



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

Brooklyn School for Career Development

Public School 753

**510 Clermont Avenue
Brooklyn
NY 11238**

Principal: Yvrose Pierre

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Reviewer: Christine Sibley

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Part 1: The school context

Information about the school

Public School 753, Brooklyn School for Career Development, is a full time special education high school for 389 students aged 14 to 21 years. The school is organized to provide for two groups of students, 54% who require alternate assessment and 46% who follow standard high school assessments. Classes in the alternate assessment department are organized by age and classes for standard assessment are grade 9 through 12. Student mobility is high with transfers from and to less restricted settings, in addition to drop out and re-admissions. There have been 153 new students enrolled this year.

The school provides off-site instruction, where students are undertaking vocational placements, and works closely with Clara Barton High School to promote sustainable inclusion within a less restrictive setting. All students have individual education plans and are identified as having emotional disturbances, cognitive challenges and a range of other handicaps.

The school serves a wide area of the City and the student population is 68% Black, 30% Hispanic, 5% White and 1% other ethnic groups. The gender split is 77% male to 23% female. Six percent are English language learners.

Part 2: Overview

What the school does well

- The school collects and effectively analyzes a wide range of quantitative and qualitative data.
- The principal, well supported by her assistant principals, is well respected by the whole school community and has shown her ability to implement effective and inspirational change.
- The staff team are skilled, stable and mutually supportive and have a clear focus on, and commitment to, the progress and personal needs of all students.
- The school provides a safe and secure environment that promotes students' achievement and self-esteem.
- The school has ensured funding sources are maximized, enabling the effective implementation of the school goals.
- Information technology is effectively integrated across the curriculum.
- The curriculum provides a wide range of vocational opportunities to improve student engagement and attendance.
- The school has a good success rate of transfers to less restricted settings.
- The school ensures that its own program is at, or above, that of standard high schools.

What the school needs to improve

- Improve analysis of school data by gender, ethnicity, special education category and relevant non-academic barriers.
- Develop links with similar District 75 schools to obtain viable comparative data that can inform planning and evaluation.
- Track the impact of new interventions on the attendance of standard assessment students.
- Further develop methods of working with community organizations to address non-academic issues that impact adversely on student attendance.
- Develop the analysis of past performance at school, grade, class and student level to improve the evaluation of progress of plans and interventions.

Part 3: Main findings

Overall Evaluation

This is a proficient school.

Brooklyn School for Career Development is a service learning school, where students receive work experience and a stipend while earning academic credits. There is a strong focus on academic achievement. This is enhanced by the comprehensive vocational program. The new principal has introduced the collection and analysis of a wide range of data, including student and parent surveys. This provides a sound foundation on which to build a data base encompassing the full range of the students' challenges and achievements.

The whole staff team works collaboratively and flexibly to provide effective academic and personal support for all students. The behavior of students is good. There is a strong program of support for students to transfer to less restricted settings and vocational placements. Students feel secure and confident to take on responsibilities. Interactions between students and staff are friendly and respectful. The attendance of standard assessment students, however, is low. The school works hard to sustain communication with parents through conferences and events, and by supporting parent teacher association meetings and activities.

How well the school meets New York City's evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.

This area of the school's work is proficient.

In her first year the principal has introduced a comprehensive system for gathering a wide range of quantitative and qualitative school data on the progress of individual students, classes, grades and departments. This is being used to systematically build upon the established analyses of standardized data for student attendance, achievement and school wide activity. A useful school report has been compiled, grouping data by demographics, perceptions, processes and student learning. An assistant principal leads each department and ensures that data collection is consistent and used at class and grade meetings to monitor progress over time. All students have individual education plans with specific goals for social as well as academic progress. Brigance assessment has been introduced for students in alternate assessment. Other interventions and assessments include Wilson, Ramp Up, Reading 180 as well as informal quizzes and teacher observations. Students' portfolios, which contain baseline work at admission, are used to illustrate work over time. Standard assessment students with poor or interrupted attendance are identified as in need of the greatest support and intervention. The administrative cabinet, from close day-to-day involvement with students, has a very sound knowledge and understanding of the wide range of variables that influence the progress of each student. However, data is not yet sufficiently disaggregated to reflect ethnicity, gender, special education sub-groups and common non-academic barriers.

There is effective use of prior data in tracking student academic progress, both in standard and alternate assessment departments. The progress of students transferred to less

restrictive setting is tracked and compared to students who remain. However, there is currently no data from similar District 75 schools. This limits data analysis and the sharing of good practice.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.

This area of the school’s work is proficient.

The principal’s detailed knowledge of, and commitment to, high quality instruction inspires the whole school and drives collaborative planning and student engagement. Staff work closely through formal and informal systems to ensure that immediate and long-term goals are planned appropriately for individual students and departments. The assistant principals provide effective consistency across and between the departments ensuring a shared understanding of the students’ individual needs and progress. Teachers work collaboratively to plan their departmental pacing calendars. The instructional cabinet, which includes representatives from standard and alternate assessment teachers, coaches and administrative staff, undertakes monthly whole-school evaluations and reviews that result in the revision of instruction and interventions. Representatives then share the information with their colleagues across the school’s departments and sites.

Academic intervention services programs are provided across the school, including at vocational sites. Additional coaching is offered to Regents candidates in all subjects during and after school. This has resulted in an increase in students receiving diplomas. Meetings with related service providers to more effectively support students with serious social and emotional problems have led to a decrease in student suspensions.

Students’ and parents’ questionnaires have been introduced. The school is taking the outcomes seriously. For example, feedback from students in alternate assessment requesting greater flexibility across the two school departments is being discussed for inclusion in next year’s Comprehensive Education Plan. School proms, careers’ fairs and presentations promote self-esteem and higher aspirations.

Communications are adapted to accommodate parents. For example, telephone conferences are held when a parent cannot come to school, ensuring that goals and expectations are still shared and discussed. The parent teachers association broadens the range of opportunities for parents to link with the school informally. Homework sheets are used to support home-school working and further reinforce high expectations. Parents are strongly supportive of the new vocational program, speaking of their children’s improved self-esteem and focus.

Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.

This area of the school’s work is proficient.

The instructional program follows City curriculum and learning standards. The principal and all staff strive to ensure that the program is at least equal to that of a standard high school. This effectively supports the progress of students to less restrictive settings. A

significant additional layer of vocational development is integrated into the school and after school. This results in high levels of student engagement and many students overcoming significant barriers to learning, for instance, suspensions from previous schools. A sound range of qualitative and quantitative data is generated which is used at teacher, class, grade department and whole school level to improve and differentiate instruction. Teachers are skilled and knowledgeable in special education and have a good understanding of the diverse needs of the students in their care. They understand they are accountable for student progress. The significant investment this year in smart boards and laptop computers is used effectively by teachers across the curriculum enabling better individualization of learning and addressing the specific literacy difficulties of some students. This is extended into the vocational program where details of each student's responsibilities are online, reflecting current employment practices.

The principal has secured appropriate funding in order to meet agreed goals, including a multi-media library and cosmetology salon. She has linked the roles of the newly appointed assistant principals directly to the Comprehensive Education Plan. The high school schedule and transcript is used effectively by the administrative cabinet to align courses with student needs. Activity levels of staff at each of the sites supported by the school are logged and analyzed against student progress.

Guidance counselors provide regular weekly sessions for students as well as coordinating their work effectively with the cabinet to address specific incidents. Adult and student relationships are excellent. Students are eager to participate in vocational opportunities and to take on responsibilities. They make good use of the new information technology facilities. They talk of their plans to move to standard high school and can clearly articulate their route and the support they receive from staff to achieve this goal.

Attendance is a high priority for the school. In addition to immediate and systematic investigations into individual student absences, monthly attendance committee meetings monitor and review progress towards agreed goals. The meetings include the full range of staff including guidance counselors. School data shows the attendance rate of students on vocational programs to be higher than the school average. However, attendance rates for standard assessment students are low and there is not yet sufficient analysis of data to identify trends or common barriers. This impedes the development of fruitful partnerships with community organizations to address non-academic issues that impact adversely on student attendance.

Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is proficient.

The principal is very well respected by the whole school community and has demonstrated her significant capacity to manage continuous change. Her focused work on security, instruction and behavior, have impacted positively on student engagement and achievement. She ensures that staff appointments are closely aligned to the current needs of the school and that new staff are able to contribute to the school's developing use of data.

The annual calendar of professional development is closely aligned to agreed goals, and includes paraprofessionals. Additional professional development activities take place during the year to address issues identified from data analysis, and their impact on student

progress is monitored. Information from the newly introduced teacher survey is being used to plan next year's calendar. An established program for class visitations enables teachers to observe student behavior in other settings, share good practice and work collaboratively. There is also a comprehensive system for collaborative student individual education plan reviews. A program of teacher conferences enables staff and students to discuss, review and plan progress towards agreed goals.

The principal undertakes regular class observations to monitor progress towards agreed goals as well as identifying areas for further improvement. She has a detailed day-to-day knowledge of the school and students from daily informal visits and interventions. Staff regularly meet in teams to review and revise plans and goals.

Well-established systems for school security, overseen by monthly safety team meetings have significantly reduced recordable incidents. Staff knowledge of the students, together with the consistency and clarity of school systems, enables the school to run smoothly and enables students to effectively carry out their responsibilities.

After school activities are closely aligned with agreed goals and add to students' engagement and achievement. In addition to working closely with the range of professionals involved with many of the student's lives, the school has proactively developed partnerships to improve student engagement and achievement. These include gang awareness workshops with 100 Black Men in Law Enforcement and the Jewish Board Services to support female students who attend Montague School for Girls.

Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

This area of the school's work is proficient.

The school meeting structure enables information exchange across and between sites and departments, facilitating on-going evaluation of the progress of students. The role of key committees in interim reviews is carefully planned, and staff responsibilities are clear. The administrative cabinet oversees whole school implementation and review, refining strategies and responding to changes as necessary. For instance, the blocks of time required for credits have been shortened to provide more immediate feedback and reduce the potential loss of credits for students who are absent for a fixed period. Regular staff bulletins reinforce the importance of consistency towards achieving agreed goals and to highlight any changes that have been made.

The agreed goals are clearly identified in the Comprehensive Education Plan and are aligned to the principal's professional performance review. The clarity and focus generated by the administrative cabinet enables all staff to have a good working knowledge of the goals and the plans to achieve them. Prior data, supplemented by the detailed knowledge held by the whole school community, underpins plans. However, as the extended database is still relatively new, there is not yet sufficient information to show year-to-year trends for some aspects of the agreed goals.

Part 4: School Quality Criteria Summary

SCHOOL NAME: Brooklyn School for Career Development (PS 753)	∅	✓	+
Quality Score		X	

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • each student, classroom, grade level, 		X	
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • ethnic groups, English language learners, special education students* 		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> • all other categories of interest to the school* 		X	
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
Overall score for Quality Statement 1		X	

* These criteria are partially aspirational as of now because schools do not have routine access to all of this data. The NYC DOE plans to provide schools with enhanced access to the necessary data in 2007.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
Overall score for Quality Statement 2		X	

Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.	Ø	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.			X
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
Overall score for Quality Statement 3		X	
Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.	Ø	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher's instruction. Teachers frequently observe and support each other's classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.			X
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
Overall score for Quality Statement 4		X	
Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.	Ø	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.		X	
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan's interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.		X	
Overall score for Quality Statement 5		X	