

Quality Review Report 2009-2010

Edward R. Murrow

High School K525

**1600 Avenue L
Brooklyn
NY 11230**

Principal: Anthony Lodico

Dates of review: March 3 - 5, 2010

Lead Reviewer: Linda A. Waite

Part 1: The school context

Information about the school

Edward R. Murrow is a high school with 3,879 students from grade nine through grade 12. The school population comprises 26% Black, 16% Hispanic, 31% White, and 26% Asian students, and 1% other. The student body includes 8% English language learners and 13% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2008 - 2009 was 91.4%.

Overall Evaluation

This school is well developed.

Edward R. Murrow is a large comprehensive high school that offers a safe, caring, inviting and unique, non-traditional setting that provides students the opportunity to make educational choices that prepares them to accept responsibility for their decisions and learning. The principal is a strong, passionate instructional leader whose vision is for every student to develop critical skills that will allow them to become life long adult learners and informed and involved citizens. The vision is well communicated and supported by all members of the school community. The vibrant school leadership team utilizes data effectively to create a theory of action that results in a well-focused Comprehensive Educational Plan which drives instruction and accelerates students' performance and progress. The wise use of budgetary resources and personnel decisions effectively support school-wide goals. Parents, teachers and students feel valued, thus the school has a strong culture of mutual trust, support and respect.

The school offers a robust, rigorous curriculum and experiences during and after the day that challenge students at all levels, thus promoting inclusion and the desire to succeed. High academic and behavioral expectations are shared with students and families through various methods to promote achievement. Achievement is well celebrated through recognition on honor, merit and attendance rolls, induction into the Honor Society and award ceremonies. Students participate in a multitude of academic and performance competitions, such as We the People, Virtual Enterprise, and band, which bring city, state and national recognition to the school.

School leaders and faculty consistently and effectively use a wide range of data to create a clear picture of school needs. Thus, the school is demonstrating significant gains in many areas including attendance, scholarship and credit accumulation. Individual teachers and teacher teams, critically analyze data to set long and differentiated interim goals, identify strategies, and monitor progress leading to high levels of differentiated instruction that engage students. However, this is not yet an embedded practice throughout the school. Teachers, in all departments, successfully benefit from carefully planned professional collaborations, such as inter-visitations, so as to foster shared learning, revision and reflection to impact positively on student learning. Very effective systems allow administrators and faculty to closely monitor and adjust decisions, such as redesigning the daily schedule of freshmen, to provide the structure necessary for academic and personal success. The school provides a myriad of school-based and community partnerships that provide academic, health, and social-emotional supports for students and their families.

Part 2: Overview

What the school does well

- The school has created a learning community that is well focused on student outcomes with a clear vision to accelerate student learning.
 - The Comprehensive Educational Plan contains focused goals and action plans that center around analyzing assessment data, goal setting, differentiated instruction, and improving Regents outcomes. These goals and plans are carefully designed to influence changes needed to promote student learning and progress that directly impact learning outcomes.
 - School leaders effectively communicate and share goals with the school community utilizing various approaches such as, faculty conferences, PTA meetings, e-mails, newsletters, student government meetings and student assemblies conducted by the principal. Consequently, all members of the school community understand the vision and mission of the school and consistently set data based goals as a result of analyzing student outcomes.
- The curriculum offers a wide range of rigorously challenging experiences and choices including the arts during and after school.
 - The school offers all students a rigorous standards-based curriculum that includes core and higher level courses, as well as many electives. For example, languages and the arts courses qualify students for State examinations and lead to Regents and advanced level diplomas. Additionally, the school's thematic programs allow students to select an area of interest they can explore as possible future careers. College Now and advanced placement courses allow students to earn college credit while in high school thus accelerating their learning. This, coupled with the extensive extra and co-curricular activities, provides experiences leading to a well rounded education where students are engaged and motivated to learn and succeed.
- Administrators and teachers consistently and effectively use a wide range of data to monitor school level needs in order to improve student outcomes.
 - The effective use of a wide range of data provides pertinent information on attendance, suspension, scholarship, cohort, and periodic assessments, so that the school monitors trends and identify areas that need to be addressed. As a result, the school sees significant increases in attendance and scholarship, and a decrease in principal and superintendent suspensions. Additionally, cohort and accountability data reveals English language learners and special education students not performing as well as their peers on English and math Regents, thus leading the school to make curricular and instructional changes. Consequently, the school earned 3 additional credits for special education students and students in the lowest third achieving 75% or higher on the English and math Regents.
 - The school's consistent and effective analysis of data results in a variety of successful intervention programs including PM school, Regents prep classes, in school credit recovery classes, tutorials, and independent study. Analysis of the June and January Regents results clearly indicate

a significant number of students reversing failures. Scholarship reports show students earning more credits, thus meeting school goals of increasing Regents pass rates and credit accumulation.

- School leaders effectively utilize budgetary, organizational and personnel resources to support school goals and student outcomes.
 - The schools' decision to alter the start time for freshman, eliminating their optional time activities, connect science lab to physical education and offer academic supports during the day, provides structure and support needed by ninth graders. Consequently, there is a decrease in cutting, and students are achieving at higher levels. Utilizing the budget to support double period classes, triple bands, collaborative team teaching and intervention services, provides time and personnel needed for positive student outcomes.
 - The principal's creative decision to utilize a school based option provides teachers with a common planning period in addition to their regularly scheduled Wednesday morning professional opportunities. As a result, teachers use the additional time to collaborate on revising curriculum maps to develop reading, writing and content area skill activities necessary to promote the progress of "at risk" level 2 and low level 3 students.
- Teachers benefit from participating in professional collaborations that foster reflection, as well as provide options for researching effective instructional techniques.
 - School leaders utilize surveys, one-on-one conferences, observations, and student learning outcomes to develop inter-visitation schedules within and outside the department. Teachers complete and submit inter-visitation reaction reports that allow them to reflect on their learning, discuss strategies, revise practices and request additional supports to maximize learning.
 - All teachers engage in inquiry work through grade or department collaborations to examine data, identify needs, and research and share instructional strategies to improve student achievement. As a result, the Global Studies team is incorporating reading strategies into instructional tasks to improve comprehension and essay writing skills. Classroom observations, student work, class tests and mock Regents, assess the progress of this initiative over time.
- School leaders and staff communicate high expectations to students and families and engage them in decision making practices to promote active involvement in the school community.
 - The school utilizes handbooks, pamphlets and the Murrow website to outline attendance and expectations for behavior and academics. This, coupled with guidance lessons, orientation meetings and workshops for parents, allow for deeper conversations about how students can meet goals and parents can extend and support learning at home. Teachers define clear expectations for students and their parents by disseminating course outlines, contracts, and grading policies. As a result, a true partnership develops between home and school, along with a commitment to expectations, achievement and success. The school

consistently and effectively offers parents the opportunity to confer with teachers, attend school productions, award ceremonies, and participate in Parent Association, School Leadership and Parent Coordinator workshops which promote parent involvement and high expectations.

- The cabinet works cohesively to create effective evaluation systems through review and modification of practice with a clear focus on improving student learning.
 - The principal and cabinet regularly use scholarship reports to review pass/fail course rates after each report card to monitor student progress, make adjustments to instructional practices of individual teachers, and provide mentoring and professional development opportunities to improve student achievement. Additionally, teams of teachers review curricula, pacing guides, and assessment results to ensure alignment and make modifications to increase coherence.
 - School leaders schedule and conduct observations on a regular basis for all teachers in order to assess students' and teachers' learning needs. This leads to adjustments in hiring and tenure practices, professional collaborations, teacher assignments, subject placement during the day, and instructional materials necessary to strengthen students' academic and personal success.

What the school needs to improve

- Deepen the level of differentiated instruction to consistently provide appropriate instructional challenges so that alignment to students' learning needs is constantly met.
 - Currently, many teachers and teams utilize data, learning styles inventories and surveys to form groups and differentiate instruction to promote student outcomes and progress. However, this is not yet an embedded practice, therefore not all students are benefiting from individualized instruction.
- Continue to formalize the setting of long and interim differentiated goals for individual students or subgroups in need of additional support by teacher teams.
 - Many teachers and teacher teams set long-term, differentiated goals and benchmarks to monitor progress and revise practice. However, it is not yet an embedded practice; therefore, instruction does not completely meet each student's needs.
- Continue to refine a tracking tool that can be easily utilized by teachers or teacher teams to monitor student performance and progress over time.
 - Presently, the school's talented data specialist uses a common tracking tool containing information on demographics, Regents data, scholarship and periodic testing results. However, it does not include PSAT and SAT progress over time, which hinders how teachers can best maximize the instructional and learning opportunities for students.

Part 3: School Quality Criteria 2009-2010

School name: Edward R. Murrow	Δ	▶	✓	+
Overall QR Score				X
Quality Statement 1 – Instructional and Organizational Coherence: The school has a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.				
<i>To what extent does the school regularly...</i>	Δ	▶	✓	+
1.1 Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards?				X
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products?			X	
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs?				X
1.4 Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults?				X
Overall score for Quality Statement 1				X
Quality Statement 2 – Gather and Analyze Data: School leaders and faculty consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.				
<i>To what extent does the school ...</i>	Δ	▶	✓	+
2.1 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level?				X
2.2 Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the team and classroom level?				X
2.3 Use or develop tools to enable school leaders and teachers to organize and analyze student performance trends?			X	
2.4 Engage in an open exchange of information with students and families regarding students' learning needs and outcomes?				X
Overall score for Quality Statement 2				X

Quality Statement 3 – Plan and Set Goals: School leaders and faculty consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.							
<i>To what extent does the school ...</i>	△	➤	✓	+			
3.1 Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community?				X			
3.2 Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support?			X				
3.3 Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level?				X			
3.4 Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community?				X			
Overall score for Quality Statement 3				X			
Quality Statement 4 – Align Capacity Building: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals and student learning and emotional needs.							
<i>To what extent does the school...</i>	△	➤	✓	+			
4.1 Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
4.3 Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?				X			
4.4 Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students?				X			
Overall score for Quality Statement 4				X			
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.							
<i>To what extent does the school...</i>	△	➤	✓	+			
5.1 Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school?				X			
5.2 Evaluate systems for assessing students, organizing data, and sharing information with student and families, making adjustments as needed to increase the coherence of policies and practices across the school?			X				
5.3 Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time?				X			
5.4 Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies?				X			
Overall score for Quality Statement 5				X			
Quality Review Scoring Key							
△	Underdeveloped	➤	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed