



NYCDOE

Quality Review: Final Report

The New York City Department of Education



Quality Review Report

**High School for Law Enforcement and Public
Safety**

High School 690

**116 - 25 Guy R Brewer Boulevard
Queens
NY 11434**

Principal: Diahann Malcolm

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Part 1: The school context

Information about the school

The school was opened in September 2003, founded on innovative principles. Its focus is to prepare students for careers in the areas of law enforcement and public safety. The first cohort of students will be graduating in 2007. The number of students enrolled in the school is 615. Students come from a range of ethnic backgrounds although the greatest proportion (73%) is Black. In addition, 16% are Hispanic, with the remaining small number of students being from other backgrounds. There are relatively small numbers of special education students and those who are English language learners. Mobility rates are low and attendance levels are above average.

The school has a close working partnership with law enforcement and public safety agencies such as NYPD and FDNY. The school also has a productive working relationship with a District 75 provision which is on site.

Part 2: Overview

What the school does well

- The principal, through her dedication, energy and commitment to a vision, has created a supportive, positive learning environment for students and staff.
- There is a drive to achieve academic excellence and improvement.
- Leadership is effective in encouraging high expectations of student behavior and learning.
- Staff support for one another is outstanding and is central to the positive culture in the school.
- All staff are involved in ensuring that the school is a safe and secure place to learn.
- The school respects and values each student which, in consequence, develops their confidence and willingness to participate.
- Students value the support and guidance given to them by the staff.
- The curriculum is evolving to include innovative courses such as forensic science.
- The school builds strong partnerships with outside agencies and parents, who hold the school in high regard.
- There are good links with other providers who offer a good range of enrichment activities for students.

What the school needs to improve

- Continue to support some staff in how to use assessment data to adapt instructional programs.
- Achieve consistency in teaching and learning outcomes by reducing an emphasis on didactic approaches and making better provision for the range of student performance in classes.
- Improve strategies for dealing with lateness.
- Address the ineffective use of resources in music and the library.

Part 3: Main findings

Overall Evaluation

This is a well-developed school.

In the relatively short period of its existence the school has created a secure basis for promoting the aspirations of its students and families. It is developing a strong identity where students are encouraged to do their best so they emerge as responsible citizens who achieve well academically and socially. Everyone connected to the school is committed to its vision and wants to give of their best. The teamwork among the staff is an outstanding feature. Most staff know their students well, both through the statistical data provided by detailed assessments and through careful observation in the classroom. Teachers generally use data well and are continually striving to present interesting lessons where students are actively involved in assessing their own learning. The school recognizes the need for consistency of practice in this area of teaching.

The curriculum has exciting, innovative features which stimulate and motivate students. They value the enrichment activities they can take part in. The relationship between adults and students is very positive. Parents are regularly consulted about the education their children receive and are actively involved in the running of the school. As a result of these factors, performance in examinations is high and students achieve well.

The school has established a very effective basis for further development and continuous improvement.

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 well-developed.

The school collects detailed information on the performance and progress of each student. Students are given Regents-style school wide uniform examinations in their four core content areas three times a year. The outcomes indicate consistent progress in responses in both the short answer and written portions. More students are attempting and completing extended writing tasks. Because these assessments are designed and scored in school, they are analyzed effectively and used to guide instruction. Assessment information relating to individual progress is systematically collated at the end of specified marking periods. The use of this data plays a prominent role in promoting achievement throughout the school. The outcomes of these procedures are reflected in the particularly good performances in English.

The principal and her leadership team carefully monitor students' overall performance ensuring that the achievement of gender and ethnicity is analyzed. The few English language learners are well supported. Staff also compare the students' past and present results. Significant improvements are evident in scholastic performance for those students who were part of the screening process on entry to the school.

Several students with learning difficulties are on Regents diploma courses and are passing examinations in the prescribed time interval. Given the evolving nature of the school, there is no comparative data about previous cohorts or final graduation outcomes. However, the predictive data indicates that overall performance will be above average.

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 well developed.

The school’s use of a wide range of assessment information is pivotal in enabling the setting of whole-school goals and ensuring that students make good progress, particularly in English. As a result of the strategies introduced, teachers are achieving greater accuracy in the grading of students’ work. Opportunities are also provided for teachers to work collaboratively together to agree the level of students’ work. This is achieving a greater consistency in the data within the school. These practices are helping students to understand what they are doing well and what they have to do to improve.

There are regular, constructive meetings of subject staff where students’ learning outcomes are discussed. These meetings are clearly focused on setting high goals for improving teaching. They also re-enforce the agenda of giving work to students which is challenging and appropriate to their performance level. Staff are encouraged to reflect upon the suitability of the learning steps for individual students and to modify their planning in accordance with this. The sharing of information ensures that students who are having difficulty are quickly identified. If appropriate, there are effective procedures which lead to involving a wide range of support services. Where these services are used, they work well with the school to share information. This coordinated approach works effectively for the benefit of students and their families.

The school regards communicating with parents as important and works hard to get them involved in their children’s learning. Expectations for all students are high and these are shared with students and their parents. The school recognizes the need to continue to strive to involve all parents in its work and activities. Progress towards students’ goals is regularly tracked and new challenges are set to ensure there is continuity in learning.

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 school has adapted its organizational structure into two academies to encourage collaborative working at grade and subject level when developing the curriculum and assessment. The school’s curriculum is firmly based on high expectations of students and review of their progress. The school is developing a good range of extra-curricular activities with the support of the Police Athletic League. In addition, the school has effectively incorporated into its instructional program courses and activities which reflect the characteristics of the school. For example, students have access to a fully equipped model courtroom. Students enthusiastically engage in role-playing and following the procedural activities of a court. As a result, they develop an awareness, respect and

appreciation of the complexities of law enforcement. The challenge within the curriculum is also reflected in an innovative elective course in forensic science.

Attendance is above average but lateness is an issue which the school recognizes it has to address. Behavior is predominately good and attitudes are positive. Students enjoy their lessons and are confident that any concerns they may have are quickly dealt with.

The school is well resourced. The budget has been effectively allocated to support the curriculum and planned improvements. However, because of staffing shortages some resources are being under-utilized. This is particularly significant in music and the library. The deficiency in the latter prevents extensive use of the resource to promote students' independent learning. The school effectively schedules the work of teachers to maximize the use of their time.

Most teachers have good subject knowledge and their planning reflects curriculum requirements. In some lessons learning objectives are not used consistently by teachers or students to evaluate the progress in the lesson. In these contexts, progress data is not used effectively to adjust planning. Where lessons have a range of learning activities and are geared to students' ability levels, then they are motivated and interested. This promotes learning and progress. Conversely, the didactic and lecturing approach of a few teachers prevents the active engagement of students and restricts learning. In these cases, there is insufficient provision for the range of performance within the class. The school recognizes this as an issue and has plans to address in its professional development program.

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 well developed.

Staff turnover is low. They all enjoy working in this happy, cohesive school where everyone is valued and well supported. The school is still growing and as such there is a continuing influx of new teachers. The school has appropriately focused its professional development to support these teachers in adjusting to the culture and demands of the school. A specific focus has been on improving differentiated instruction within the classroom. The principal provides excellent leadership and her dedicated commitment is emulated by the staff. These shared values provide students with a caring supportive environment which is conducive to the successes they are achieving.

The principal sets high standards and regularly checks on the quality of teaching and learning. She is constantly in classrooms and other areas, informally observing staff, talking to students and looking at their work. This energetic activity, allied to more formal observations of staff, give her detailed knowledge of strengths and areas for development. The principal is very well respected by staff, students and parents, particularly for her supportive but 'no-nonsense' approach. She is very successful in communicating and sharing her expectations with everyone. She is very ably supported by her leadership and administrative team. The school runs very smoothly on a day-to-day basis. There are effective partnerships with outside agencies to support the intervention strategies for students at risk. The school is enhancing its capacity to sustain and build upon the significant developments it has already made.

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 well developed.

Despite the evolving nature of the school, the use of data permeates the school's practice. The school's work is carefully planned drawing upon its increasing pool of data; this information is kept under constant review. Priorities for the Comprehensive Education Plan are established as a collaborative exercise with relevant staff in detailed discussion of data. Plans have precise goals and timeframes and are revised in the light of changing circumstances.

There is systematic monitoring and revision of planning for all students. For example, given the importance of the school's first graduation cohort, the principal and school counselor interviewed every grade 12 student with the objective of establishing an intervention strategy to support them in the final stages of their school career. Staff regularly plan, evaluate and revise interventions and initiatives according to the needs of their students. However, there is not enough consistency in the use of assessment data to identify areas for improvement.

The school is successfully creating a culture of accountability. A focus has been on reviewing classroom practice and enhancing students' learning to sustain progress and achievement.

Part 4: School Quality Criteria Summary

SCHOOL NAME: High School for Law Enforcement and Public Safety (HS 690)	∅	✓	+
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.	∅	✓	+
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.	∅	✓	+
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.	∅	✓	+
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