



The New York City Department of Education



Quality Review Report

East Side Community High School

Middle-High School 450

**420 East 12 Street
New York
NY 10009**

Principal: Mark Federman

Dates of review: May 12 – 13, 2008

Lead Reviewer: Peter Williman

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Part 1: The school context

Information about the school

The East Side Community High School is a middle and high school with 545 students from 6 through grade 12. The school population comprises 27% Black, 59% Hispanic, 5% White, and 8% Asian students. The student body includes 4% English language learners and 22% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 86.1%. The school is in receipt of Title 1 funding with 68% eligibility.

Part 2: Overview

What the school does well

- The principal's very clear vision, energetic management style and effective interpersonal skills drive the dynamic development of the school.
- The school uses data constantly to review, evaluate and update its work and procedures very effectively.
- Data analysis and subsequent targeted intervention is of an exceptionally high order, supporting students' progress extremely well.
- The school's sets very precise goals for students' and is particularly successful in encouraging well developed reading skills and an extraordinary love of books.
- The school is a powerful learning community directed to students' academic and social progress and is supported very well by professional development.
- The school sets very high expectations for students' work habits and achievement through well-researched individual goals.
- The principal, administration and faculty promote a very positive culture of good relationships, respect and trust.
- The curriculum is enriched by very challenging and engaging opportunities.
- The school has developed very effective partnerships to enrich the learning of students and the professional development of staff.
- Students are very well prepared to meet the demands of entry to college.

What the school needs to improve

- Review the range and use of strategies for differentiation to ensure consistency and effectiveness across all instruction.
- Ensure that the needs of the school's changing population of English language students are accommodated.
- Use the successful school planning protocols to document and monitor the impact of professional development on interim and final goals for teachers.

Part 3: Main Findings

Progress made since the last review

The school has made good progress in addressing the issues identified in the previous Quality Review report.

Overall Evaluation

This school is well developed.

The East Side Community High School is a dynamic school. Its systems, energy and culture are sharply focused to raise students' achievement. It broadens student horizons for college entry and very successfully fosters student socio-emotional development. Very good collaboration and communication ensures that everyone is in the loop of information. As a result, the school meets the challenges of its student population very well. The learning environment of the school is very good. Students' academic achievements are high. Students entered for Regents are very successful. All students have opportunities to enter college placements, even if they do not all take up a place.

The school's drive to raise student achievement emanates from the principal's very clear vision of what makes a difference to his specific school population and his restless desire for improvement. The development points of the last Quality Review have been integrated effectively into general planning. Teachers use assessment and data searches to very good purpose and plan instruction accordingly. The inquiry team makes very good use of City, state and school data, to identify and plan for students who underperform in algebra and this leads to these students making good gains in their learning in this aspect of math. Differentiation of instruction is very well established, in the teaching of individualized projects in high school grades. However, it is not applied consistently to all lessons.

The school uses data constantly to review, evaluate and update its work and procedures. Very good data collation and analysis through the school's own computer program enables very close overview of progress at student, class, grade and department levels. All student progress is driven through clear, measurable individual targets for academic achievement and through separate targets for improving work habits. Both of these targets are cross-referenced with attendance data, as a further factor of improvement. As a result expectations set for students are very high. Students are fully aware of what they need to improve to achieve credits and equally, a strong resume. They rightfully receive recognition for their strengths, whether in learning or effort.

The distinctive feature of this school is its premise that students' success and achievement rest upon competency in and love of reading. The school is renowned for the success of its strategies in generating students' almost boundless enthusiasm for reading. The principal leads this drive through his very strong personal commitment to developing this attribute in students. Good budget support ensures excellent libraries, containing many books relevant to students' interests and issues. High expectations for students to read extensively in and out of school add further enrichment. As a result, the school serves the academic and personal interests of its students very effectively and students achieve well.

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 the student's progress over time.

This area of the school's work is well developed.

The administration and teachers know the progress, achievement and personal development of all their students individually and by groupings very well. The relatively young staff are generally competent with data use and they apply good practices because of the very good systems and structures which support them. The school is data rich with state and City tests, and above all from the frequent and regular school generated assessments. The high quality of the school's 'Design Your Own' assessments, developed with the school's Consortium, adds a powerful dimension to understanding students' progress because of comprehensive rubrics, matrices and the portfolio system. The school rates students' personal growth independently, but of equal importance to academic growth. This is a distinctive factor of its success. Very effective school records detail students' learning habits and attendance in parallel to those of academic achievement. Well-developed and effective conferencing elicits, as well as shares, information with students as to their progress. This completes the circle of understanding and as a result, both students and teachers know strengths and needs well.

The administration is very adept in the use of computerization of data for analysis. As a result, the school understands both the whole-school priorities for development and student strengths and weaknesses very well. The work of the inquiry team demonstrates very good use of the system. Achievement and progress reports are regularly and easily accessed for individual students, groups, classes, grades and subjects. These demonstrate that the progress for new immigrant English language learners is not yet addressed effectively. Charts and graphs very efficiently demonstrate comparisons of progress and relevant factors. The principal, unusually, benchmarks school progress against higher achieving schools, which are not similar. Equally, he searches for improvement points from similar schools. This typifies his strategy to use the best available data to drive the school forward.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is outstanding.

The school sets extremely high expectations through its excellent systems for communicating progress to students and very effective policies. Examples are seen in the skillful use of homework to extend learning and in the excellent promotion of enthusiasm for reading. The principal sets the bar through his energy around the school, developing strong personal relationships and his expectations of students. Students build high levels of self-esteem and consequently want to do well. The school focuses very specifically and very effectively to promote the progress of each individual student. This commitment is shared by administration, faculty, students and parents. As a result, all students make very good progress. Those who enter for Regents achieve very well. Performance in the well-regulated school assessments is of a very high order. Many graduate to colleges of recognized prestige, within and beyond the City. All students have clear measurable targets to improve learning and work habits and these are objectively reviewed. Detailed

progress reports and the well-conceived colored flag system tell all students when they are achieving well and when there are concerns. No student wishes to have a red or orange flag! Conferences with teachers and guidance counselors resolve issues and set new targets. Parents are fully informed of student progress and value the school's high level of communication with their children and with them. Subject and grades teams use the regular data days at the end of each scholarship period very efficiently to evaluate, plan and set next targets for students. All students benefit from this well established planning but especially those who are cause for concern in any respect.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is well developed.

The very relevant, well-structured reading program is the foundation underpinning the schools' success in delivering an engaging and very effective curriculum. As a result, students develop an extraordinary enthusiasm for reading, a broad knowledge of book genres and importantly, very good skills to access learning. This priority is established in the early grades. It is the brainchild of the principal and has a remarkable impact on students' attitudes and success in learning. The school is recognized across the country for its strategies. For example, students are flying to Seattle to demonstrate the school's reading methodology. Beyond the evidence and analysis of assessment data, teachers and students are held to account for the quality of their work through student 'exhibitions' and 'Round Tables'. These events are public presentations to teachers, parents and visiting examiners, whose judgments are rigorously set against sharp rubrics. Challenge and achievement is therefore high.

Curricula contents are very effective scaffold to inform teachers of student progress. The school cleverly views its curriculum as a 6 through 12 grade continuum. Subject teams continually review and tweak curriculum to retain relevance. Art and music are well represented. The new art gallery is exceptional in celebrating students' two and three-dimensional work in an authentic well-lit setting, alongside that of artists from other schools.

The close relationships developed in advisory periods and lessons engender a strong culture of respect and trust. The school's '100% Respect' code is the gold standard. A student committee promotes this initiative. Lessons are stimulating and often offer very challenging problem solving activities that accelerate student learning. Differentiation of instruction is well established but not consistent across all classes.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is well developed.

Support for students' personal development is extensive and exceptionally well managed through Advisory lessons and the work of guidance counselors. Conferencing with students and very detailed records in individual student journals provide a solid basis for high quality advice and support. This work complements and interweaves with tracking of academic progress to enable students' socio-emotional development to be both

understood and supported very effectively. This ensures that no student falls through the net. The paramount importance of shooting for a college place is very effectively established in grade 6. The high quality 'College Bound' partnership with its integral counselor support ensures all students have access to a college education. All partnerships are carefully lined up to meet the school's aims for its students.

The principal integrates school priorities, support for student learning and teachers' needs very efficiently in strategic plans for professional development. The new '100% Respect' program is a good example of this in promoting benefits to all three aspects of the school's work. The good relationships in classrooms, effective class management and the evidence of the smooth daily routine of the school are early tributes to the success of this project. The principal's energetic daily presence around the school enables him to know and support the quality of each teacher's work very well. This is an ongoing process. He constantly seeks refinements to professional development as in the projected summary sheet to ensure equitable access to support for all teachers. Teachers develop their expertise very well as members of a strong learning community. Teachers new to the school are very well supported. Teachers have very good access to relevant professional development beyond the school and equally stimulating opportunities to present papers and courses to outside educational organizations. Subject leaders and teachers have good opportunities to observe each other and to review their practice. Teachers gain significantly from their weekly professional development periods. Well-led grade meetings evaluate student progress and plan goals and assessments for next steps in instruction very effectively.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is well developed.

The principal has a very clear vision for the long-term development for the school, but equally knows the next steps in each school priority which will take the school to a higher level of efficiency. The current high quality of the school's service to its students is a very strong testimony to the effectiveness of his leadership. He recognizes that teachers need direct access the school's student data bank to inform their planning and student goal setting. He understands that ease of access would help strengthen teacher analysis skills and make better use of teacher and administration time. The principal's improvement strategies are mirrored in the work of other leaders, grade and subject teams and individual teachers. As a result, data is well-used to evaluate progress and to revise instruction. This planning is given rigor through the school's effective adoption of the Understanding by Design protocol. This requires that all plans have very clear goals, that each goal has associated assessment to evaluate progress and that plans are staged to ensure goals are achieved. School plans for student progress reflect the protocol well, but the impact of professional development, although well focused on school priorities, is not well documented as a way of monitoring and evaluating the achievement of teacher goals. The developments in school assessment, the division of student records into two distinct elements and the evaluation of data, are all modifications of practice which have resulted from the administrations constant energy to improve procedures and find better ways to promote students' success.

Part 4: School Quality Criteria Summary

SCHOOL NAME: The East Side Community High School	Δ	➤	✓	+	◇
Quality Score				X	

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

To what extent do school leaders and faculty provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?					X
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				X	
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?				X	
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress based on comparisons with similar schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
Overall score for Quality Statement 1				X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each students learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals?					X
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?					X
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?					X
2.5 convey consistently high expectations to students and their parents/caregivers?					X
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student's progress and performance, and how they can improve?					X
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?					X
Overall score for Quality Statement 2					X

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

To what extent does the school . . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?					X
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make budgeting, staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all students?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?					X
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness?				X	
Overall score for Quality Statement 3				X	

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school’s collaboratively established goals for accelerating the learning of each student.					
To what extent does the school . . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?				X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?					X
4.6 consistently implement clear procedures that enable the school to run smoothly and encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?				X	
Overall score for Quality Statement 4					X

Quality Statement 5 – Monitor and Revise: The school has structures for evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.					
To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
Overall score for Quality Statement 5					X

◇	Outstanding
+	Well Developed
✓	Proficient
➤	Underdeveloped with Proficient Features
Δ	Underdeveloped