

Quality Review Report 2010-2011

**George Westinghouse Career and Technical Education
High School**

**High School K605
105 Johnson Street
Brooklyn
NY 11201**

Principal: Janine Kieran

Dates of review: March 7-8, 2011

Lead Reviewer: Karen Watts

Part 1: The school context

Information about the school

George Westinghouse Career and Technical Education High School is a high school with 943 students from grade 9 through grade 12. The school population comprises 2% White students, 77% Black students, 2% Asian students, 15% Hispanic students, and 1% Native American students. The student body includes 1% English language learners and 16% special education students. Boys account for 75% of the students enrolled and girls accounts for 25%. The average attendance rate for the school year 2009-2010 was 81.6%.

Overall Evaluation

This school is proficient.

Part 2: Overview

What the school does well

- The curriculum offers a wide range of challenging experiences and choices for students to facilitate students' interest in and ownership of learning.
 - The curriculum includes career and technical education, and college level courses aligned to key State standards that meet the interests and academic needs of all students who primarily choose to attend the school. Students are able to develop their vocabulary and writing skills, in an area of study of their choosing that leads to readiness for a particular career or to readiness for continued post secondary education.
 - Teachers purposefully include rigorous academic tasks aligned to the evolving state standards in their lessons to ensure that students can access and learn the curriculum to support the development of college and career readiness skills that are improving current student academic performance.
- Students experience instructional consistency across classrooms that promote high levels of engagement in strategically differentiated lessons leading to enthusiasm for learning to reach their potential.
 - The school believes that students learn best when they are met with consistently high expectations for their work and experience constant structures in lesson design and implementation in all classrooms that foster successful students' behaviors leading to positive learning outcomes.
 - Teachers differentiate lessons to meet student interests and needs identified through data analyses. Particularly during students' independent work time, teachers provide assignments that are aligned to students' needs which foster active engagement in learning leading to increases in academic achievement.
- Organizational decisions address identified areas of need to strategically move the school's educational program forward to improve academic performance.
 - The school has aligned resources to address math instruction such as addition books, double period math classes and Regents preparation courses resulting in improvements in math scholarship and performance.
 - Teams of teachers, including guidance counselors, share responsibility for the academic performance of a specific cohort of students. Each team is responsible for the management of student attendance, behavior and academics in cooperation and communication with parents providing a supportive environment to both teachers and students to ensure student academic success.
- Teachers effectively use a wide range of assessment data to monitor classroom level student performance and create successful interventions that address students' academic needs to improve academic achievement.

- All subject area teachers plan in teams and create unit assessments aligned to key standards that provide actionable feedback to teachers. This feedback leads to adjustments in the curriculum and instructional practices to better meet students' needs leading to improvements in academic outcomes.
- Teachers and teacher teams create item analyses of unit exams to supplement the periodic assessments and Regents exam results so that they can further differentiate their instruction to meet student needs.
- The principal has created a learning community that is well focused on student outcomes with a vision to continue to accelerate learning.
 - School administrators have a keen understanding of how students learn best which is reflected strongly throughout all of the planning and have informed the goal setting for the comprehensive education plan and the principal performance review process.
 - The school leadership team conducts surveys to gather data in addition to other data sources so that school leaders can continually assess emerging needs, set goals and create action plans that address the identified needs to move the school forward.
- Administrators have developed effective tools for monitoring pedagogy to improve instructional practices and make performance evaluations to enhance student academic achievement.
 - Administrators have aligned the observation and walk through protocols to identified instructional priorities, such as the use of the workshop model for instructional delivery, use of vocabulary words and the inclusion of writing practices in all lessons. This allows the administrators to continually monitor and strengthen key instructional practices across the school leading to improvements in student academic performance.
 - Administrators adhere to an ambitious observation schedule to ensure that all teachers receive timely feedback that informs them of their pedagogical effectiveness to meet student academic needs. In addition, the administration uses observation data to make appropriate tenure and evaluation decisions leading to improvements in teacher quality and student academic outcomes.

What the school needs to improve

- Ensure that all goals include precise short and long term measurable outcomes to monitor students' progress effectively and that tools are available so that parents can easily access this information.
 - Although students meet with an adult to review their report card after each marking period and set goals for improvement, these goals are only shared with their classroom teacher. These goals are not shared with parents and are often not connected to overall long term goals for a particular subject resulting in a lack of specificity in focus for improvement.

- Both student and parent leaders help families use tools such as Skedula, ARIS and the learning environment survey to better understand student performance. However, this has not yet reached all families thereby preventing them from understanding their child's progress.
- Extend the use of professional collaborations across all grades to provide staff with valuable opportunities to share key insights and best practices focused on improving instruction and student outcomes.
 - The structure of teacher teams has begun to foster leadership development through their work with the curriculum. The 9th grade inquiry team is focused on improving instructional practices that ensures the success of all ninth graders by improving the link between teacher practice and student outcomes. They have modified the writing tasks in English units of study to incorporate the common core State standards but this practice is not yet embedded across the school. Other grade level teams are developing structures and an instructional focus for their work but have not reach the necessary potential to impact on student outcomes.
- Improve systems for measuring progress toward interim and long term goals so that progress can be measured, readjustments made and success evaluated.
 - Administrators have set goals based on summative data and are monitoring their attainment on a yearly basis however they are now developing ways to measure progress towards interim goals. Without an evaluative system in place, the school struggles to make adjustments as needed.
 - Students meet with advisors after each marking period to review their performance and attainment of interim goals, and to set new goals that are then shared with their classroom teachers. This system is developing and shows great promise in holding all members of the school's community accountable for students' success.
- Enhance systems to evaluate the success and gaps in effective professional collaborations and distributive leadership development at the school to ensure that all students' academic needs are addressed.
 - Teacher teams have made changes to instructional practices such as the incorporation of writing strategies and development of writing tasks in a particular unit of study based on informal evaluation structures. The impact of these changes on student work products are reviewed at teacher team meetings, however, the administrators are not made aware of the impact of the changes in a systematized way hindering the growth of teacher teams.
 - Teacher team leaders met with administrators once per month to report progress with the teacher teams and receive an initial training for instructional leaders from the network. The effectiveness of building leadership within the school is delayed by the lack of proficient systems to measure the effectiveness of leadership opportunities.

Part 3: School Quality Criteria 2010-2011

School name: George Westinghouse Career and Technical Education 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