

Quality Review Report 2010-2011

John Dewey High School

High School 540

**50 Avenue X
Brooklyn
NY 11223**

Principal: Barry Fried

Dates of review: October 26 – 28, 2010

Lead Reviewer: Gwen Stephens

Part 1: The school context

Information about the school

John Dewey is a high school with 2972 students from grade 9 through grade 12. The school population comprises 31% Black, 21% Hispanic, 15% White, and 33% Asian students. The student body includes 13% English language learners and 10% special education students. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the school year 2009 - 2010 was 89%.

Overall Evaluation

This school is developing.

Part 2: Overview

What the school does well

- Relationships among staff and students are supportive and result in a secure and nurturing environment that promotes the social and academic growth of its students.
 - All staff work cooperatively to provide caring guidance and support to its students. Seniors especially acknowledge at least one counselor or “great teacher” who kept them on track by supporting them throughout their school career, resulting in their improved academic performance and success.
 - The school encourages student voice and active participation through the student organization, which meets once a week. Once monthly, the Student Advisory Council meets with the principal where discussions on school-wide issues take place. As a result, the students create a monthly newsletter and value opportunities to plan school events and trips.
- School leaders and faculty collect and examine a wide range of relevant school-wide data to develop a clear picture of student needs that supports the ongoing development and implementation of interventions.
 - The school’s analysis of scholarship and Regents’ data results in a variety of intervention programs such as English language learners afterschool academy, Saturday School, and credit recovery options. This has prompted the linking of academic cycles and block programming for incoming 9th graders which has resulted in an increase of 9.86% overall pass rate for the first marking period over 2009-2010.
 - School leaders focus on attendance data and utilization of unified support personnel including guidance counselors, and guidance-personalized services (GPS) for students “at risk” that has resulted in a consistent increase in attendance rates from 84% in 2007 to 90% at present.
- School leaders and faculty engage students and their families in continuing discussions regarding student progress, and provide tools that enable them to collaborate and support student learning.
 - Students have access to teachers and counselors who ensure that students have opportunities for conversations regarding their progress. Individual prescription programs such as Dewey Success and Program Planning Credit Check, engage students to track their progress.
 - Parents receive interim progress reports and final reports eight times per year. Parents appreciate the efforts to communicate with them via frequent phone calls and availability of teachers and counselors. They benefit from workshops and their growing knowledge of ARIS Parent Link, to support their children’s learning.
- The school empowers parents to be involved in all aspects of school life resulting in a shared commitment that supports student achievement.

- Newly formed partnerships with parents are responsible for parents' active involvement in the development of the Comprehensive Education Plan. Parents participate on the school leadership team, and attend parent meetings. As a result, their voice is heard regarding major school decisions.
- Parents in the parent association work with the parent coordinator and connect with newly diverse community groups and sponsors. Parents developed and arranged an International Celebration to identify and honor the multicultural heritage of the school's families.
- The school and faculty effectively utilize external partnerships to provide opportunities to provide services for students and families that promote social-emotional growth.
 - Staff members receive training through a variety of workshops to support the needs of their students. The 'Intervention Support Services' team discussed methodologies for the needs of their students based on their attendance at a William Glasser workshop that focused on positive classroom behavior. This year, the school addresses staff needs to support students via workshops on conflict resolution and peer mediation resulting in a decrease in school-wide incidents.
 - Community-based partnerships such as 'Children for Children' and outreach to broader national affiliations such as the National Aeronautics Space Administration offers a wide range of future career-pathways and college-themed academies during the day, such as medical science and professions, as well as an array of afterschool clubs including Robotics and marine science to ignite and support student interest.

What the school needs to improve

- Monitor and capitalize on the growth of collaborative inquiry as a means of professional development through a clear alignment and connection with teacher support plans and linkages to student achievement.
 - The schools leadership expects that teacher teams meet and engage in collaborative inquiry. However, there is not a developed method for evaluating the impact of improvements or intervention plans created by teams. Therefore, the school has not been able to measure the impact of this work.
 - There are no clear pathways, to distributed leadership within the school, that reflect a systematic focus on development, improvement, and mastery. While teachers receive observational feedback, and create a 'Professional Pedagogical Goals' plan, the plan does not reflect rigorous data driven processes that prioritize improvement strategies.
- Promote consistency in usage of differentiated instruction based on data so that lesson planning and implementation reflects purposeful groupings, challenging tasks, and maximizes learning for all students.

- Some teachers utilize data to establish groups based on performance, skill or learning style; however this is not an embedded practice. Presently, not all teachers use these differentiated strategies and as a result, instruction for students particularly those in the lowest third is not supporting or challenging them sufficiently and their progress is not on par with other students.
- Teachers are not using data analysis to identify student needs and identify the impact of various teaching strategies and routines that produce consistent levels of active engagement for a majority of learners. As a result, many lessons are still very generic and do not maximize learning where it is needed in core classes.
- Align and adjust the use of resources to expand organizational structures to enhance instructional programs, identifying those that work and lead to increased acceleration of student performance.
 - Presently, resource centers provide an opportunity for individualized student support for Regents exams. These centers do not have sufficient staff or resources to meet student demand. Similarly, teachers do not utilize the UFT Teacher Center on a consistent basis so that support for teachers to discuss and share instructional best practices that will affect student progress, is limited.
 - The school has not implemented sufficient technology upgrades to key school areas, which would minimize additional personnel and streamline direct service to students.
- Structure greater school-wide coherence and consistency in the collection and use of classroom level data in order to improve instructional decisions that affect class student achievement.
 - Teachers gather and analyze classroom level data including periodic assessments as well as create formative assessments on their own such as quizzes and tests. However, these practices are unaligned across grades, and within departments, missing opportunities to gain information on how to support student learning.
 - Teacher teams look at data as well as student work. The school has yet to define practices for collecting and using day-to-day classroom data and developing protocols for looking at student work. Consequently, teachers' ability to integrate formative assessment and student work analysis into daily practice varies. This limits the schools ability to address the special needs of its subgroups.
- Improve the consistency of teacher evaluation and align professional development protocols, (including formal observations and walkthroughs), at a pace that sustains progress and broadly impacts student achievement.
 - The school does not yet have observation tools that reflect rigorous alignment to instructional practices, thus allowing administrators to continually monitor and strengthen key practices across the school.
 - Inconsistent protocols for inter-visitation of teachers do not yet allow all faculty to work together to improve identified instructional practices.

Part 3: School Quality Criteria 2010-2011

School name: John Dewey High School	UD	D	P	WD
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>	UD	D	P	WD
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	
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>	UD	D	P	WD
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 Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level?		X		
2.3 Use or develop tools to enable school leaders and teachers to organize, aggregate, 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	

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>		UD	D	P	WD		
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			
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>		UD	D	P	WD		
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				
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>		UD	D	P	WD		
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				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed