of persistence in college.

** Data not available yet since school opened in 2008 and the measure includes three semesters of persistence in college.

***Percentage includes students in grades 6-12.

TABLE 2. MODEL SCHOOL PROGRAM STRUCTURES AND PRIORITIES

All schools share the ultimate goal of postsecondary readiness, but schools prioritize and allocate resources in various ways to achieve that goal. The table below summarizes schedule structures and highlights one key programming priority at each of the schools.

Academy for Careers in Television & Film (ACTvF) 4 academic blocks of 75 minutes	**WELL-DEVELOPED ADVISORY** ACTvF runs an intensive advisory program that meets four times a week and is highly structured. Specific days are designated for certain activities and advisors are expected to commit substantial amounts of time to developing curriculum and monitoring student progress. A non-traditional program allows for more flexible teacher capacity, which is essential to implementing advisory.
Channel View School for Research 8 periods of 45 minutes	**FLEXIBLE PROGRAMMING** Channel View prioritizes the ability to adapt programming based on student need. Dual-licensed teachers and parallel scheduling help maximize flexibility.
Edward R. Murrow High School 9 "Bands" of 45, 55, or 60 minutes	**STUDENT CHOICE** The program and programming process at Murrow are designed to mimic college, where students have high levels of choice and must take greater responsibility for their education.
High School of Telecommunication Arts and Technology (HSTAT) 8 periods of 43 minutes	**MAXIMIZING TEACHER TIME** HSTAT prioritizes giving teachers time to meet and collaborate. Grade teams have the opportunity to meet daily during coordinated free periods and students are released early on Wednesdays to allow for time when the entire faculty can meet as a whole or break up into teams.
Manhattan Bridges High School (MBHS) 5 academic blocks of 74 minutes	**ESL** MBHS is a Spanish language bilingual school that prioritizes longer periods and differentiated ELA instruction, which they believe are particularly important for language acquisition.
PACE High School 8 periods of 47 minutes	**EXTRA SUPPORT FOR STRUGGLING STUDENTS** PACE High School designs academic interventions targeting struggling students that require large amounts of time outside the regular school day.
Pelham Preparatory Academy 8 periods of 45 minutes	**TAKING ADVANTAGE OF PARTNERSHIPS** Pelham Prep builds relationships with co-located schools and external organizations to increase course offerings and academic support to students and to minimize internal costs.
The Urban Assembly School for Applied Math and Science (AMS) 6 day cycle schedule: 60 minute periods	**UNIQUE MATH AND SCIENCE SEQUENCES** AMS is strategic about sequencing science and math to provide more depth over breadth. For example, geometry is dropped from the core math sequence in order to provide additional mastery in algebra topics.
The Urban Assembly School for Law and Justice (SLJ) 8 periods of 50 minutes	**HISTORY AND ELA COURSE SEQUENCING** SLJ's law and justice theme guides course sequencing and offerings. Required supplemental courses in research and law are added to the core curriculum.
Williamsburg Preparatory High School 8 periods of 50 minutes	**STUDENT FEEDBACK** Williamsburg Prep conducts regular focus groups to determine student needs and tailors course dosage and offerings based on feedback.

WORKING WITHIN CONSTRAINTS

Schools face similar challenges: operating within the constraints of a regular school day, meeting graduation requirements, and tackling the unique circumstances of working in New York City. The constraints below surfaced across all model schools and provide context for how schools make decisions and prioritize their time with students and teachers.

State Graduation Requirements

Schools make strategic decisions about time allocation to maximize students passing and meeting the college-ready benchmarks on New York State required exams. For example, one school focuses on preparing all 10th-grade students for the Global History Regents exam by providing double periods over one school year, rather than offering the traditional two-year sequence. This means that retaking the Algebra 1 exam may be delayed until 11th grade for those who fail in 9th grade. Other schools provide a supplemental course in a particular core academic subject to maximize the number of students who pass and reach college-ready benchmarks on Regents exams. Many pay teachers per session to provide tutoring and additional support after school hours and on weekends.

Sharing Space

Many schools in New York City share their building with other schools. Co-location can be limiting because schools must coordinate the cafeteria, gym, labs, and other shared spaces. Often in these schools, programming begins with allocating these shared resources and all other scheduling must revolve around these fixed periods. That said, schools respond differently to the challenge of co-location. Some choose to program students for very early or very late lunch periods to avoid sharing the cafeteria in order to maintain separate school cultures. Other schools mix students within shared spaces and pool resources. For example, a couple of the model schools work collaboratively within their respective campuses to allow students to enroll in AP classes across schools.

Contractual Limits on Time

One important contractual consideration that greatly influences programming is operating within the rules of United Federation of Teachers (UFT) contracts. In order to make certain schedule changes, staff must approve the change via School-Based Options (SBOs). Examples of changes that require SBO approval include changing the configuration of extended time, using extended time for inquiry work, creating a block program, and starting the school day before 8:00 am or ending after 3:45 pm. Some schools included in this report used SBOs to carve out time one day per week for all-staff meetings when students are released early or come in late. Another school used an SBO to reconfigure how they were using their extended time. For more information about SBOs, please refer to the NYC DOE Office of Labor Relations Frequently Asked Questions and the UFT SBOs webpage.

Balancing Tradeoffs

With every decision schools make to better prepare their students for college and career, there are tradeoffs to consider. Schools must be strategic about resource allocation, course sequencing, and dosage in order to meet the needs of their students and be true to the priorities of the school. The examples in the table below demonstrate some of the strategic decisions the model schools have made. While there are no right or wrong decisions, each school must weigh their priorities and consider tradeoffs to make the best choice for their students.

TABLE 3. BALANCING PRIORITIES AND TRADEOFFS

IF YOU PRIORITIZE…	YOU MIGHT CONSIDER…	BUT, YOU MAY NEED TO GIVE UP…
Course Depth	Block scheduling or longer class periods	• **Course breadth.** Longer class periods reduce the number of classes students can take per day, which in turn may impact credit accumulation. • **Consistency.** Students and teachers may no longer have a consistent schedule where classes meet every day.
Tailored Course Sequences Starting in 9th Grade	Pre-assessing students' skill levels and starting them on differentiated pathways	• **Heterogeneous classes or sections.** Classes are determined by proficiency and students move with those with similar skills. • **Flexibility to move students based on performance.** If tracks are predetermined, it can be difficult for students to move to a more advanced section. Parallel scheduling, meaning subject area classes meet simultaneously, may be required in order to accommodate movement.
Youth Development	Advisory	• **Resources and time.** Resources and time allocated to other parts of the school will need to be used to program teachers for advisory and provide professional development to train teachers as effective advisors. Students also need to reallocate time spent on other courses or activities to be programmed for advisory.
Mastery of Core Academic Areas	Required supplemental courses in core academic areas	• **Student choice.** Requiring students to take an additional writing or research course takes time out of the schedule that could be used for elective classes. • **Advanced Language Other Than English (LOTE) or non-core subjects.** Offering supplemental literacy or math courses can take time away from LOTE, which in turn prevents students from graduating with an Advanced Regents Diploma, or experiences in non-core subjects.
Large Teaching Staff/Smaller Caseloads	Hiring more teachers and less administrative staff	• **Administrative support.** If the administration is kept small in order to devote more resources to additional teachers or to pay per session for extra responsibilities, teachers must help fulfill administrative duties.
More Adult Learning or Common Planning Time	Late start or early dismissal one day a week for PD or meetings	• **Time with students one day per week.** Time that might be used for classes or tutoring may need to be sacrificed to allow for all-staff meetings or professional development.
Offering Students a Wider Array of Courses and Experiences	Sharing teachers, classes, or space with co-located schools	• **Separate school cultures.** If students or teachers are interacting with students or staff from other schools, school cultures may influence one another.

KEY THEMES

While every school operates under a different schedule with distinct priorities, common strategies are used across the model schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. Below is a list of five key themes that surfaced related to Academic Programming for college and career readiness.

Note that all ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for college and career readiness.

Academic Programming: Designing Course Offerings and Sequences

Schools offer different types of courses and multiple pathways for incoming and continuing students. These schools focus on designing rigorous courses and course sequences in order to graduate their students ready for college and career. Students enter high school with varying proficiency and schools face the challenge of addressing the distinct needs of under-prepared, on-track, and accelerated students. Tailoring courses based on proficiency level influences programming since students will be progressing at different rates. Many schools program students for additional courses in core academic areas to increase mastery and skill development. Common examples include literacy or research classes that allow students to practice writing and analysis.

Staff Learning and Collaboration Time

All schools design schedules to provide structured time for adult learning and collaboration. Schools strategically schedule to ensure that grade-level or departmental teachers have coinciding non-teaching periods when they can meet. Some schools release students early or start late once a week to allow for the entire staff to receive professional development or meet in various groupings. As one principal mentioned, the implementation of Common Core may not directly affect scheduling; however, it will increase the amount of time teachers need to meet and co-plan.

Extra Time for Student Learning

Most schools agree that there is often not enough time during the school day to provide all the necessary supports to students who need or want extra help. All schools use some combination of before and after-school hours and Saturday time to provide extra tutoring, support, and in some cases, classes for their students. Most fund this by offering teachers per session to work extra hours and some take advantage of partnerships to supply staff and programs. For example, some schools maintain small administrations in order to devote more resources to paying teachers per session. Lower-achieving students are encouraged or sometimes "prescribed" to attend tutoring, while on-track students may use the extra time for Regents exam or SAT prep. Advanced students may use the time to take higher-level coursework, or pursue non-core academic interests. Schools sometimes message this extra time as part of the regular school day to encourage attendance.

Allocating Time for Youth Development

Finding time during the school day for youth development through advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness. Advisory is designated time to address academic and personal behaviors as well as college preparation and socio-emotional skills. Valuing student voice empowers students to be more responsible and play a more active role in their education. Their feedback can influence course offerings and sequences. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a pervasive college-going culture that is responsive to student needs.

Allocating Time for College and Career Learning Opportunities

All ten schools offer opportunities for students to take advanced courses and some even help students earn college credits. Schools offer college-level classes through various providers, including College Now, as well as Advanced Placement or "college-certified" classes. Some schools encourage or require students to complete internships in order to learn on-the-job skills. These internships may or may not be credit-bearing and often include a classroom component.

ROAD MAP TO CASE STUDIES

The following table provides a road map to guide readers through the model school case studies. It outlines the key themes and specific strategies described in depth in each model school's case study.

Each case study provides an overview as well as a detailed description of the school's approach to using time, including a discussion of their priorities and tradeoffs. The case studies also include a sample bell schedule and a table showing the core course offerings and sequences to give readers a complete and detailed picture of each schedule.

TABLE 4. ROAD MAP TO CASE STUDIES

SCHOOL	THEMES & STRATEGIES
Case Study 1: Academy for Careers in Television & Film Small Career and Technical Education (CTE) school that values advisory and data-driven decision-making	**ACADEMIC PROGRAMMING:** Course Dosage; Parallel Scheduling **YOUTH DEVELOPMENT:** Advisory **COLLEGE LEARNING:** Internships
Case Study 2: Channel View School for Research Grade 6-12 Outward Bound school that prioritizes flexible programming and takes advantages of partnerships	**ACADEMIC PROGRAMMING:** Student Grouping; Course Dosage **EXTRA TIME:** Saturday School **COLLEGE LEARNING:** College Now and Partner Programs
Case Study 3: Edward R. Murrow High School Large school with huge course offerings that lets students take ownership of their education	**ACADEMIC PROGRAMMING:** Math and Science Sequences **EXTRA TIME:** Supporting Struggling Students **YOUTH DEVELOPMENT:** College Culture
Case Study 4: High School of Telecommunication Arts and Technology Large school that believes supporting teachers supports students	**ACADEMIC PROGRAMMING:** Supplemental Courses **STAFF TIME:** Teacher Collaboration **YOUTH DEVELOPMENT:** 9th Grade Structure; College Culture
Case Study 5: Manhattan Bridges High School Medium Spanish-language bilingual school with engineering and IT themes	**ACADEMIC PROGRAMMING:** ELA Dosage and Differentiation **YOUTH DEVELOPMENT:** College and Career Readiness Seminar **COLLEGE LEARNING:** Internships and Job Shadowing; College Now
Case Study 6: PACE High School Small school created as a partner for Pace University with strong academic supports for students	**STAFF TIME:** Teacher Meeting Time; Teacher Looping **EXTRA TIME:** Support for Struggling Students **COLLEGE LEARNING:** College Partnership
Case Study 7: Pelham Preparatory Academy Small school on a large campus that takes advantage of partnerships to meet student needs	**ACADEMIC PROGRAMMING:** Supplemental Courses **EXTRA TIME:** Partner Programs **COLLEGE LEARNING:** College Preparatory Certified Courses; Sharing AP Resources
Case Study 8: The Urban Assembly School for Applied Math and Science Small grade 6-12 school with unique programming sequences	**ACADEMIC PROGRAMMING:** Math and Science Sequences **STAFF TIME:** Teacher Development **YOUTH DEVELOPMENT:** Advisory
Case Study 9: The Urban Assembly School for Law and Justice Small school that designs its program to align with its law and justice theme	**ACADEMIC PROGRAMMING:** Supplemental Courses; Course Sequences **EXTRA TIME:** Partner Programs **YOUTH DEVELOPMENT:** Advisory
Case Study 10: Williamsburg Preparatory High School Small school driven by student feedback	**ACADEMIC PROGRAMMING:** Math Sequences, Supplemental Courses **YOUTH DEVELOPMENT:** Student Engagement; Advisory

HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY

IN THEIR OWN WORDS

All of our students must take the most challenging course of study at which we believe they are capable of succeeding, all of us must treat each other with kindness, and the goal of our work is not simply to graduate our students but rather to prepare them to be successful for their studies after they leave us.

The High School of Telecommunication Arts and Technology (HSTAT) is located in Brooklyn and serves almost 1,300 students. HSTAT prioritizes its time and program structure to bolster skill development in key academic areas and maximizes time for teacher collaboration. The school structures the 9th grade with an emphasis on easing the transition to high school and has been successful in developing a strong and pervasive college-going culture.

SCHEDULE

	Regular Schedule	Wednesday Schedule
Period 1	8:10 – 8:53 (43 mins)	8:10 – 8:50 (40 mins)
Period 2	8:56 – 9:45 (49 mins)	8:53 – 9:35 (42 mins)
Period 3	9:48 – 10:31 (43 mins)	9:38 – 10:18 (40 mins)
Period 4	10:34 – 11:18 (44 mins)	10:21 – 11:00 (39 mins)
Period 5	11:21 – 12:04 (43 mins)	11:03 – 11:42 (39 mins)
Period 6	12:07 – 12:50 (43 mins)	11:46 – 12:25 (39 mins)
Period 7	12:53 – 1:36 (43 mins)	12:28 – 1:08 (40 mins)
Period 8	1:39 – 2:22 (43 mins)	1:11 – 1:50 (39 mins)

HSTAT AT A GLANCE

Founded
1985

Borough and District
Brooklyn, District 20

Total Students
1,292

Admissions Policy
Educational Option

Co-located
No

Black or Hispanic
63%

Free or Reduced Price Lunch
80%

English Language Learners
6%

Special Education
24%

Average Incoming 8th Grade ELA & Math Proficiency Level
3.00

Graduation Rate
83%

College and Career Ready
68%

Postsecondary Enrollment Rate
79%

STAFF TIME

Classes	8:05 – 2:25
Tuesday & Thursday Tutoring	2:25 – 3:15
Wednesday Meeting	1:50 – 3:15

"We can help the kids if we can help the teachers"

– Principal

NOTES ON SCHEDULE

- All students rotate through the same periods every school day and take six academic courses in addition to PE and lunch.
- The 150 minutes per week of extended time is used after school for tutoring and for staff meeting time on Wednesday afternoons as per a School-Based Option (SBO) vote.
- HSTAT assumes all students will be on an Advanced Regents Diploma track. Therefore, all students are expected to take four years of math and science as well as three years of Language Other Than English (LOTE).

FOUR-YEAR PROGRAM PLAN

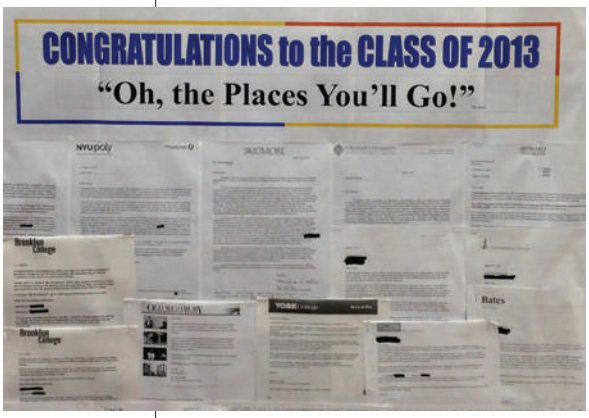
	ELA	Social Studies	Math			Science		LOTE
			Option A	Option B	Option C	Option A	Option B	
9	Global Literature & Writing	Global History (1 of 2)	Geometry	Algebra 1	Algebra 1 (1 of 2)	Non-regents Bio Chemistry		Spanish
10	ELA 10	Global History (2 of 2)	Algebra 2/ Trig	Geometry	Algebra 1 (2 of 2)	Chemistry (if passed Living Environment in 8th)	Living Environment	Spanish or AP Spanish
	Supplemental Research Course							
11	ELA 11	AP or non-AP US History	Pre-Calculus, Statistics or Calculus*	Algebra 2/ Trig	Geometry	Physics	Earth Science, Chemistry, or Forensics	Spanish, AP Spanish, or Spanish Art and Culture
12	ELA 12 or AP English	Govt/Econ	Calculus or Statistics	Pre-Calculus or Statistics	Algebra 2/ Trig or repeat Geometry	Forensics	Physics, Chemistry, or Earth Science	Spanish, AP Spanish, or Spanish elective (optional)

* Students need to score an 85 or above on the Algebra 2/Trig Regents exam to move on to Calculus.

KEY THEMES & STRATEGIES

Academic Programming: Designing Course Offerings and Sequences

Supplemental Courses



9th graders take two ELA courses. The core ELA course is titled Global Literature and is aligned to the Social Studies curriculum. The supplemental course is a writing course that was initially structured to bolster writing skills in four disciplines – English, math, science, and social studies. To accomplish this, all 9th grade teachers taught a writing course in their respective subject area and students rotated quarterly. In school year 2013-14, HSTAT adopted the writing course model from New Dorp High School in Staten Island, where students focus on sentences as the building blocks to ideas. All writing courses meet at the same time, which creates a period for grade-wide announcements or activities as needed.

All 10th graders take a research class. This class builds research skills and provides a grade-wide course that fosters collaboration among grade-level teams and the development of grade-level norms.

In order to accommodate supplemental writing and research courses in 9th and 10th grades, student choice is delayed to later grades. Students have less elective choices and take fewer art and music classes in early grades.

Staff Learning and Collaboration Time

The principal believes strongly in the power of collaboration. He acknowledges that while it may be easier and sometimes preferred by teachers to plan and work individually, it is much less impactful than working together.

Maximizing Time for Teacher Collaboration

Co-Planning Time

Teachers have a daily free period aligned with their grade team when they are able to meet and collaborate. HSTAT uses periods when students are at lunch, PE, or in the resource room to create time when grade-level teachers are free. In previous school years, teachers were required to co-plan every day during this time, but the school changed its policy and now requires two periods a week for co-planning while the other three are available for working individually or together. The reduction in required co-planning time was a result of the SBO change to create the all-staff meeting time on Wednesday afternoons.

The principal believes strongly in the power of collaboration. He acknowledges that while it may be easier and sometimes preferred by teachers to plan and work individually, it is much less impactful than working together.

All-Staff Meeting Time

Students are released early on Wednesdays at 1:50 pm and faculty has until 3:15 pm to meet and discuss student work. The entire staff is available to meet as a whole or break up into teams.

In order to create the all-staff meeting time on Wednesday afternoons, the principal needed to receive approval from staff through an SBO vote. This meant that teachers agreed to reallocate time from tutoring to adult learning time.

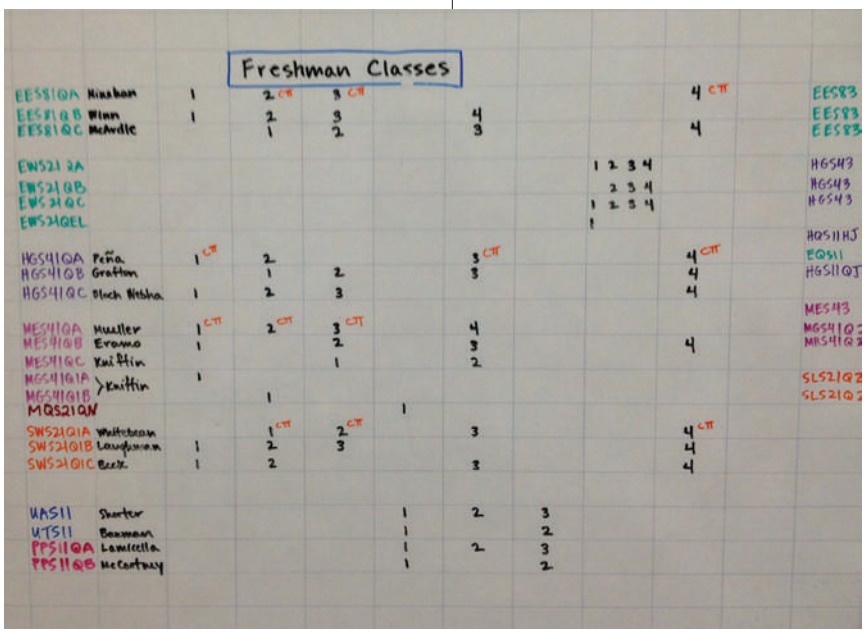
The administration needed two years to obtain a favorable vote from staff. Providing a better explanation and the addition of new staff in support of the change helped tip the scales. Another key factor was switching from requiring teachers to meet and co-plan daily to twice a week. Teachers were given more freedom during the week and were more amenable to devoting additional time on Wednesday afternoons for collaboration.

These all-staff meetings require more planning for how to best use this time. A group of teachers meets on Mondays after school to prepare for Wednesday sessions and are paid per session for this extra responsibility.

Additional Supports and Accountabilities to Prioritize Teacher Planning Time and Common Core Alignment

- At HSTAT, Circular 6 time is used primarily for teacher collaboration and co-planning, as opposed to administrative duties.
- Administrators encourage grade-level projects that allow for teachers across disciplines to work together with the same group of students on an assignment. For example, 11th graders move from ELA to Social Studies as a block. Teachers of these courses are given time to co-plan and create continuity of skill and content development.
- Last year, HSTAT began implementing their own non-stakes performance tests, which are given three times a year in September, February, and May. The school hopes to chart overall progress by grade level and create an environment of collective responsibility for moving students through grades. The purpose is to use the tests as a platform for teachers to talk to each other and coordinate how they support students.

Administrators encourage grade-level projects that allow for teachers across disciplines to work together with the same group of students on an assignment.



Allocating Time for Youth Development

Allocating Resources and Extra Consideration to 9th Grade

The 9th grade is divided into three blocks. The majority of students are assigned randomly but there are some considerations for different types of students and learners. Teacher teams are assigned so that students within a block have the same set of teachers and travel together to all classes except for lunch, PE, and Language Other Than English (LOTE). The three blocks are broken into:

- A block that includes team teaching;
- A block that has resource room students and struggling readers (identified by 8th grade scores and a diagnostic exam); and
- A block that includes English Language Leaners and Former English Language Learners

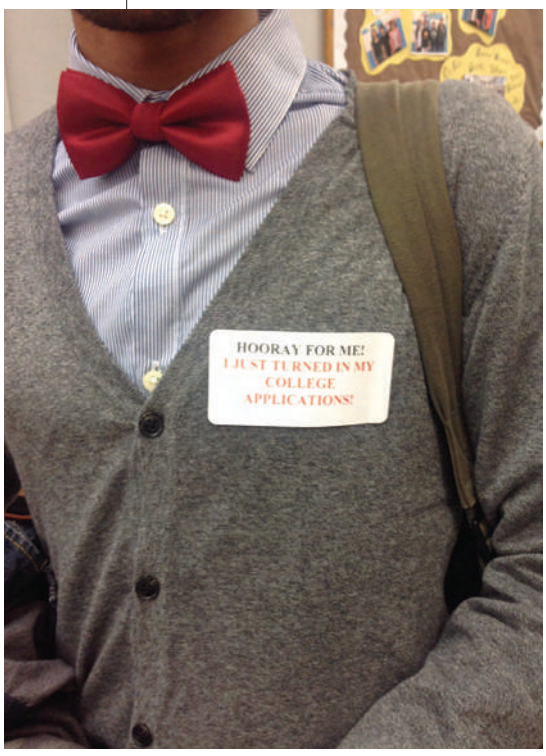
HSTAT devotes resources in order to create additional blocks of 9th grade students and maintain lower class sizes. Other grades are not structured this way. As a tradeoff, class sizes are bigger in upper grades. However, the school believes it is important for 9th graders to have smaller classes so they can receive more targeted instruction and support.

The 9th grade also has the most Integrated Co-Teaching (ICT) since HSTAT tries to scale back special education services when appropriate over time.

The administration believes it is important for students to hear and learn from the experiences of their peers.

Developing a Strong and Pervasive College-Going Culture

HSTAT maintains a very active College Office with two college advisors and one administrative staff member. The office is centrally located and staff conduct classroom presentations, coordinate college visits with students in every grade, and meet with students individually.



Celebrations and Student Engagement

- One of the ways HSTAT infuses college-going into their culture is by creating rites of passage and celebrations. Announcements feature college acceptances and there is a school-wide celebration day when students submit college applications. The celebration occurs every year on the Friday before Thanksgiving when students dress professionally and hand in their application materials to the college counselors. This takes place in the school lobby, making it a very public and central display. A party is held at the end of the day for 12th graders.
- HSTAT begins college awareness early. For example, when other grade-level students take the PSAT, 9th graders visit colleges.
- The College Office organizes 12th grade peer speakers to visit 11th grade classes to talk about college. The administration believes it is important for students to hear and learn from peers' experiences.

To review the remaining case studies of promising practice and the interactive readers' guide, please access the complete report *Minute by Minute: School Strategies for Optimizing Time*.

Department of Education

Carmen Fariña, Chancellor